

**AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION (AACTE)
SERVICE-LEARNING IN TEACHER EDUCATION SURVEY**

INSTITUTIONAL CHARACTERISTICS

- **N=528**
- **AACTE Membership Status:**
 - Members = 95%
 - Non-Members = 5%
- Item 5. Is your institution public or private?**
 - Public = 55%
 - Private = 45%
- Item 6. Does your institution have a religious affiliation?**
 - Yes = 36%
 - No = 64%

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INSTITUTIONAL CHARACTERISTICS

**Item 7. If yes, please specify religious affiliation
(190 institutions identified a religious affiliation)**

<u>Religious Affiliation</u>	<u>Number</u>	<u>Percent of Total</u>
Assemblies of God	3	1.6%
Baptist (American, BGC, or Southern)	23	12.1
Christian Church (Disciples)	3	1.6
Christian (non-denominational)	4	2.1
Church of the Brethern	5	2.6
Church of Christ	6	3.2
Church of Jesus Christ (Mormon)	1	0.5
Episcopal	2	1.1
Lutheran (ELCA or MS)	14	7.4

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(190 institutions identified a religious affiliation)**

<u>Religious Affiliation</u>	<u>Number</u>	<u>Percent of Total</u>
Mennonite	2	1.1
Methodist	17	8.9
Moravian	2	1.1
Nazarene	5	2.6
Presbyterian	10	5.3
Reformed	2	1.1
Roman Catholic (diocesan or order)	69	36.3
Seventh Day Adventist	4	2.1
Society of Friends (Quakers)	1	0.5
United Church of Christ	3	1.6
Other or Not Specified	14	7.4
(but indicated a religious affiliation)		
Total	190	100%

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INSTITUTIONAL CHARACTERISTICS

Item 8. Considering all your institution's teacher education programs, please check all that are offered:

- 93% Percent offering undergraduate baccalaureate degree program
- 58% Percent offering post-baccalaureate program culminating in teaching certification but no degree
- 65% Percent offering post-baccalaureate program culminating in a degree and teaching certification

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INSTITUTIONAL CHARACTERISTICS

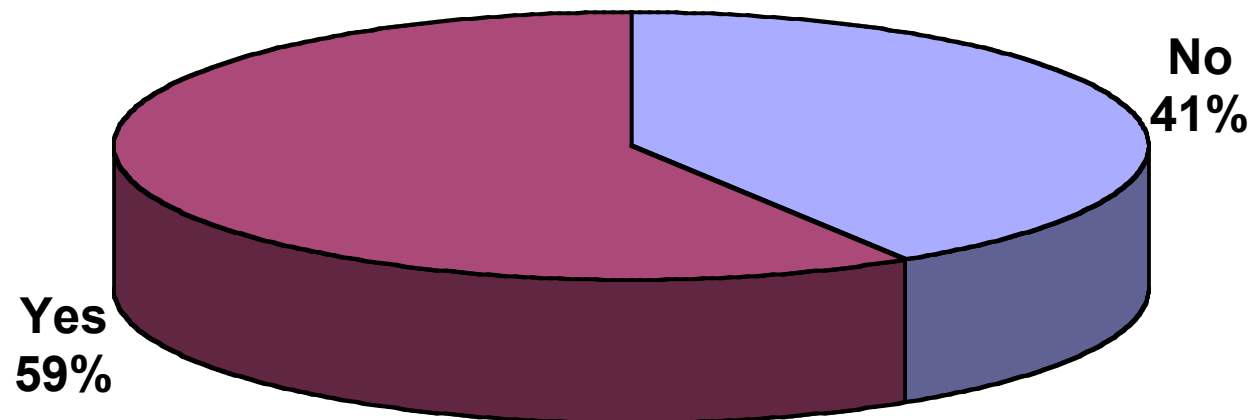
**Item 9. Approximately how many students does your
institution recommend for teacher certification each year?**

**Average = 209
Max. = 2000
Min. = 3
Std. Dev. = 209.44
Mode = 100**

**AMERICAN ASSOCIATION OF COLLEGES FOR
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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

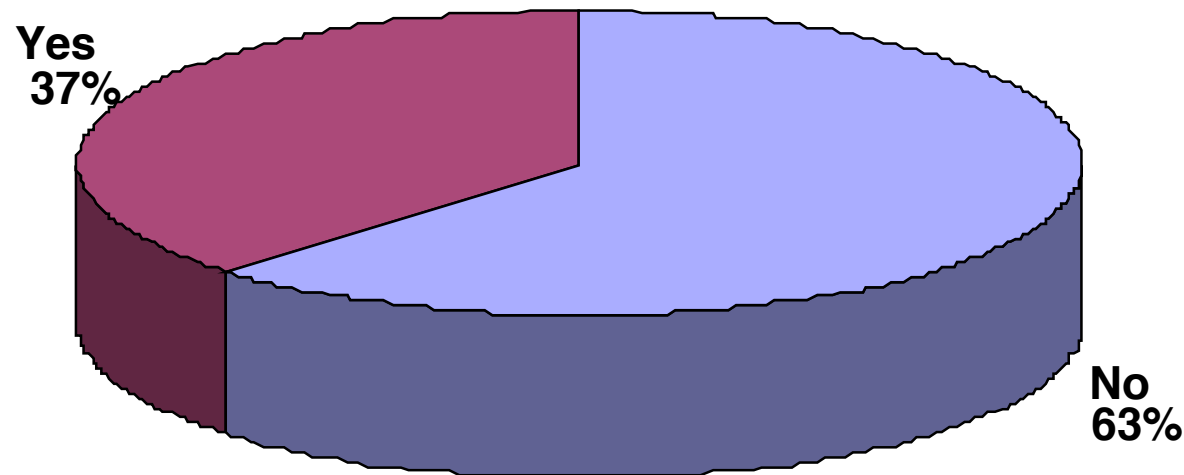
**Item 14. Is service-learning (S-L) included in your
teacher education (TE) program?**



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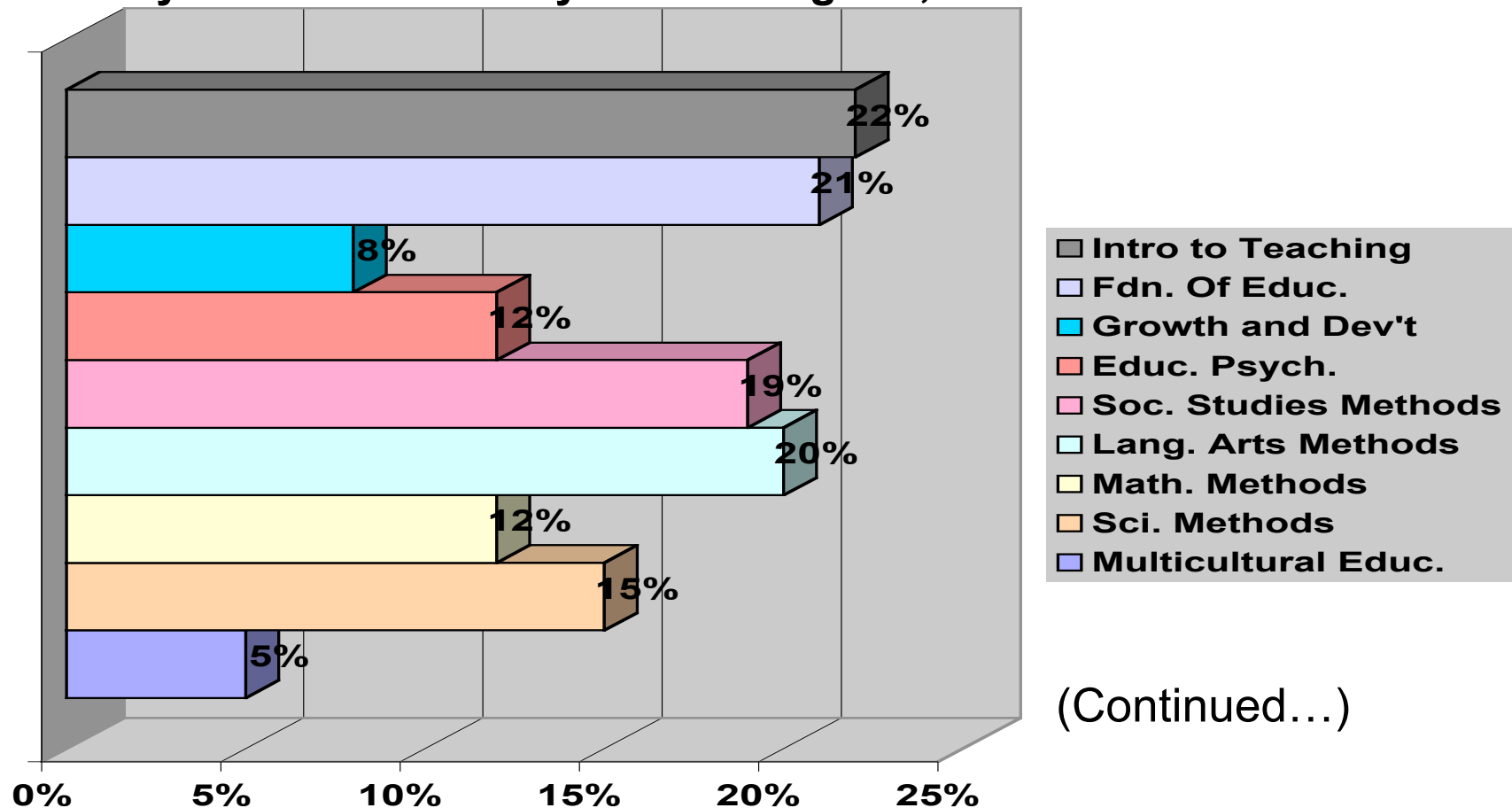
Item 15. Does your teacher education program prepare preservice teachers to use service-learning as a pedagogy with their future P-12 students?



