

Benefits of Service-Learning

Topic	Community	School	Principal	Teacher	Student	Research
URBAN EDUCATION	Urban community assets are highlighted and utilized.	Urban school populations are recognized as having value.	Principals work with reflective and progressive teachers of urban students.	Teachers build rapport with their urban students as they begin to know them in a new context.	Urban students believe that their voice is valued and experience an increase in self-worth.	"Although in general the developmental needs of the early adolescent cuts across distinctions of race and class, the search for ways to meet these needs takes on special urgency for inner-city youth in neighborhoods where the social fabric is frayed" (Schine, 1997 p.172).
COMMUNITY CONNECTIONS	Community sees that students are part of the solution, not the problem.	School builds relationships with community and is viewed as part of the larger community.	Principals get an extensive benefit for Professional Development and Title 1 funds through teacher training and enhanced community relations.	Incorporating community in the classroom diversifies instruction in a manner applicable to all content areas.	Students meet positive adult role models from the community, from whom they can learn.	Service-learning is "a form of experiential learning that calls on students to use their academic knowledge and skills to benefit them as well as the community" (George, 2004, p. 37).
SCHOOL CULTURE	Community members view students as caring active citizens.	School creates a community and culture of caring.	Principals have more time to focus on AYP goals due to a decrease in disruptive behavior.	Teachers use an authentic, engaging strategy to deliver the core curriculum.	Students become more engaged in school and in the core curriculum, spend more time on task, and are less likely to cause disruptions during instruction.	Kielsmeier (2003) reports that 8 out of 10 principals in schools offering service learning note that it "has a positive impact on academic achievement, teacher satisfaction, school climate, school engagement, and community's view of youth as resources" (p. 6).
PROFESSIONAL LEARNING COMMUNITIES	Community builds cohesiveness by working together to combat a social ills.	School becomes a forum conducive to professional learning communities.	Principals have teachers who can conduct turn-around training for colleagues.	Teachers build rapport with colleagues as members of a professional learning community.	Students receive interdisciplinary instruction because their teachers collaborate to design their instruction.	Teachers feel support [when working together], which increases their self-esteem. Working smarter is a good way to describe what happens when teachers have a chance to be in a network. "Together, they have energy, organizational skills, and resources to attempt innovations that would exhaust an individual teacher" (Inger 1993).
AUTHENTIC LEARNING	Community views the school as an integral part of the community.	School exhibit spaces show authentic learning.	Principals can turn to Network teachers to create service-learning demonstration classrooms.	Teachers can use professional development to learn how to implement mandated exit projects.	Students develop research, problem solving, and higher order thinking skills.	Service-learning is a powerful vehicle for enhancing real life connections to subject matter learned in school and provides a means for deep learning and understanding of contents (Johnson, 2002).
PUBLICITY/ PUBLIC RELATIONS	Community is publicly recognized for having value.	School receives positive publicity.	Principals are recognized for their role in attracting positive publicity.	Teachers are publicly viewed as leaders in the school and community.	Students are publicly recognized for their contributions to society.	Service-learning promotes communication and interaction with the community and encourages partnerships and collaboration (Billig, et al, 2005).