Service Learning Books and Other Materials Available at Illinois Resource Center
1855 Mt. Prospect Road
Des Plaines, IL 60018
(847) 803-3535
e-mail: jzabel@thecenterweb.org

Introduction: The Illinois Resource Center maintains a library of books, pamphlets, manuals and videotapes available to Learn and Serve grantees and others. To borrow materials or to obtain more detailed information, contact Dr. James Zabel at the number above. Generally, there is no cost for this service, other than paying for the return postage.

Albert, Gail, ed., *Service-Learning Reader: Reflections and Perspectives on Service.* Raleigh, North Carolina: National Society for Experiential Education, 1994, 375 pages. A college-level textbook, this reader includes 35 selections from such people as Deepak Chopra, John Dewey, Martin Luther King, Jr., Robert Bellah and others, as well as a sample syllabus from a service learning course taught at the University of Vermont.

Allen, Rodney, "Bibliographic Resources for School-Based Community Service Learning," in *The Social Studies.* September/October, 1997, pp. 220-224. An annotated bibliography, current as of the middle of 1997, includes materials about school-based service learning, including books and articles related to the history of the service learning movement, practical "how-to-do-it" guidebooks, motivational materials and resources for academic discussions of service learning.

Beasley, Patricia, et al., *Teaching and Learning: Helpers' Service Across the Curriculum.* New York: National Helpers Network, Inc., 1995, 103 pages. This publication focuses on middle level education (early adolescents) and describes ways to link service and education. Projects that accomplish this objective are listed in art, language arts, social studies, mathematics, music, and various combinations of disciplines.

Billig, Shelley, ed., *Building Support for Service-Learning.* Denver: RMC Research Corporation, 1998, 139 pages. This volume addresses the systems and elements necessary to support and sustain quality service-learning in schools and is designed as a companion piece to *Linking the Improving America's Schools Act (IASA) and Service Learning: A Guide for Planning, Implementing, and Evaluating Programs* (Billig and Kraft, 1997). It addresses issues of leadership, professional culture, professional development, parental, family and community involvement, public support, funding and policy environment.

Billig, Shelley H., and Nancy P. Kraft, *Linking IASA [Improving America's Schools Act] and Service-Learning: A Planning, Implementation, and Evaluation Guide.* Denver, RMC Research Corporation, 1997, approximately 150 pages in a binder. This guide links IASA (Improving America's Schools Act) programs such as Title I, Title IV, Title VII, Title IX, Charter Schools and other related programs to service-learning. It is an expansion of an earlier (1996) volume that is described below and includes sections o standards, authentic teaching, authentic learning, resilience, promoting a sense of caring, reflection and evaluation. There is a lengthy resource section as well.

Billig, Shelley H., and Nancy P. Kraft, *Linking Title l and Service-Learning: A Planning Implementation, and Evaluation Guide.* Denver: RMC Research Corporation, 1996, approx. 150 pages in a binder.

This guide links Title I programs (which are government programs providing special resources for schools with a high percentage of children from low-income families) with service-learning methodologies. It provides a survey of service learning definitions, standards for quality, typical outcomes, relationship to school reform, and does the same with Title I topics. Separate chapters describe "authentic teaching," "authentic learning," and promoting a sense of caring. Guidelines for conceptualizing a program, incorporating planning, instruction and reflection, and various practical and operational matters are included. The final section deals with evaluation of programs and assessment of student success, of teaching and learning, and for program improvement. Additional resources are listed in a bibliography section.

Boston, Bruce, *Service Learning: What It Officers to Students, Schools, and Communities.* Washington, D.C.: Council of Chief State School Officers, 1997, 23 pages.

An excellent brief argument for service learning in the schools, this pamphlet refers to research supporting the effectiveness of service learning as a teaching and learning methodology and argues for a model of service learning that is firmly embedded in the curriculum. Although some of the supportive materials are dated (e.g., the "funding [levels] for Learn and Serve America School-Based and Community-Based Programs"), overall this document can be a very effective tool explaining service learning to school board members, parents, educators and community organizations.

Brandeis University – Center for Human Resources, *National Evaluation of Learn and Serve America School and Community-Based Programs: Interim Report.* Washington, D.C.: The Corporation for National Service, 1997, 50 pages.

This interim report done by Brandeis University and Abt Associates, Inc., addresses four fundamental questions: 1) What is the impact of Learn and Serve program participation on program participants? 2) What are the institutional impacts of Learn and Serve programs? 3) What impacts do Learn and Serve programs have on their communities? and 4) What is the return (in dollar terms) on the Learn and Serve investment? Abt Associates administered and analyzed pre- and post-program surveys and school record data for approximately 1,000 Learn and Serve participants (and compared them to non Learn and Serve student participants) and also surveyed teachers and community agencies. This document includes an executive summary as well as more complete explanation of the evaluation results. Learn and Serve participants in the study showed statistically significant improvements in measures of civic attitudes, were more likely than others to remain involved in some form of volunteer service, and scored higher than comparison groups on some measures of educational impact (school engagement, school grades, core grade point average, and educational aspirations).

Buchen, Irving H. and Carl I Fertman, *Creating A Culture of Service: Effective Service-Learning.* Warminster, PA: Mar*CO Products, Inc., 1994.

This series of pamphlets consists of a program manual and six focused units that can be used in service learning programs. Each of the six components includes a facilitator's guide and student workbooks. The six components are:
1. Heartbeats of the Community
2. Working with Community Agencies
3. Advisory Councils and Career Exploration

4. Parents as Partners in Service-Learning
5. Getting the Message Out
6. Empowering Youth

Cairn, Richard Dean Willits and James Calvin Kielsmeier, eds., *Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum.* St. Paul, Minnesota: National Youth Leadership Council, 1991, 247 pages.
This book is designed for K-12 educators and provides background, definitions, rationales, practical aids, sample program materials and resource contacts related to service learning. Of value to beginners as well as to those with experience administering curriculum-based service learning. Extensive lists of service-learning organizations and printed resources.