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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

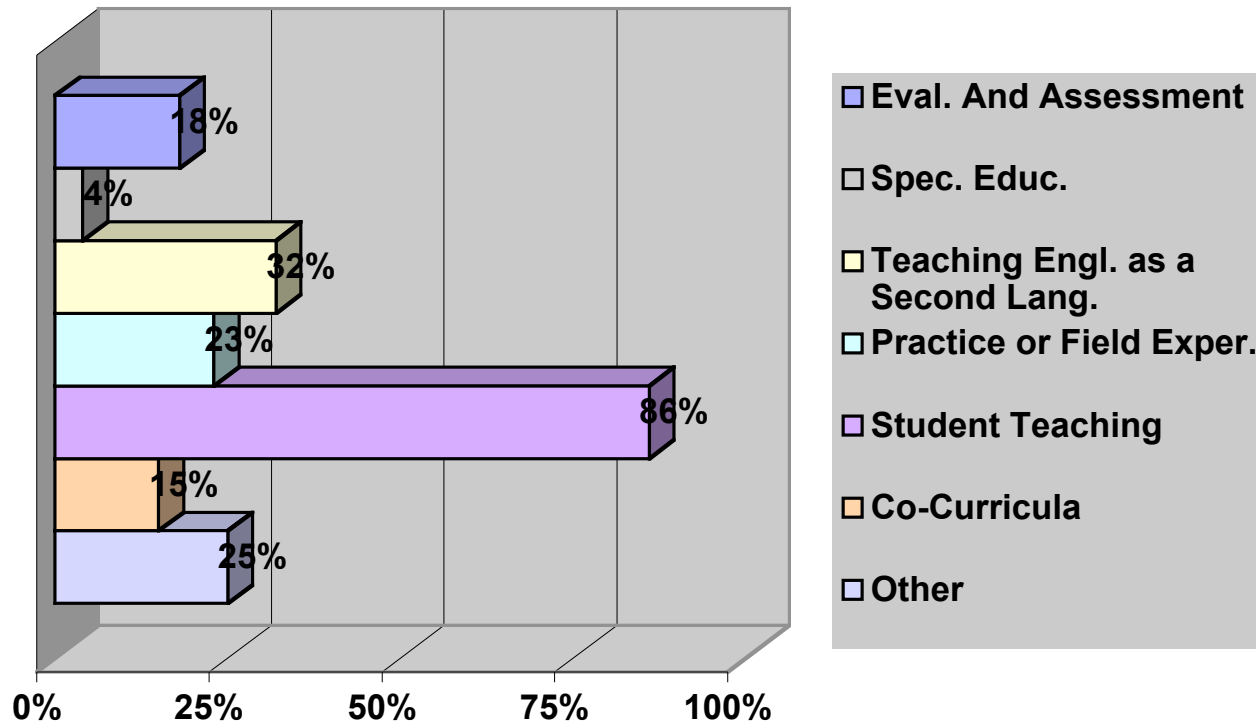
Item 16. If you include S-L in your TE Program, which classes include S-L?



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AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

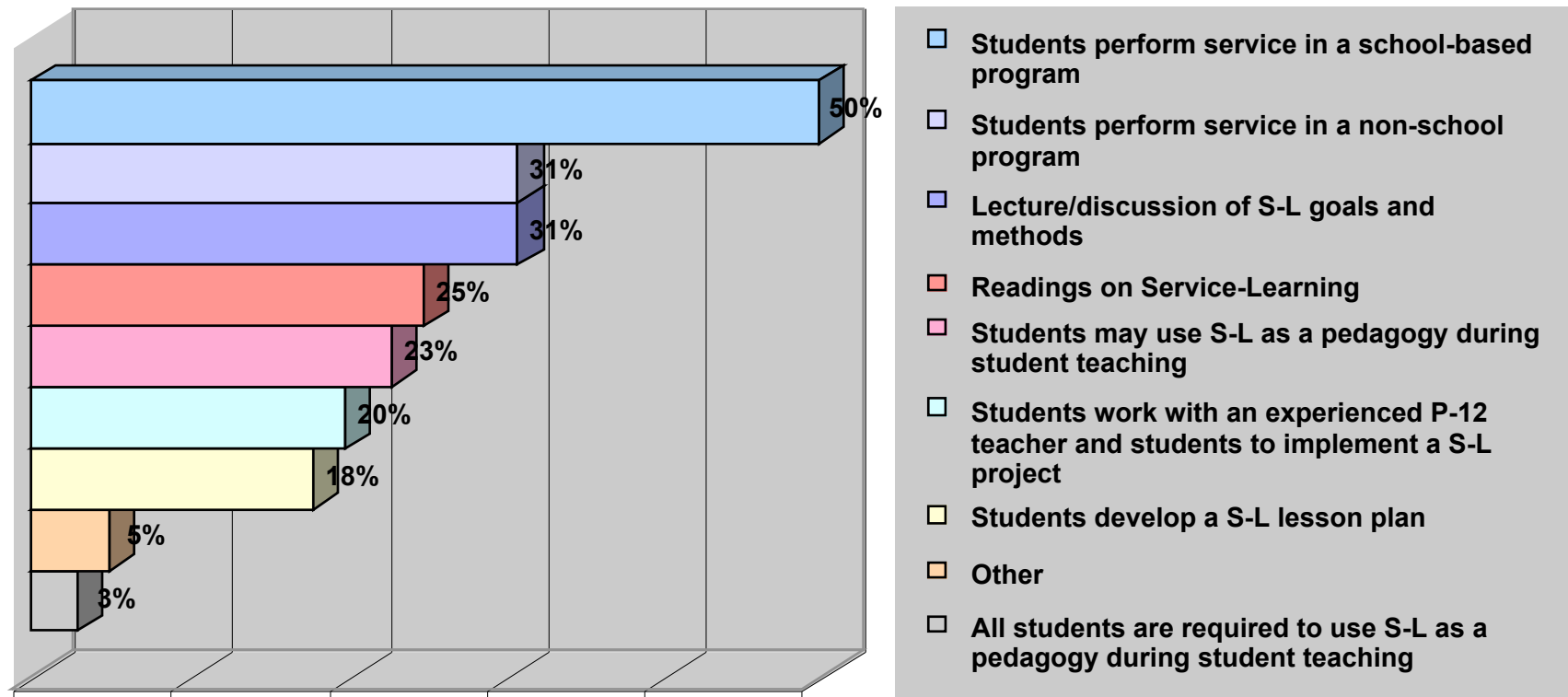
PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES Item 16. If you include S-L in your TE Program, which classes include S-L?



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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

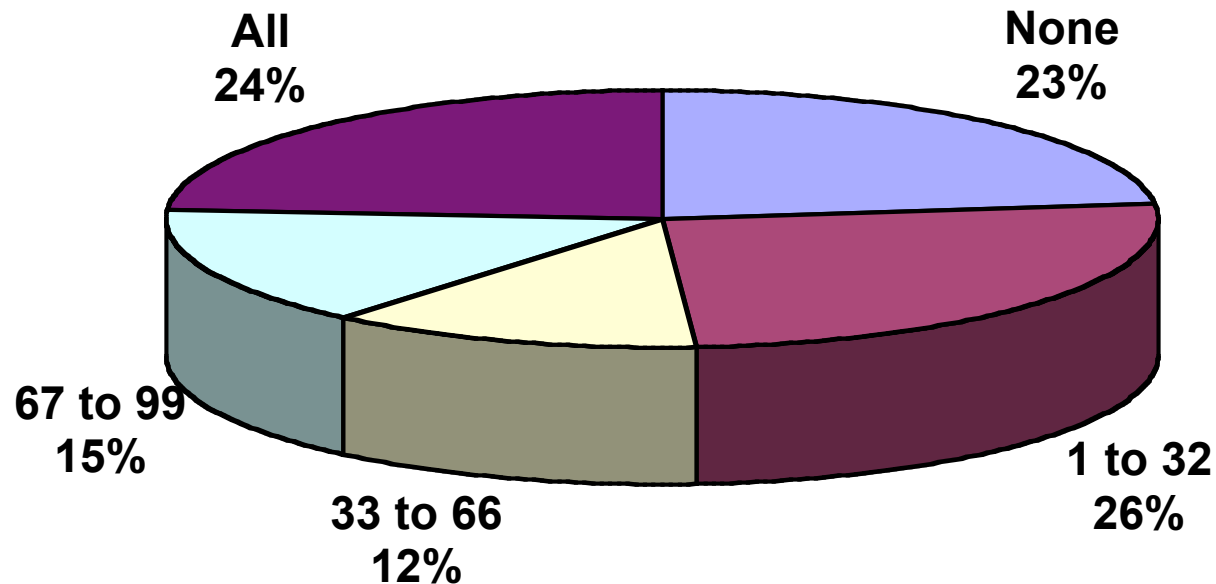
Item 17. Which of the following experiences and methods are included in your program?



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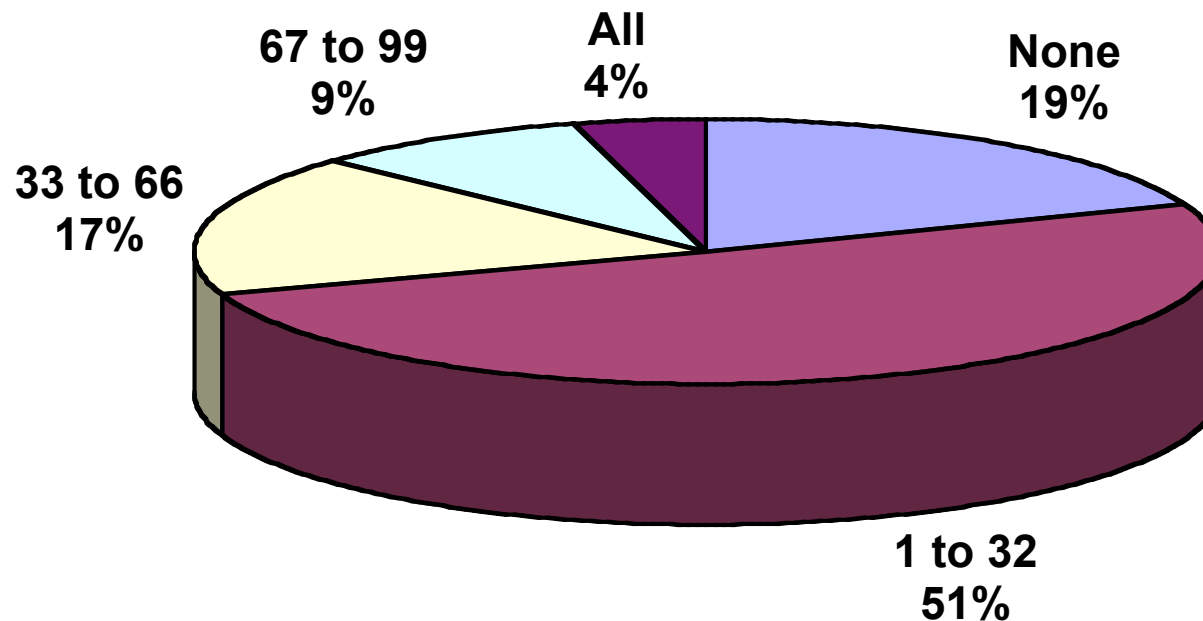
Item 18. Approximately what percentage of the preservice teachers in your institution experience service-learning as a part of their required coursework?



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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

Item 19. Approximately what percentage of full-time, teacher education, tenure-track faculty in your institution include service-learning in a class they teach?



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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

Item 20. Which of the following statements most accurately describe the degree to which S-L is currently a part of your institution's TE program?

- 26%** a. Service-learning is not a regular part of our teacher education program.
- 22%** b. Service-learning is not a regular part of our teacher education program but some faculty mention it in their courses and a few occasionally assign service-learning readings.
- 28%** c. Service-learning is recognized as a promising approach to teaching that supports the mission of our teacher education program and some faculty use it in their courses but preservice teachers are not taught how to use it as a pedagogy for P-12 students.

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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

Item 20. Which of the following statements most accurately describe the degree to which S-L is currently a part of your institution's TE program?

- 19%** d. Service-learning is recognized as an approach to teaching that supports the mission of our teacher education program. Key faculty use service-learning in their courses and preservice teachers are taught the pedagogy and encouraged to use it in their P-12 practicum experiences and/or student teaching.
- 4%** e. Service-learning is strongly integrated in the core courses of our teacher education program. All preservice teachers are taught service-learning pedagogy and expected to develop and teach a service-learning activity in their P-12 practicum experiences and/or student teaching. Our School/College/Department of Education provides infrastructure support for service-learning and works hard to secure classroom placements with teachers supportive of service-learning.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

SERVICE-LEARNING GOALS AND IMPACTS

Item 29. What items best describe a rationale or goal for your teacher education programs' use of service-learning. (Check all that apply).

- 25%** a. To prepare preservice teachers to use service-learning as a pedagogy.
- 45%** b. To develop preservice teachers' habits of critical inquiry and reflection.
- 25%** c. To help preservice teachers become familiar with educational reform initiatives.
- 53%** d. To enhance preservice teachers' personal and social development.
- 40%** e. To increase preservice teachers' willingness and ability to work for social justice.
- 58%** f. To expand preservice teachers' understanding and appreciation of human diversity.

(Continued...)

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

SERVICE-LEARNING GOALS AND IMPACTS

Item 29. What items best describe a rationale or goal for your teacher education programs' use of service-learning. (Check all that apply).

- 54%** g. To enhance preservice teachers' civic responsibility and commitment to active, democratic citizenship.
- 45%** h. To encourage preservice teachers' altruism or caring for others.
- 54%** i. To increase preservice teachers' knowledge and understanding of the community.
- 49%** j. To meet authentic community needs.
- 60%** k. To foster relationships between the school and surrounding community.
- 40%** l. To increase preservice teachers' career awareness.
- 18%** m. To improve preservice teachers' academic achievement in certification courses.
- 23%** n. To meet state or national teacher education standards.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

SERVICE-LEARNING GOALS AND IMPACTS

**Item 30. To what extent is which each rationale or goal for the use of S-L
in your teacher education program currently being achieved.**

(1= Goal fully achieved; 5 = Goal not achieved at all).

Circle N/A for rationales or goals not included in your program.

<u>Rationale or Goal</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
a. Preservice teachers (PST) prepared to use service-learning as a pedagogy.	3%	8%	18%	17%	14%	39%
b. PST develop habits of critical inquiry and reflection.	11	25	24	11	6	23
c. PST become familiar with educational reform initiatives	7	17	20	14	8	33
d. PST personal and/or social development enhanced	13	26	23	14	5	19

(Continued...)