Cairn, Richard, *Learning by Giving: K-8 Service-Learning Curriculum Guide.* St. Paul, MN: National Youth Leadership Council, 1993, *254* pages.
A comprehensive theoretical as well as nuts-and-bolts manual (three-ring binder type) that covers virtually all topics of interest to coordinators of service learning programs. Part I deals with what service learning is, how students can benefit from service learning, and the key principles of effective programs. Research about the impact of service learning on educational excellence is also presented. Part II is a practical guide to details of a service learning program and to how to develop a framework for planning a successful program. Forms and handouts are included. Part III describes, by grade level through grade 8, samples of service learning instruction. Part IV is a list and description of organizations and materials available as resources.

"Combining Service and Learning: An Introduction for Cooperative Education Professionals," a special thematic issue of *The Journal of Cooperative Education,* Vol. XXVII, No.2, Winter 1991, 110 pages.
A series of articles introducing service and learning, describing the impact of field education on student development, connecting liberal arts, experiential education and public service at the undergraduate level, Dewey's theory of experience, and future directions. This issue is primarily aimed at service learning at the college level.

Community Problem Solvers: Youth Leading Change (A Guide for Program Leaders. New York: National Helpers Network, Inc., 1996, 136 pages.
This guide to setting up a problem-solving approach that could lead to community service is divided into three parts: 1) Steps to the problem-solving process, including fostering collaboration, learning about the community, choosing a problem, creating a plan of action, and implementing the plan; 2) reflection exercises; and 3) curriculum links (for both middle school and high school). Model surveys and work sheets are included throughout the book. Although the issues associated with actual on-site community service are not discussed, the approach could be used as the preliminary classroom-based activity in service learning.

"Community Service-Learning", a special issue of *Democracy & Education: The Magazine for Classroom Teachers,* Vol.9, Number 4, Fail, 1994.
The articles in the special issue include those on service learning theory, getting high school students involved, service learning with special populations, the community as a place of learning, and addressing school board and administrative concerns about service learning.

Constitutional Rights Foundation, *Active Citizenship Today: Field Guide.* Alexandria, Virginia, 1994, 187 pages.
The Constitutional Rights Foundation has long emphasized ways that students can learn citizenship skills by practicing them. Many of their suggested strategies parallel or are linked to service-learning. This book is a guide to looking at and understanding one's community, focusing on an issues and defining problems, searching for solutions and understanding those who can be resources in helping solve problems, exploring options for acting as a citizen, and taking action itself. The appendix lists other resources on citizenship implications in for the topics of consumerism, crime, drug and alcohol abuse, education, environment, government agencies, law and politics, media, and student and youth issues.

Corporation for National Service, *Expanding Boundaries: Serving and Learning.* Washington, D.C.: Corporation for National Service, 1996, 92 pages.
This collection of articles focusing on service learning at the higher education level is divided into three sections: 1) Building Connections; 2) Lessons Learned; and 3) Program and Assessment Tools. Such topics as integrating service-learning into teacher education, ethical concerns arising during program development, faculty development lessons, developing community partnerships, service contracts, and assessment are included.

Corporation for National Service, *A Guide to Working with the Media.* Washington, D.C.: Corporation for National Service, 1997, 26 pages.
As the title indicates, this publication surveys such topics as types of media, developing a media plan, working with reporters, getting your message out through interviews, and communicating through public service announcements. Appendices include tips on writing a press release, tips on press conferences, and samples of public service announcements, media advisories, and press releases.

Corporation for National Service, *Starting Strong: A Guide to Pre-Service Training.* Washington, D.C.: The Corporation for National Service, 1996, 626 pages.
Although this extensive pre-service training manual was designed with AmeriCorps* programs primarily in mind, some of the topics (e.g., "Working Effectively in Groups," "Leadership and Understanding," "Diversity and Multiculturalism," etc.) may be of value to service-learning programs as well.

Corporation for National Service, *Toolkit: A User's Guide to Evaluation for National Service Programs.* Washington, D.C.: Corporation for National Service [n.d.]. approximately 100 pages.
This binder includes a comprehensive approach to building and administering an evaluation system for volunteer programs. Sections include developing objectives, implementing an evaluation, choosing methods, choosing data collectors, compiling, organizing and analyzing data, and presenting results in a report. There is special focus on the evaluation issues surrounding service projects related to education, public safety, the environment and other human needs fields.

Council of Chief State School Officers, *Connecting Service Learning and School-to-Career Initiatives.* Washington, D.C.: CCSSD, 1997, 37 pages.
This booklet argues that service-learning and school-to-career programs can often work together because some of their goals and resources are parallel. For example, facing pages outline the

resources, interpersonal goals, information usage, and higher level learning skills that both employ. Most of the booklet describes various models of collaboration from across the country. Challenges and issues related to connecting school-to-work and service-learning initiatives are also outlined.

Eberly, Donald J., ed., *National Youth Service: A Democratic Institution for the 21st Century.* Washington, D.C.: National Service Secretariat, 1991, 60 pages.
Two articles are included *in* this manual: one, by Michael Sherraden, is a historical view of changing institutions related to service learning and the other, by Donald Eberly and James Kielsmeier, is on national youth service for the 21st century. These were presentations at a Wingspread Conference. Appendices include a bibliographical essay.