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SERVICE-LEARNING GOALS AND IMPACTS

Item 30. To what extent is which each rationale or goal for the use of S-L in your teacher education program currently being achieved.

<u>Rationale or Goal</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
e. PST willingness and ability to work for social justice increased	7%	17%	25%	16%	7%	27%
f. PST appreciation of human diversity increased	18	26	20	14	7	16
g. PST commitment to civic responsibility and active citizenship enhanced	9	23	28	16	5	20
h. PST altruism or caring for others enhanced.	13	23	23	12	6	23
i. PST knowledge and understanding of community needs increased	11	23	28	14	5	19

(Continued...)

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SERVICE-LEARNING GOALS AND IMPACTS

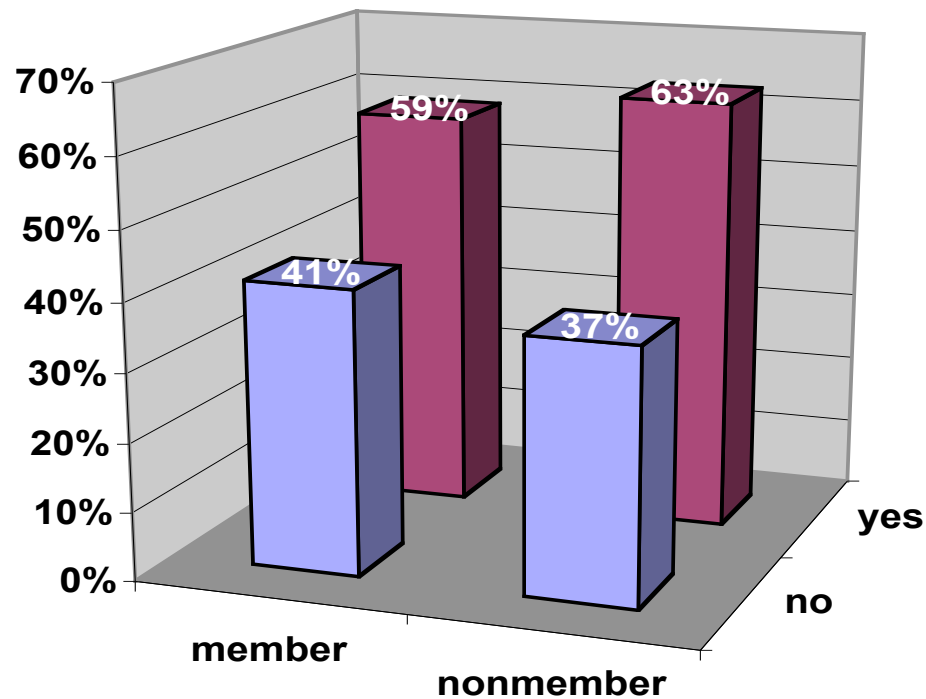
Item 30. To what extent is which each rationale or goal for the use of S-L in your teacher education program currently being achieved.

<u>Rationale or Goal</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
j. Relationships fostered between SCD of education and community	16%	28%	20%	13%	5%	18%
k. PST career awareness increased	10	22	22	13	6	27
l. PST academic achievement in certification courses improved	9	14	17	9	9	43
m. PST meet teacher education standards	16	14	14	8	8	40

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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

Item 14. Is service-learning included in your teacher education (TE) program?
AACTE Members vs. Nonmembers

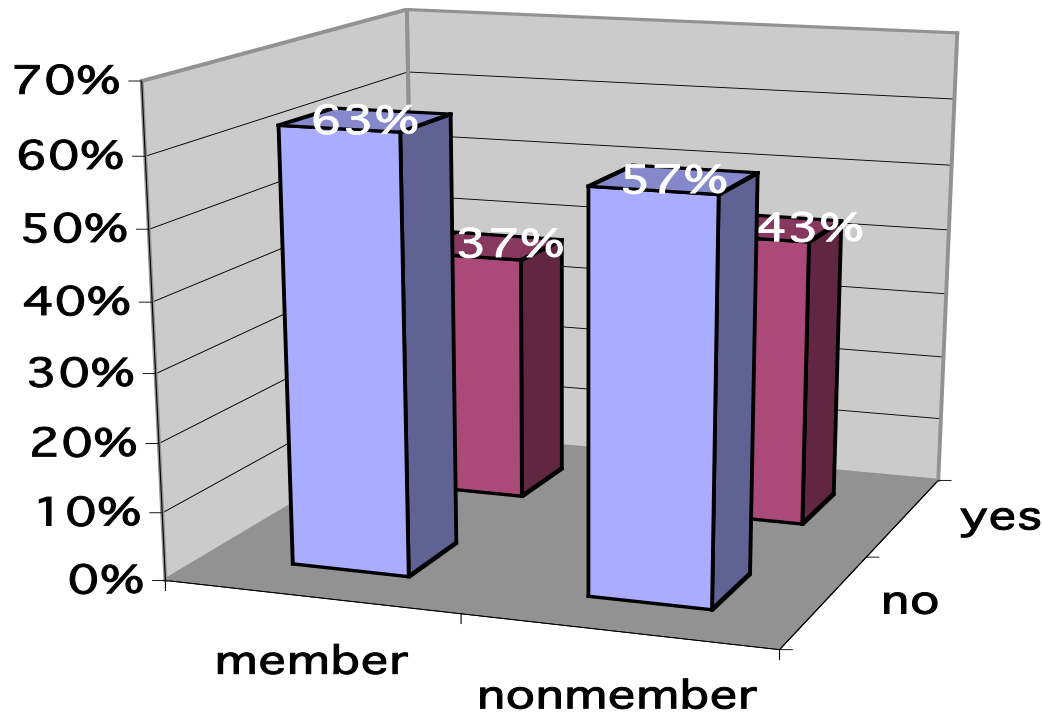


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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

Item 15. Does your teacher education program prepare preservice teachers to use service-learning as a pedagogy with their future P-12 students?

AACTE Members vs. Nonmembers

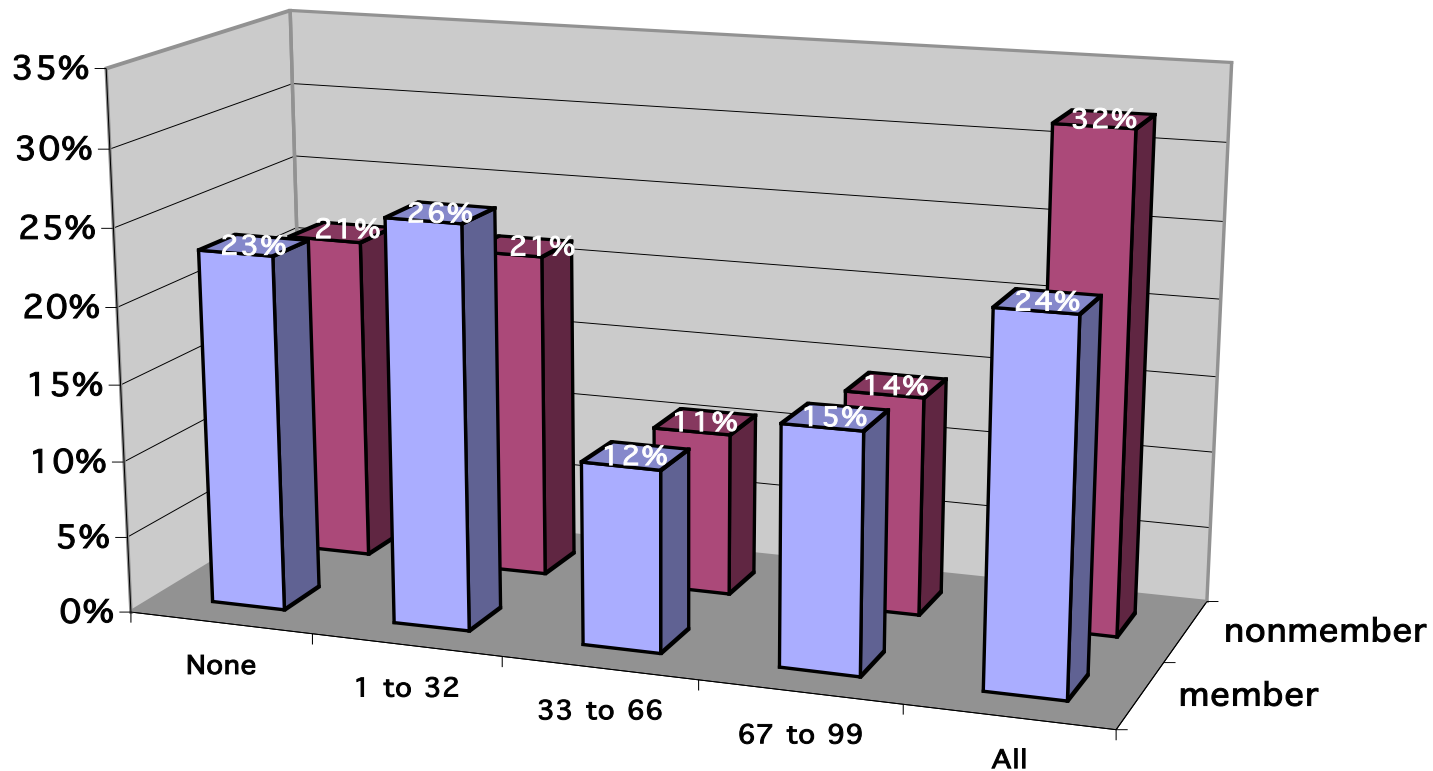


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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

Item 18. Approximately what percentage of the preservice teachers in your institution experience service-learning as a part of their required coursework?

AACTE Members vs. Nonmembers

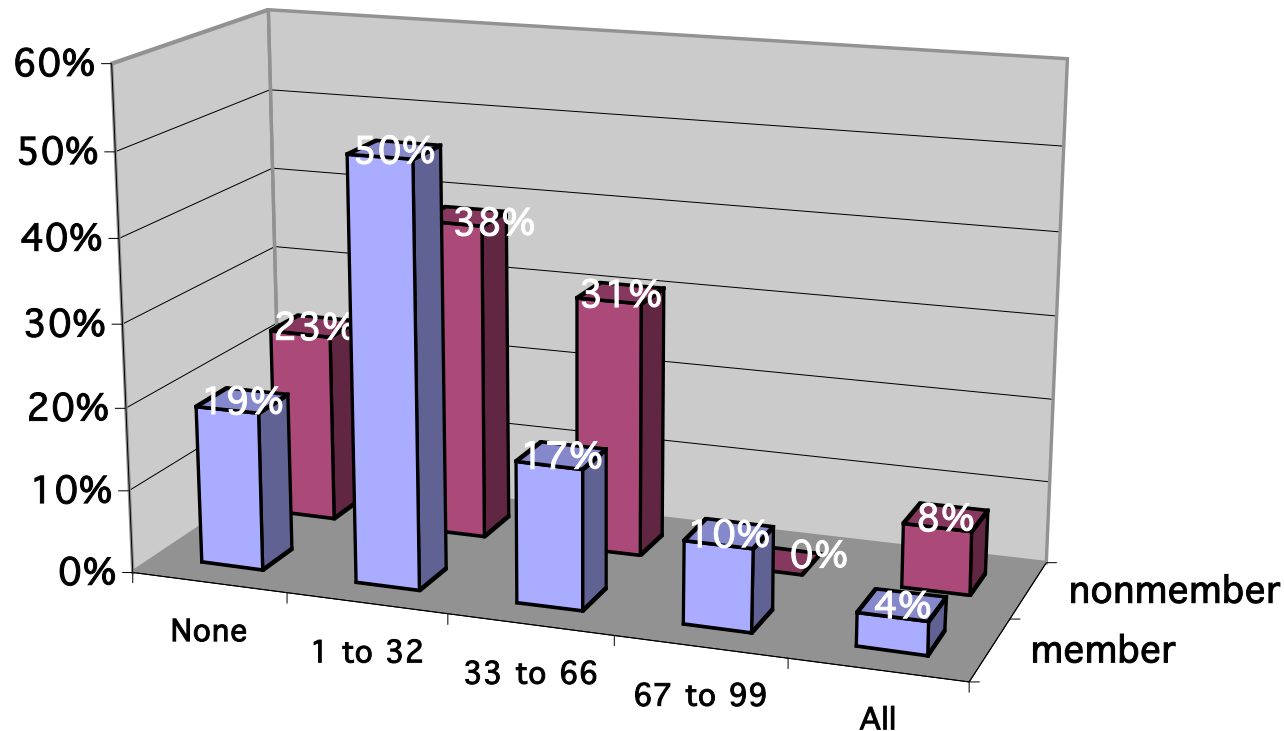


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Item 19. Approximately what percentage of full-time, teacher education, tenure-track faculty in your institution include service-learning in a class they teach?

AACTE Members vs. Nonmembers



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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

**Item 20. Which of the following statements most accurately describe the degree to which S-L is currently a part of your institution's TE program?
AACTE Members vs. Nonmembers**

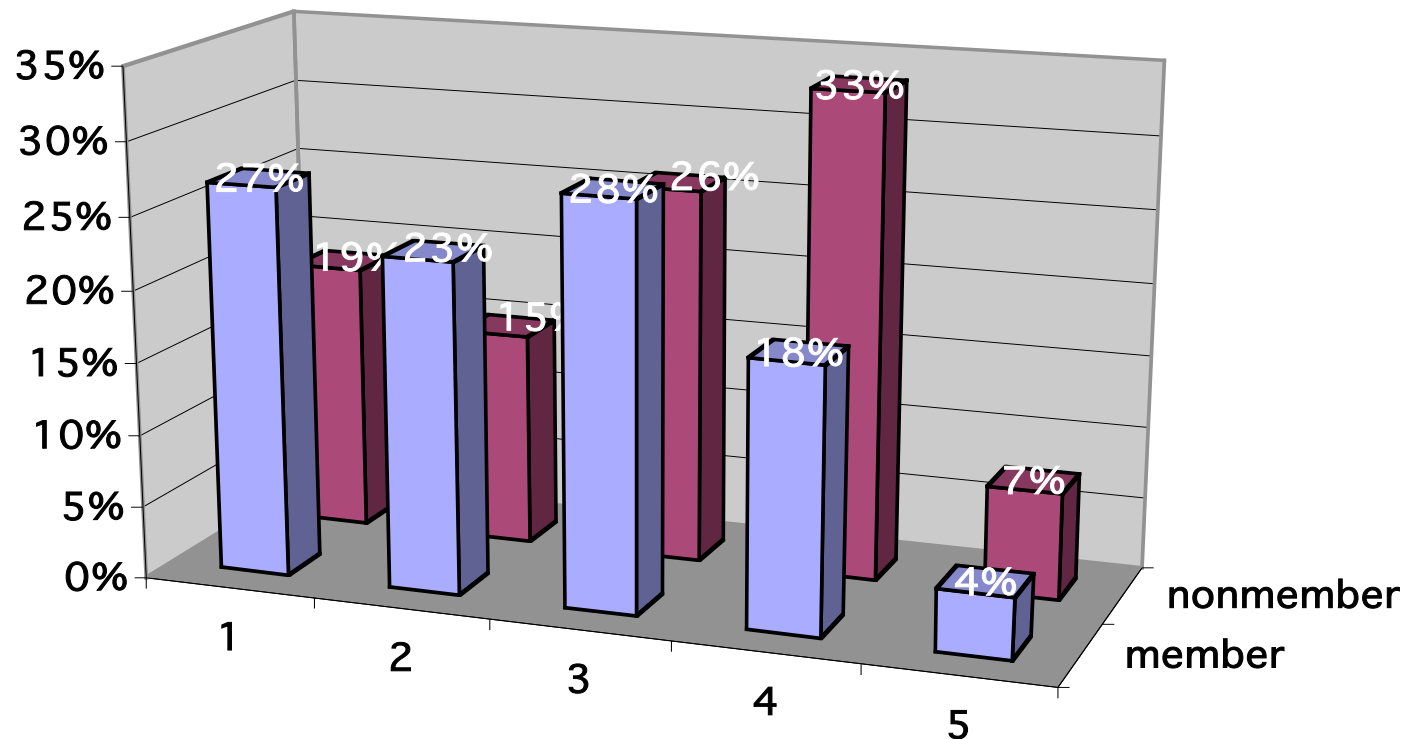
1. Service-learning is not a regular part of our teacher education program.
2. Service-learning is not a regular part of our teacher education program but some faculty mention it in their courses and a few occasionally assign service-learning readings.
3. Service-learning is recognized as a promising approach to teaching that supports the mission of our teacher education program and some faculty use it in their courses but preservice teachers are not taught how to use it as a pedagogy for P-12 students.
4. Service-learning is recognized as an approach to teaching that supports the mission of our teacher education program. Key faculty use service-learning in their courses and preservice teachers are taught the pedagogy and encouraged to use it in their P-12 practicum experiences and/or student teaching.
5. Service-learning is strongly integrated in the core courses of our teacher education program. All preservice teachers are taught service-learning pedagogy and expected to develop and teach a service-learning activity in their P-12 practicum experiences and/or student teaching. Our School/College/Department of Education provides infrastructure support for service-learning and works hard to secure classroom placements with teachers supportive of service- learning.