Edgar, Susan, ed., *Teens* as *School Volunteer Tutors: A Community Service Model.* New York: New York City School Volunteer Program, Inc., 1992, 64 pages.
This is a comprehensive manual on the subject of teens as volunteer tutors and covers such subjects as getting started, a coordinator's duties, choosing tutors, the high school's responsibilities, the elementary school's responsibilities, and materials used in training. Chapters are also included on troubleshooting and program assessment. Lengthy appendices include helpful hints for the tutors as well as forms that could be adapted.

Education Commission of the States, *Issues Papers.* Denver, Colorado, ECS, various dates.
Issues papers (associated with ECS and its service-learning-oriented programs, the Compact for Learning and Citizenship and Learning-in-Deed) cover multiple topics and provide K-12 school leaders, legislators and other education stakeholders resources and strategies to encourage integrating service-learning through practice and policy. The "Issues Papers" available here are:
1. "Mandatory Community Service: Citizenship Education or Involuntary Servitude?"
2. "Service-Learning: An Administrator's Tool for Improving Schools and Connecting with the Community."
3. "Service-Learning and Preservice Teacher Education"
4. "Promising Practice for K-16 Project Connect: School-University Collaboration for Service-Learning"
5. "Service-Learning: An Education Strategy for Preventing School Violence"
6. "Service-Learning: Every Child a Citizen"
7. "Service-Learning and Character Education: One Plus One is More than Two"
8. "Integrating Youth Voice in Service-Learning"

Equity & Excellence in Education. Vol. 26, No.2, September, 1993, 76 pages. This is a special service learning edition of the journal. It includes a dozen articles on such topics as an introduction to the concept of service learning, nursing home-related programs, urban community service programs, students teaching students, democracy and service, standards of quality for school-based service learning, and resources.

Eyler, Janet, Dwight E. Giles, Jr., and Angela Schmiede, *A Practitioner's Guide to Reflection in Service-Learning: Student Voices & Reflections.* Nashville: Vanderbilt University, 1996, 169 pages.
Sixty-seven college and university students contributed the subject matter of this guide, which is targeted at the higher education level. The publication describes reflection and the theoretical

bases for utilizing reflection in service-learning programs, surveys student analysis of the value of reflection in terms of learning, personal development and citizenship development, describes a spectrum of ways to combine reflection with learning, and shows how reflection can be translated into action. A bibliography, helpful readings, and an "Interview Guide" are included as appendices.

Fertman, Carl I., *Service Learning for All Students.* Bloomington, IN: Phi Delta Kappa Educational Foundation, 1994, 38 pages.
This "Fastback" pamphlet briefly summarizes the basic elements of service learning, and suggests ways of developing advisory committees, good communications and evaluation. Specific applications of service learning to elementary, middle and high school levels are also described, followed by a brief list of organizations and resources.

Furco, Andrew and Shelley H. Billig, eds., *Service-Learning: The Essence of the Pedagogy.* Greenwich, Connecticut: Information Age Publishing, Inc., 2002, 286 pages.
This volume of articles written by the foremost research experts in the service-learning field, aims to provide a "better understanding of the nature of service-learning practice and its effects on students, teachers, institutions and communities." The four parts of the book are: defining the essence of service-learning, theoretical approaches to understanding service-learning, methodological approaches to studying service-learning, and impacts of service-learning. An afterword describes the research agenda for K-12 service-learning and makes proposals related to that agenda. Some articles, particularly those dealing with definition and clarification of the differences between community service and service-learning, are written for the general teacher audience, while other articles focus on more specialized research issues and methodologies.

Goodlad, Sinclair, ed., *Mentoring and Tutoring by Students.* London: Kogan Page, 1998. 312 pages.
Eighteen articles focusing on mentoring and tutoring explore such larger topics as: the research basis for the benefits of tutoring; tutoring and accreditation; helping transitional students (students moving toward university enrollment); meeting national needs, new directions in tutoring and mentoring; and mentoring models. Note that this book, 1) generally assumes that the tutors or mentors are university or college students; and 2) references tutoring and mentoring models from around the world. It is, therefore, a resource most appropriate for university level tutoring or mentoring-based service-learning programs, but may have some value for K-12 practitioners as well.

Gulati-Partee, Gita and William R. Finger, eds., *Critical Issues in K-12 Service-Learning: Case Studies and Reflections.* Raleigh, North Carolina: National Society for Experiential Education, 1996, 243 pages.
A collection of articles dealing with such issues as community, institutional support, program management, curriculum integration, faculty involvement, student involvement and renewal. Appendices list services and publications of the National Society for Experiential Education and other resources for K-12 experiential education.

Illinois State Board of Education, *Illinois Learning Standards.* Springfield, IL: ISBE, Adopted July, 1997, 144 pages.

Benchmarks for learning standards at the elementary and secondary level in Illinois are presented in this document. Service-learning practitioners who are searching for ways to link student service activities to the curriculum can find dozens of learning areas where service applies. Standards are arranged by discipline and by grade level.

Integrating Service Learning Into Teacher Education: Why and How? Washington, D.C.: Council of Chief State School Officers, 1995, 82 pages.
Case studies from Seattle, the University of Iowa, University of Minnesota, University of South Carolina and elsewhere on teacher education programs that include service learning units in the education of teacher-candidates.

Kaye, Cathryn Berger, *The Service Learning Bookshelf,* 2nd edition, Los Angeles, California: ABCD Books, 2000, 54 pages.
This is a guide to books (picture books, novels and non-fiction materials) that can be used in connection with preparation for service-learning activities. It is arranged by topic: AIDS education and awareness, animals in danger, community safety, the elderly, environment, gardening, hunger and homelessness, immigration, literacy, special needs and disabilities, and other issues. Most of the books referenced are appropriate for students at the K through 8th grade levels, although some are also noted for high school students.