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PRESERVICE TEACHER SERVICE-LEARNING EXPERIENCES

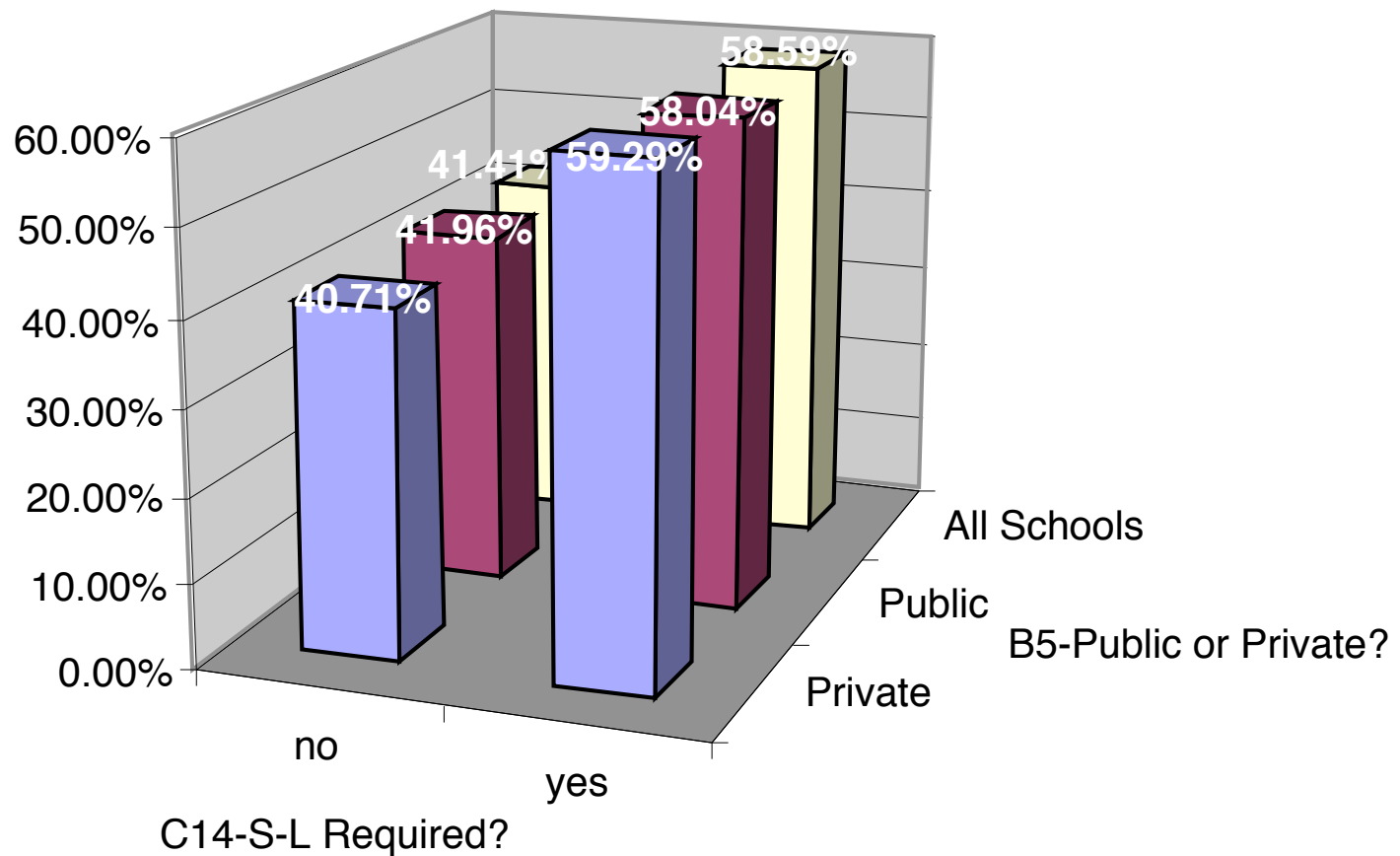
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AACTE Members vs. Nonmembers



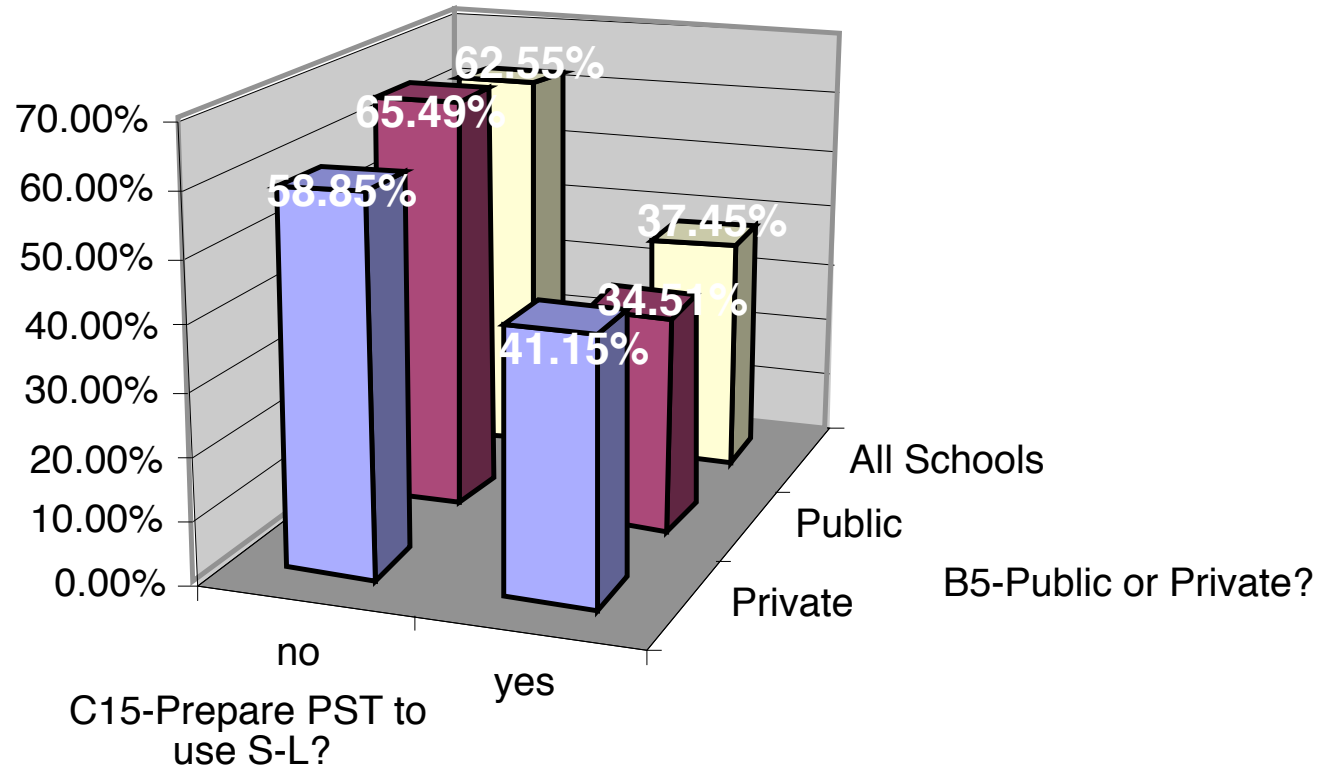
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Crosstab of item B5 x C14