Kendall, Jane C., *Combining Service and Learning: A Resource Book for Community and Public Service.* Raleigh, North Carolina: National Society for Internships and Experiential Education, 1990. Vol.1: 693 pages; Vol.11: 528 pages; Vol.111: 79 pages.
This 3 volume set is a comprehensive collection of articles and suggested readings that covering service learning at both K-12 and college levels. Vol.I includes articles related to the principles of combining service and learning, theories for combining service and learning, public policy issues and guides, institutional policy issues and guides, and history and future of the service learning movement. Vol. II includes articles dealing with practical issues and ideas for programs and service learning courses, profiles of programs and courses that combine service and learning at colleges and universities, profiles of programs and courses that combine service and learning at the K-12 level, and profiles of programs that combine service and learning in community-based organizations, government, and youth-serving agencies. Vol. III is an annotated bibliography focusing on the definition and rationale of service learning, major perspectives on the theory and experience of service learning, volunteerism and national service, research, implications for practice and program development, and other resources.

Kids As Planners: A Guide to Strengthening Students, Schools and Communities Through Service-Learning. Lewistown, Maine: KIDS Consortium, 2001, 117 pages.
This is a teacher's guide (a practical "how-to-do-it" manual) to promoting a service-learning program. However, it is based on the premise that children ("kids") can develop really effective service-learning programs through a structured process that gives them substantial decision-making responsibilities. Eight chapters deal with such topics as: Why kids are planners, getting started, developing a project plan, implementing the plan, assessing the learning, celebrating achievements, project continuity and building support, and resources. Most chapters include case studies and practical tools. Examples are taken from elementary, middle school and high school levels. The appendix includes forms and documents that others may include in their own service-learning programs.

Kinsley, Carol W. and Kate McPherson, eds., *Enriching the Curriculum Through Service Learning.* Alexandria, Virginia: Association for Supervision and Curriculum Development, 1995, 140 pages.
A collection of articles on service as a curricular component, this book is organized around five major themes: community service learning as a vehicle for active learning, changing the culture of the school through service learning, service experiences encouraging teachers to facilitate learning, the school as a community partner, and reflection. There is also an extensive service-learning resource section listing national organizations, community service learning centers, resource books and other materials, standards of good practice in service learning and a planning and resource guide.

Laplante, Lisa J. and Carol W. Kinsley, eds., *Things That Work in Community Service Learning.* Springfield, MA: Community Service Learning Center, 1994, 129 pages.
Case examples from various grades in New England schools (Massachusetts and New Hampshire) organized around three themes: "making a different world," "intergenerational themes," and "students working with students." Resources are also listed.

Lesson Plans for Service Learning. Manhattan, Kansas: The Master Teacher, Inc., 1999, 106 sections.
This highly practical binder of materials is an "idea book" that includes 106 two-page lesson plans for service learning activities associated with many different curricular areas. A convenient chart at the beginning of the book lists all 106 activities (from Alzheimer's Awareness to Arts and Crafts for Senior Citizens, Fire Safety Volunteers, Habitat for Humanity Landscaping and Working with MADD) and correlates each with appropriate curricular areas. Lesson plans exist for all K-12 grade levels. Each lesson plan lists curricular areas, units of instruction, contacts needed beyond the classroom, community needs that are served, skills required, benefits to be gained by students, reflection activities, celebration or reinforcement components, and main steps to be taken. Each lesson plan is brief and teachers will have to customize the suggestions to their own school and classroom situations.

Loeb, Paul Rogat, *Soul of a Citizen: Living With Conviction in a Cynical Time.* New York: St. Martin's Press, 1999, 384 pages.
Not a service-learning book, as such, it nevertheless is an inspirational argument for citizenship and for the idea that the individual does matter in addressing social issues. The book has been used in college-level sociology, English and other classes. Loeb tells the stories of ordinary Americans who have found fulfillment in social involvement and service.

Maland, Jane, *The National Service-Learning Clearinghouse/Cooperative Database and Other Service-Learning Electronic Resources.* St. Paul, MN: National Information Center for Service-Learning, 1994, 5 pages.
Describes the NSLC Database, the information contained in it, what you need in order to use it, and its costs (it's free). Other service learning related electronic resources are also described.

Martin, Garrett D. and Barbara E. Baker, eds., *The National Directoiy of Internships.* Raleigh, North Carolina: National Society for Experiential Education, 1993, 607 pages.

Lists internship opportunities by type of organization: business and industry, communications, education, environmental affairs and the outdoors, international affairs, museums, creative and performing arts, public sector, social services, science and technology and women's issues. Although not developed specifically for service learning, this listing can be helpful for generating ideas about placements of volunteers.

Martin, Jennifer L. and Karen Cohn, *Take Action! Exploring With Children Ages 6-10.* New York: National Helpers Network, Inc., 1995, 62 pages.
This publication focuses on young elementary level children and is based on the premise that young people have the capacity to perform important work in their communities. The book describes activities related to science and math, reading, and arts and crafts.

Martin, Jennifer L and Karen Cohn, *Take Action! Exploring With Children Ages 3-5.* New York: National Helpers Network, Inc., 1995, 37 pages.
This publication focuses on pre-school level children and is based on the belief that even very young people have the capacity to perform important work in their communities. The book describes reading readiness, language arts, science and math, and arts and crafts activities.

Maryland State Department of Education, *Next Steps: A School District's Guide to the Essential Elements of Service-Learning.* Baltimore: Maryland State Department of Education, 1998, 60 pages plus computer diskette.
This binder includes ideas for creating or improving service-learning programs on a large scale. Although useful for the school level, it is especially designed for school districts, counties and states – particularly those that are considering making service-learning a part of every student's experience. The material is divided into three topics: infrastructure design and support, instructional issues such as connections to educational initiatives, curriculum and evaluation, and investment in student leadership and community support.