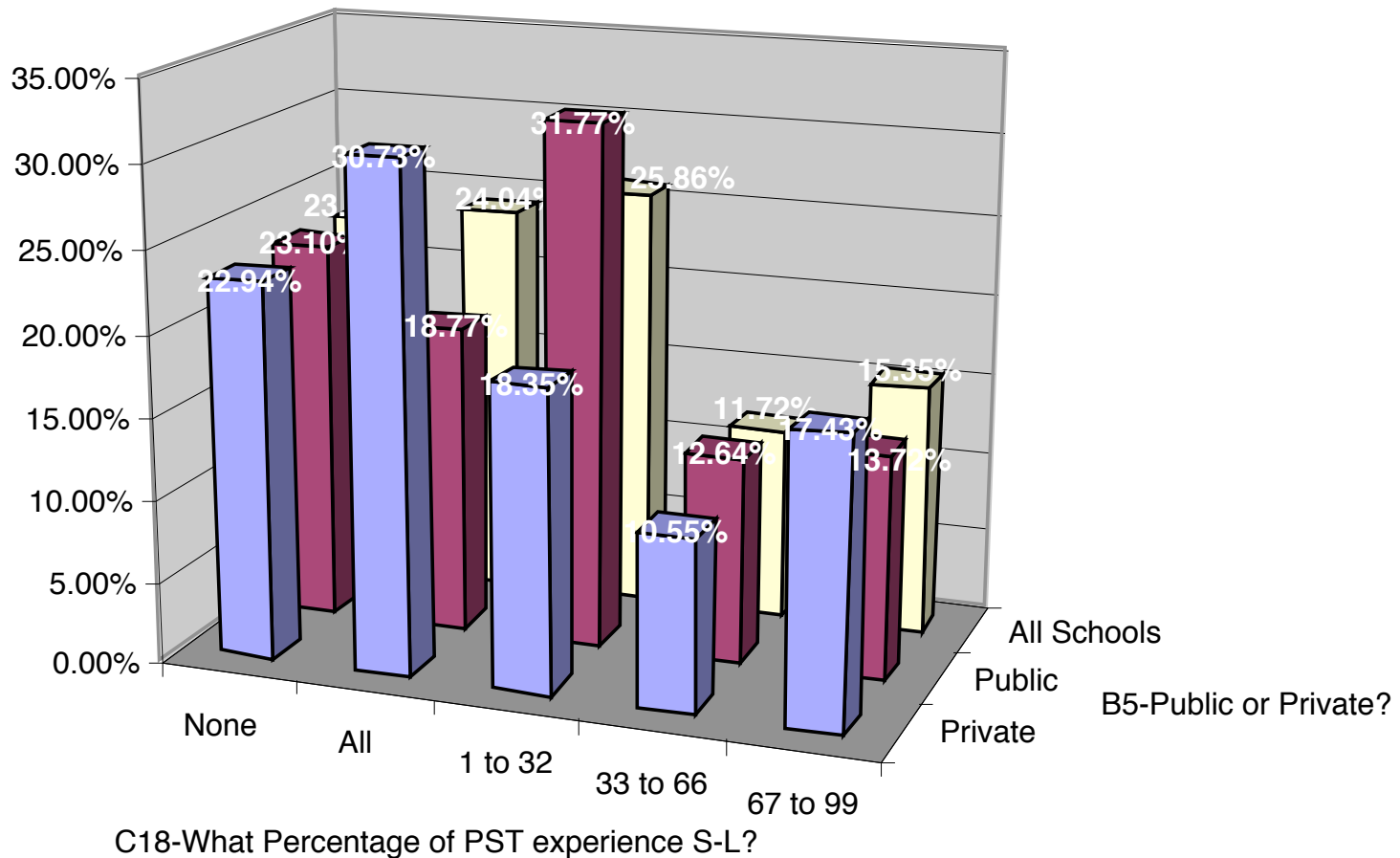
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Crosstab of item B5 x C15



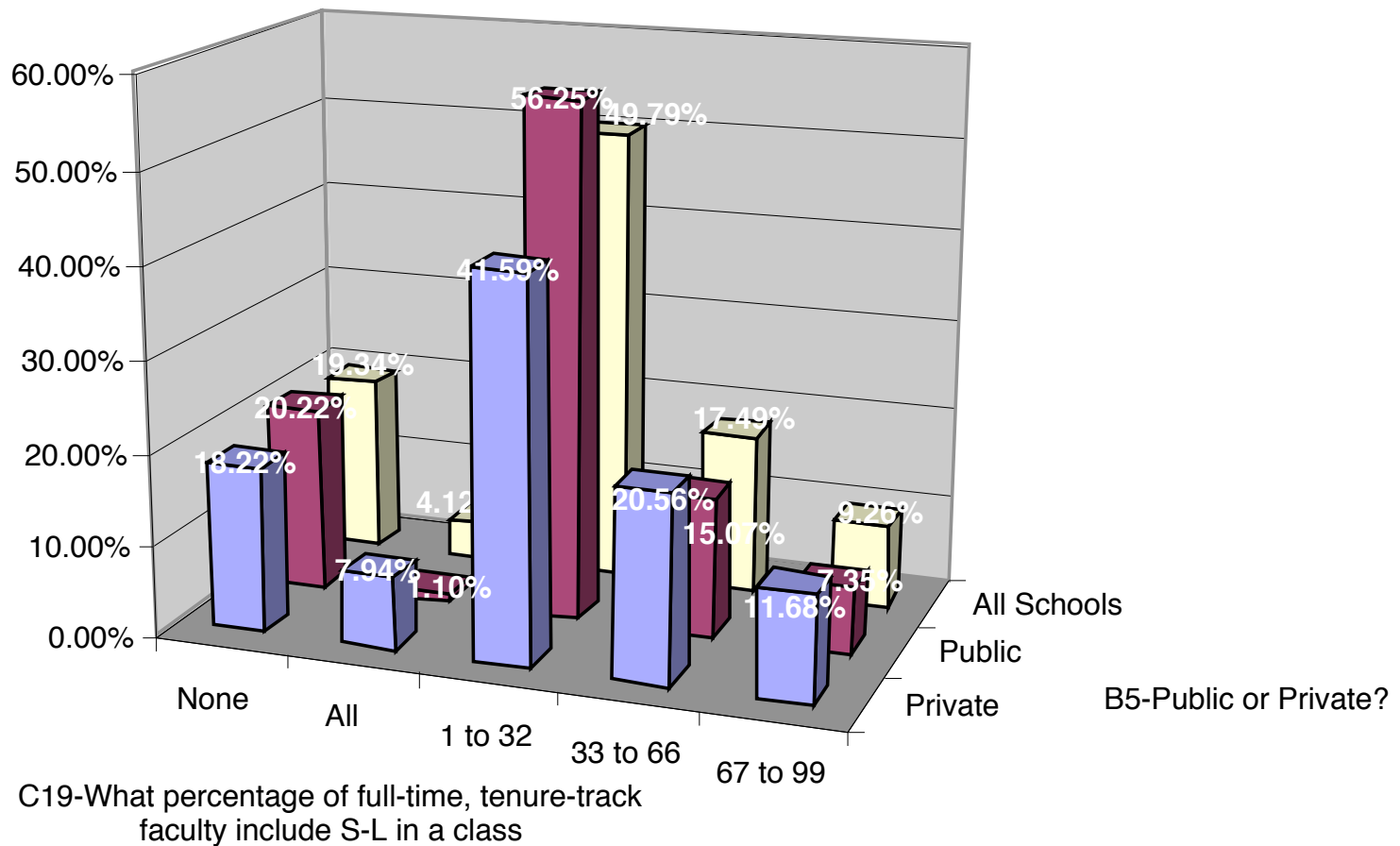
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