McCurley, Steve, *Involving Youth in the Community: A Planning Manual for Volunteer Centers and School Volunteer Programs.* Arlington, VA: National Volunteer Center, n.d., 63 pages.
This manual focuses on volunteer centers and their efforts to involve students as volunteers. It serves as a planning and implementation manual, and includes discussion of the steps involved in locating and training volunteers, describes key issues to be considered, and includes many sample materials such as policies sheets, curriculum frameworks, student applications to participate in community service activity, program evaluation forms, liability release forms, sample recruitment materials and a variety of checklists.

McPherson, Kate, *Learning Through Service.* Seattle: Project Service Leadership, 1989, 25 pages.
This brief pamphlet describes how service can be brought into the "effective-learning cycle" and outlines benefits of reflection, ways to reflect on and discuss a service project, key elements of success in service learning, facilitation questions, activities that foster caring and critical thinking skills and group closure.

McPherson, Kate, *Developing Caring Children.* Seattle, Project Service Leadership, 1989, 15 pages.
A brief pamphlet aimed at parents, describes what parents can do to get children involved in service activities in the community. Family projects are suggested as are methods of developing

empathy and getting the most from service through reflection on what children do and learn about service.

National Association of Secondary School Principals, *Service Learning: Raising Service Projects to the Next Level – A Guide for Student Activity Advisers.* Reston, Virginia: NAASP, 1997, 23 pages.
This brief pamphlet, produced in collaboration with Quest International -- a character building and service learning initiative associated with Lions Club International -- introduces four steps for turning service projects into service learning. The four steps (preparation, action, reflection and demonstration) are elaborated with practical suggestions for involving students at all stages of a service learning activity. Resources at the back of the pamphlet include organizations, books and other NASSP publications. Book titles related to homelessness and hunger issues are particularly highlighted.

National Helpers, Network, Inc., *Reflection: the Key to Service Learning* (2nd edition). New York: National Helpers Network, Inc., 1998, 116 pages.
The National Helpers Network is dedicated to addressing the alienation and isolation that sometimes affect adolescents by offering opportunities to young people to service in their communities and draw important lessons from their experiences. This training manual includes helpful guidelines for leading reflection exercises, describes a wide variety of reflection strategies and models, and ways that program leaders themselves can engage in reflection. Resource lists are included.

National Service and Public Safety: Partnerships for Safer Communities. Washington, D.C.: National Crime Prevention Council, 1994, 68 pages.
This brochure describes how AmeriCorps and Learn and Serve programs can establish partnerships with public safety agencies such as police departments, courts, halfway houses, at-risk youth, etc.

National Service-Learning Cooperative, *Essential Elements of Service-Learning.* Roseville, Minnesota: National Technical Assistance Center, 1999, 38 pages.
This document, which responded to a need to systematize what had been learned about the essential elements of effective service-learning practice, is a very useful introduction to best practices in school-based service-learning. The booklet includes definitions, benchmarks of effective service-learning, essential elements of both effective service-learning practice and for organizational support, and examples.

National Technical Assistance Meeting on Service Learning, *Strategies for Program Evaluation and Student Assessment.* Burlington VT, 1996, 38 pages.
This is a report of the Learn and Serve America-sponsored "assessment meeting" held March 24-25, 1996, in Burlington, Vermont. Among the topics included are general introductions to program and self-directed evaluations, examples of several state approaches to service learning evaluation, comments by several experts on the topic of authentic assessment and assessment of service-learning, and ways to package and present evaluation and assessment results. A resource guide is included as an appendix.

Newmann, Fred, Walter Secada and Gary Wehlage, *A Guide to Authentic Instruction and Assessment Vision, Standards* and *Scoring.* Madison: Wisconsin Center for Education Research, 1995, 102 pages.
Using material from 130 teachers and 3,000 students in mathematics and social studies from 24 "restructured" elementary, middle and high schools nationwide, this Guide presents a rationale for the importance of students constructing knowledge, through disciplined inquiry, to produce performance with value and meaning beyond school. Although not specifically targeted toward service learning, the book focuses on a subject (authentic assessment) that is often linked to service program evaluation. The Guide includes a set of integrated standards for analyzing teaching, assessment practice and student performance, and includes examples of teachers' lessons, specific rubrics and scoring rules.

Parsons, Cynthia, *Serving to Learn, Learning to Serve: Civics and Service From A to Z.* Thousand Oaks, CA: Corwin Press, 1996, 92 pages.
The author, formerly education editor of *The Christian Science Monitor,* coordinates SerVermont, a statewide service-learning initiative, and is well-known as an enthusiastic supporter of student volunteerism and community service. The brief chapters consist of appropriate quotes related to service as well as helpful hints about the nature of service learning programs, arranged according to the alphabet ("A is for Awards and Appreciation, B is for Books and Birthdays, C is for Civics, Civility and Concern," etc.). The book is an effective thought-piece that can help those interested in service learning generate new ideas for their own programs.

Phi Delta Kappan, June, 1991, 773. A special issue focused on service learning. This special issue of this educational journal focused on service learning with articles by leading authorities in field. Among the articles included are those on service learning as a "sleeping giant of school reform," school-based community service research and theory, service learning projects in the states of Vermont, Washington, Pennsylvania, Massachusetts and among Native Americans, and the relationship to citizenship education.

Pitofsky, Jim, *Creating and Managing Partnerships for Service-Learning Integration.* Alexandria, VA: National Association of Partners in Education, Inc., 1994, 100 pages. This manual "empowers individual and organizations to create and manage partnerships for achieving service-learning outcomes." It includes sections on awareness, needs assessment, potential resources, goals and objectives, program design, partnership management, recruitment, assignment, orientation, training, retention and recognition, and monitoring and evaluation.

Purcell, Elizabeth, ed., *Volunteers and Older Students.* Alexandria, VA: National School Volunteer Program, 1981, 80 pages.
Although focusing on adults who volunteer in middle and secondary schools, this book also has a lengthy chapter on students helping each other through peer/cross-age tutoring, peer counseling, and peer leadership.

Rolzinski, Catherine **A.,** *The Adventure of Adolescence: Middle School Students and Community Service.* Washington, D.C.: Youth Service America, 1990, 139 pages. A general description of youth and service, including articles on tutoring Hispanic at-risk elementary students by Hispanic at-risk middle school students, combining pre-vocational training with community projects to prevent drop-outs, environmental projects

in neighborhoods with high gang membership, bringing youth into nursing homes, school-wide programs, district-wide programs, and lessons from the case studies.

Route to Reform: Service-Learning and School Improvement A videotape. St. Paul, MN: National Youth Leadership Council, n.d.
A 20-minute videotape introducing the concept of service learning as an avenue for improving schools.

Sagawa, Shirley and Samuel Halperin, eds., *Visions of Service: The Future of the National and Community Service Act.* Washington, D.C.: American Youth Policy Forum and National Women's Law Center, 1993, 61 pages.
A collection of articles by prominent national experts in the field of service and service learning on such topics as: why service, what is service, who shall serve, where are we headed, and how shall we get there?

Schukar, Ron, Jacquelyn Johnson and Laurel Singleton, eds., *Service Learning in the Middle School Curriculum: A Resource Book.* Boulder, CO: Social Science Education Consortium, 1996, 158 pages.
This publication provides an overview of service learning at the middle school level, explains how service learning can help teachers meet national and state standards, describes the design and implementation of middle school service learning programs, focuses on model integrated service learning projects, and full explains how to assess such programs. A resource section lists teacher materials about service learning as well as organizations with expertise in service learning.

Seals, Gayle, ed., *Service-Learning in Teacher Education: A Handbook.* National Service Learning in Teacher Education Partnership, n.d., 93 pages.
A guide to empowering teacher educators to take the first steps toward integrating high quality service-learning projects into their teacher-preparation programs and courses, this handbook was developed by such nationally-recognized teacher educators as Jeffrey Anderson, Marty Duckenfield, Terry Pickeral and Rahima Wade. It is probably most valuable for introducing prospective teachers to service-learning and its connection to meeting learning standards. Topics that are covered include: the definition, history and pedagogy of service-learning; the place of service-learning in teacher education; integrating service-learning into programs and specific courses; and teaching the pedagogy of service learning. A bibliography of further readings and a helpful list of resources is also included.

Seidman, Anna and Charles Tremper, *Legal Issues for Service-Learning Programs.* Washington, D.C.: Nonprofit Risk Management Center, 1994, 27 pages.
This pamphlet covers legal liability fundamentals, injuries to students, legal limitations on service-learning, and risk management.

Service Learning Compendium: Resources for Projects in the Four National Priority Area£ Philadelphia: Public/Private Ventures, n.d.
This collection of resources was put together to help AmeriCorps programs prepare for service efforts in communities around the country. The four national priority areas included are: environment, education, public safety, and human needs. Each section consists of articles and annotated bibliographies of resources available.

Service-Learning: Linking Classrooms and Communities – The Report of the Sueprintendent's Service-Learning Task Force, California Department of Education. Sacramento, California: Department of Education, 1954.
A diverse group of California educators, students, researchers and representatives of nonprofit organizations, developed a series of recommendations for the future of service-learning in the state. While designed specifically for California, the document provides a fine example of a state plan for the growth of service-learning that is academically meaningful and sustained, linked to standards, assessment and accountability tools, strong in terms of youth voice, adequately funded, linked to teacher education programs, and supported with professional development programs.

Service Learning Practicum Handbook University of Iowa Elementary Education Program Workbook, n.d.
This handbook is used in a teacher education program to introduce college students to the possibility of using service learning in their teaching practicums.

Shumer, Robert, *Academic Learning + Experiential Learning = Complete Learning.* Working draft of an article, St. Paul, MN: National Information Center for Service Learning, 1993, 11 pages.
A thought-paper, this article explores the traditional definition of "academic learning" and why it has not usually included learning from internships, apprenticeships, community service and other experiential types of programs. The author concludes that recent discoveries about cognition and learning suggest that "complete learning" does indeed embrace both academic and experiential methods.

Shumer, Robert, Describing Service-Learning: A Delphi Studv. St. Paul, MN: Department of Vocational and Technical Education --University of Minnesota, 1993, 35 pages.
The results of a national study, using a Delphi process, to develop an understanding of the fact that there are a variety of uses and definitions of service learning. The result is a typology of service learning definitions.

Shumer, Robert and Thomas Berkas, *Doing Self-Directed Study for Service-Learning.* St. Paul, MN: University of Minnesota Center for Experiential Education and Service-Learning, 1992.
This workbook introduces service learning practitioners to an evaluation process that is in turn designed to improve the practice of service-learning. The workbook sections include an outline of a plan itself, suggestions and samples, examples of results obtained from a self-directed evaluation training workshop, and references.

Shumer, Robert, et al., *Evaluation: The Key to Improving Service-Learning Programs.* St. Paul, MN: Center for Experiential Education and Service Learning -- University of Minnesota, 1994, 214.
This is a manual that aims to help with evaluations of service learning programs, arguing that evaluation should focus on "organizational learning" resulting in information that can be used to identify program characteristics, strengths, weaknesses, and differences of perspective among stakeholders. One chapter provides an introduction to evaluation, another introduces models of evaluation plans, and a third describes particular models of evaluation. The final chapter describes how to prepare for evaluation.

Shumer, Robert, *Schools and Communities: Creating Places of Learning.* Washington, D.C.: The Points of Light Foundation, 1993, 21. A pamphlet that introduces the concept of service learning, makes recommendations about how policy makers can provide the environment for service, and lists references for further study.

Shumer, Robert, *Service-learning: A Study of Exemplary Practice.* Working draft of an article, St. Paul, MN: National Information Center for Service Learning, 1993, 4 pages. This is a thought-paper describing the present status of service learning in the schools, suggesting benefits of integrating service with learning, elements of strong programs, potential areas of concerns or problems and barriers.

Smink, Jay and Marty Duckenfield, eds., *Making the Case for Service-Learning: Action Research and Evaluation Guidebook for Teachers.* St. Paul, Minnesota: National Youth Leadership Council, 1998, 32 pages.
Several very brief articles on action research design, data collection, data analysis and other topics related to service-learning research, argue that teachers engaged in local service-learning projects must do evaluation that will supplement basic research on a larger scale. This brochure is a starting point for crafting an action research strategy.

Springfield (Mass.) Public Schools, *Whole Learning Through Service: A Guide for Integrating Service into the Curriculum, Kindergarten through Eighth Grade - A Manual for Principals and Teachers.* Springfield, Mass., 1991, 167 pages. A comprehensive curriculum guide to how one school district that leads nationally in the service learning field has connected community service to the education of most of its students. Among the topics that are outlined (with models, experience history, and resource lists) are such themes as: intergenerational programs, homeless/hunger issues, citizenship, community health awareness, and environmental study.

Springfield (Mass.) Public Schools, *Community Service Elective Course.* Springfield, Mass., 1988, 47 pages.
This booklet outlines the philosophy and mechanics behind a community service course at the high school level (as opposed to incorporating service into the curriculum of more traditional courses). Among the topics that are outlined are: key concepts, a course of study summary, service units, understanding community, a focus on Springfield itself as a community (in terms of its history, government, neighborhoods, economy, education, culture, social services, health services, ethnicity and religion, and criminal justice issues) and ways to use reflection of service experience.

Thomas, Ret and Dorine Thomas, *The Service Volunteer's Handbook.* San Jose, California: Resource Publications, Inc., 1998, 120 pages.
This pocketsize handbook is designed for those involved in community service or service-learning activities and programs and is basically a "do's and don'ts" booklet that may be of some value in preparing students for actual service experiences. Chapters cover such topics as: being organized, knowing one's responsibilities and roles in service, developing good relationships, maintaining a positive attitude, "attending skills"sudch as nonverbal communications and listening well, questioning skills, problem-solving skills, interpersonal feedback, and conflict resolution.

Tremper, Charles, Anna Seidman and Suzanne Tufts, *Managing Volunteers Within the* Law. Washington, D.C.: Nonprofit Risk Management Center, 1994, 27 pages. A pamphlet that outlines anti-discrimination laws, workers' compensation issues, child labor laws, and taxation issues that may pertain to the management of volunteers in community service fields.

Tufts, Suzanne, Charles Tremper, Anna Seidman and Jeffrey Kahn, *Legal Barriers to Volunteer Service.* Washington, D.C.: Nonprofit Risk Management Center, 1994, 27 pages.
This pamphlet deals with wage and hour laws, construction, maintenance, repair and decorating, issues, union rules, issues related to non-citizens and other topics that may or may not directly relate to all service-learning programs.

University of Illinois Extension, *Leadership Development Through Community Action.* Urbana-Champaign: U. of Illinois Extension, 1999, 145 pages plus teachers' manuals.
This is a multifaceted service learning curriculum for middle school-aged students. Designed to link directly to the Illinois Learn Standards, it is a comprehensive, "drop-in" program that takes students through several stages leading to a service learning project. These include understanding the self, understanding the group, getting to know the community, learning about issues in the community, developing a plan to address a community issues, implementing the plan, and evaluating the effort. A teacher's guide is included, as is a notebook with more than 60 handouts and overhead transparency masters. University of Illinois Extension educators can also help with the implementation of the curriculum.

Urke, Brenda and Maddy Wegner, *Profiles in Service: A Handbook of Service-Learning Program Design Models.* St. Paul, MN: National Youth Leadership Council, 1993, 53 pages plus appendices and interleaved worksheets of various sorts.
This handbook is designed for teachers, students, school district administrative staff, state departments of education, community agency staff, and college departments of education. Five case study profiles are included from Minnesota schools, each of which includes background, mission and goals, funding sources, curricular strategies, replication suggestions, academic and community outcomes and evaluation information. The projects/schools included are: Waseca Middle School Homeless Project; St. Louis River Watch in Duluth: Battle Creek Middle School -- St. Paul Fresh Force Project involving work with senior centers and the elderly; "YEAH" (Youth Employment and Housing) --Chaska focusing on city housing regulation and agencies for homeless; and Sentence-to-Serve-Plus-- Carver County Court Services in Chaska involving the State Department of Corrections and other agencies for support services.

Vineyard, Sue, *Evaluating Volunteers, Programs and Events, and Reflection: The Evaluative Component of Service-Learning.* Downers Grove, IL: Heritage Arts Publishing, 1994, 26 pages.
This brief booklet surveys the topics listed in the title. Appendices include forms for evaluating volunteers, programs and events, and questions that can be used in service-learning reflection and evaluation.

Vue-Benson, Robin and Robert Shumer, *Civics, Social Studies and Service Topic Bibliography.* St. Paul, MN: National Information Center for Service-Learning, 1995, 11 pages.
An annotated bibliography of articles and books that relate service learning to civics and social studies. Section one contains references providing background information and conceptual

frameworks useful in thinking broadly about the role of service in education and youth development, followed in section two by items describing information pertinent to program development. Section three has references focusing on the civic and citizenship education context surrounding any service activity.

Vue-Benson, Robin and Robert Shumer, *English Language Arts and Service Topic Bibliography.* St. Paul, MN: National Information Center for Service-Learning, 1995, 8 pages.
An annotated bibliography that lists articles and books that relate service learning to teaching reading, literature, writing, communications, research skills and related language arts disciplines.

Vue-Benson, Robin and Robert Shumer, *Intergenerational Service Topic Bibliography.* St. Paul, MN: National Information Center for Service-Learning, 1995, 10 pages. An annotated bibliography of books and articles related to service learning and intergenerational issues. Section one includes citations related to an overview of the topic plus background information on intergenerational service. Section two lists sources helpful in developing programs such as guidelines, research and models. Section three includes sources that describe a variety of intergenerational service programs.

Vue-Benson, Robin C. and Robert Shumer, *Topic Bibliography of Sources Related to Service-Learning by ESL/Bilingual Students.* St. Paul, MN: National Information Center for Service-Learning, 1994, 8 pages.
An annotated bibliography (16 entries) of articles or books related to service learning and second language students.

Vue-Benson, Robin C. and Robert Shumer, *Topic Bibliography on Individuals with Disabilities Performing Service.* St. Paul, MN: National Information Center for ServiceLearning, 1994, 5 pages.
An annotated bibliography (9 entries) of articles or books related to service learning and individuals with disabilities performing service.

Vue-Benson, Robin C. and Robert Shumer, *Topic Bibliographv on Behaviorally and Emotionally Disordered Youth and Service.* St. Paul, MN: National Information Center for Service-Learning, 1993, 3 pages.
An annotated bibliography (4 entries) of books or articles related to behaviorally and emotionally disordered youth performing community service.

Vue-Benson, Robin C. and Robert Shumer, *Topic Bibliographv on Service with Math and Science Education.* St. Paul, MN: National Information Center for Service-Learning, 1994, 6 pages.
An annotated bibliography (13 entries) dealing with ways that service learning in the math and science fields can be undertaken.

Vue-Benson, Robin C. and Robert Shumer, *Topic Bibliography on Sources Related to Service and the Environment* St. Paul, MN: National Information Center for Service-Learning, 1994, 5 pages.
An annotated bibliography (12 items) of books and articles that link service learning and the environment.

Vue-Benson, Robin C. and Robert Shumer, *Topic Bibliography on Sources Related to Mentoring and Service.* St. Paul, MN: National Information Center for Service-Learning, 1994, 12 pages. An annotated bibliography of books and articles dealing with students serving as mentors (covers several grade levels, including college).

Vue-Benson, Robin C. and Robert Shumer, *Topic Bibliography: Service4earning Connections to Resiliency and "At-Risk" Youth.* St. Paul, MN: National Information Center for Service-Learning, 1994, 18 pages.
An annotated bibliography of articles and books related to how service learning may be able to limit drop out problems in schools and fostering resiliency among at-risk youth.

Vue-Benson, Robin C. and Robert Shumer, *Impacts and Effect of Service Topic Bibliography.* St. Paul, MN: National Information Center for Service-Learning, 1995, 25 pages.
An annotated bibliography of articles and books that represent a selection of research and reports which address the issue of whether or not, and to what extent, service learning can have a substantial impact on the civic development of youth. The bibliography is divided into five sections: social and psychological outcomes; intellectual, academic achievement and school behavior outcomes; social/psychological and intellectual academic outcomes; literature reviews; and examples of service program evaluation.

Wade, Rahima, "A Century of Service-Learning: Can We Get There From Here?" *NSEE (National Society for Experiential Education) Quarterly,* Fall, 1994, pp.6-7, 26. Brief article arguing for establishing service4earning as a more central learning approach in the schools.

Wade, Rahima, ed., *Community Service-Learning: A Guide to Including Service in the Public School Curriculum.* Albany: State University of New York Press, 1997, 379 pages.
This comprehensive collection of articles by the editor and others surveys the fundamentals of service learning (preparation, collaboration, curriculum integration, reflection and building community support), describes service learning programs for three levels of students (elementary, middle school and high school), includes voices from the field (teachers, students, administrators, community agency personnel, parents, etc.) and predicts the future of service learning. An extensive bibliography of community service learning materials is included.

Wegner, Madeleine, Michelle Anderson and Carol Stenborg, eds., *Route to Reform: K-8 Service-Learning Curriculum Ideas.* St. Paul, Minnesota: National Youth Leadership Council, 1994, 127 pages.
Describes the Generator School Project and WalkAbout summer program projects. An "idea book" rather than an exhaustive curriculum, this collection of case studies describes service learning projects that involve the arts, citizenship, environmental protection/restoration, global/multicultural awareness, health, hunger/homelessness issues and intergenerational activities. Each of approximately 40 case studies has a project description, information about timelines, project scheduling, safety/liability issues, equipment needed, personal growth outcomes, community involvement, reflection activities, means of assessment and hurdles encountered.

Wisconsin Department of Public Instruction, *Light the way: School Volunteer Resource Guide.* Madison, Wisconsin, 1996, 49 pages.
This publication outlines the philosophy, ideas, and mechanics of starting and sustaining volunteer involvement in the schools. Both adult volunteers of all ages and youth service-learning programs are encompassed. Appendices include helpful forms (screening letters, emergency information, hour log sheets, and evaluations) that could be adaptable for any school-based volunteer program.

Witmer, Judith T. and Carolyn S. Anderson, *How to Establish a High School Service Learning Program.* Alexandria, Virginia: Association for Supervision and Curriculum Development, 1994, 86 pages.
This pamphlet-style book describes the origins, purposes, goals and principles of service learning, suggests ways to determine whether or not service learning is right for your school or district, describes various program design options, and outlines the operations, hurdles, and procedures encountered with service learning at the high school level. Appendices list sources of service learning information and essential references.