Crosstab of item B5 x C18



AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

Crosstab of item B5 x C19

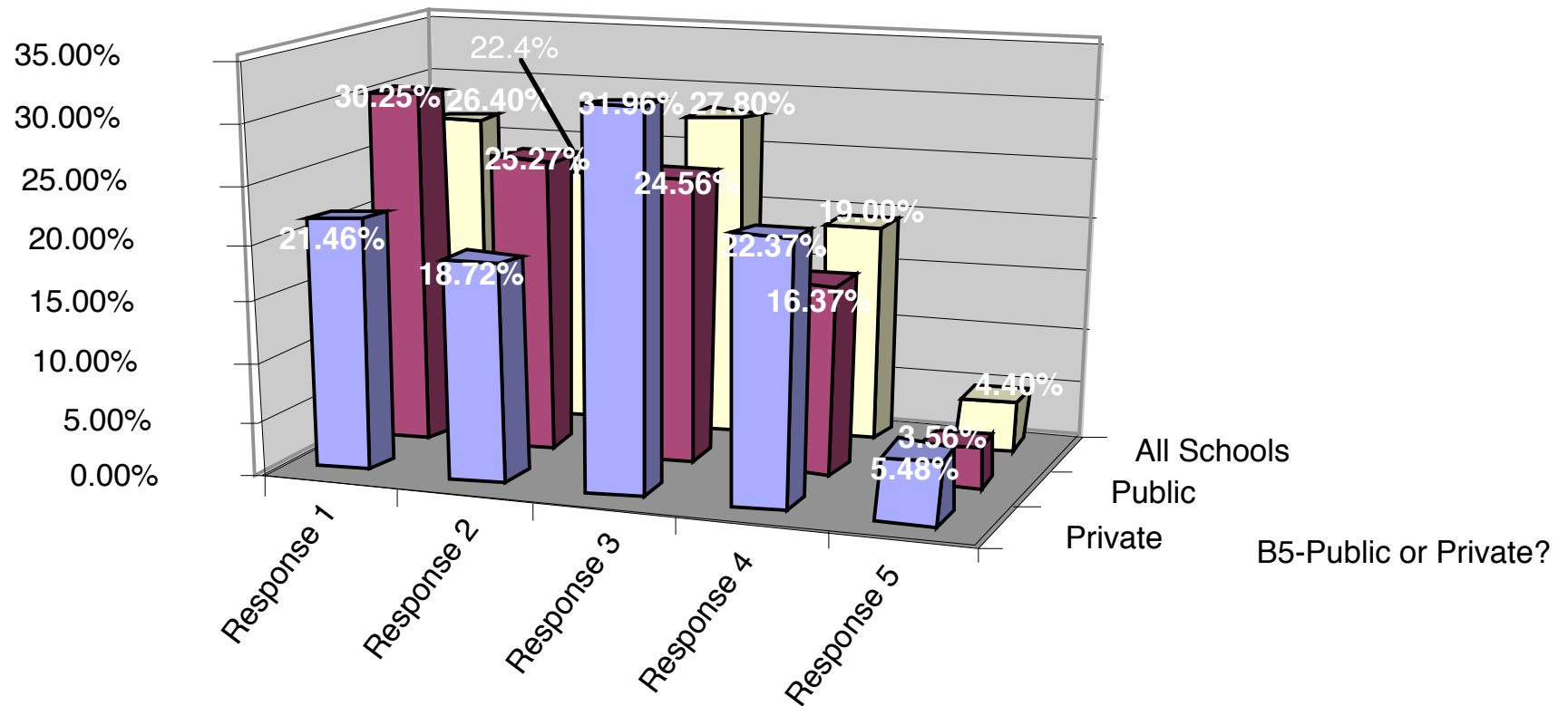


AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

1. Service-learning is not a regular part of our teacher education program.
2. Service-learning is not a regular part of our teacher education program but some faculty mention it in their courses and a few occasionally assign service-learning readings.
3. Service-learning is recognized as a promising approach to teaching that supports the mission of our teacher education program and some faculty use it in their courses but preservice teachers are not taught how to use it as a pedagogy for P-12 students.
4. Service-learning is recognized as an approach to teaching that supports the mission of our teacher education program. Key faculty use service-learning in their courses and preservice teachers are taught the pedagogy and encouraged to use it in their P-12 practicum experiences and/or student teaching.
5. Service-learning is strongly integrated in the core courses of our teacher education program. All preservice teachers are taught service-learning pedagogy and expected to develop and teach a service-learning activity in their P-12 practicum

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

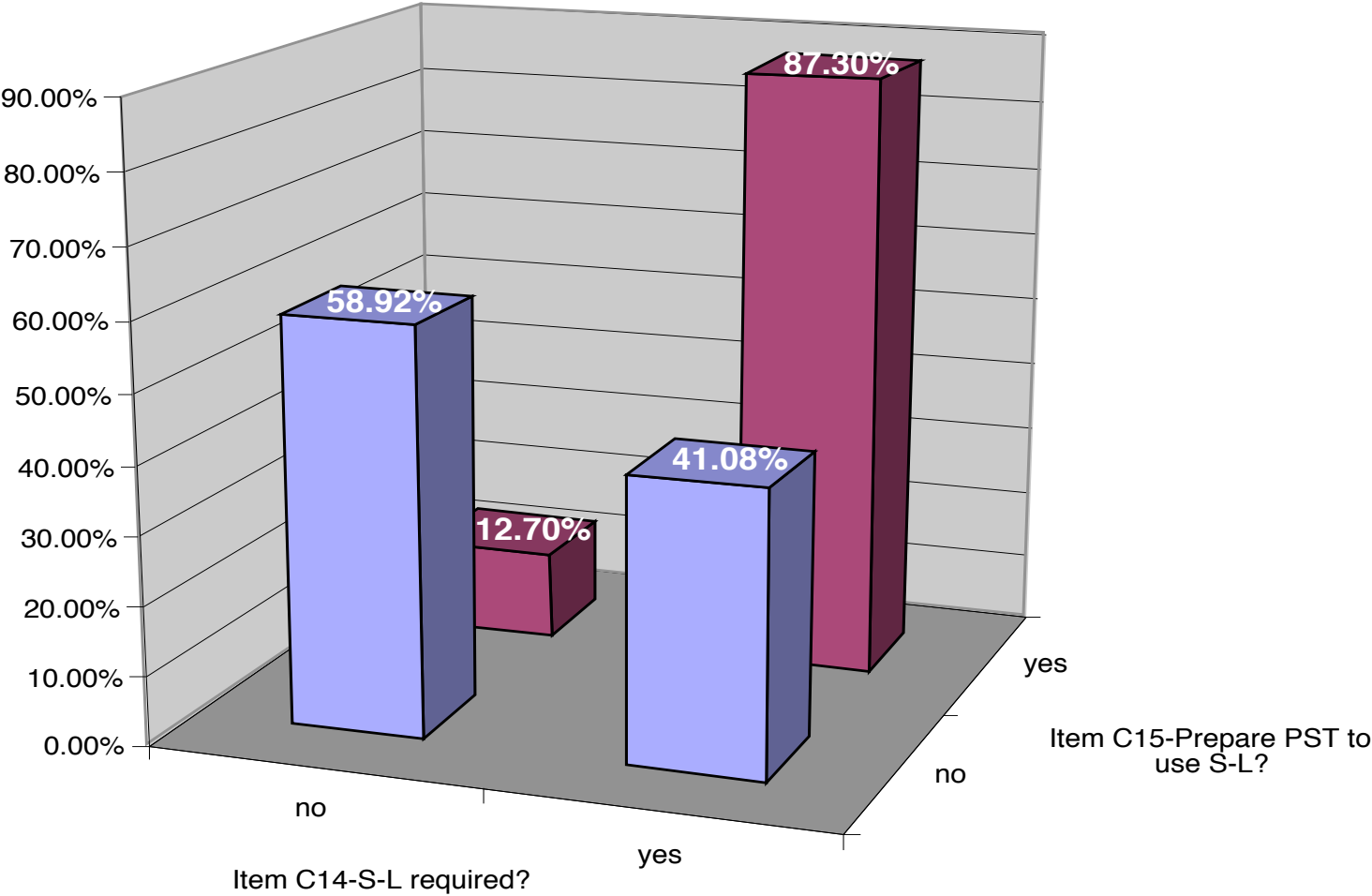
Crosstab of item B5 x C20



C20-Which statement most accurately represents your institution? (1-5)

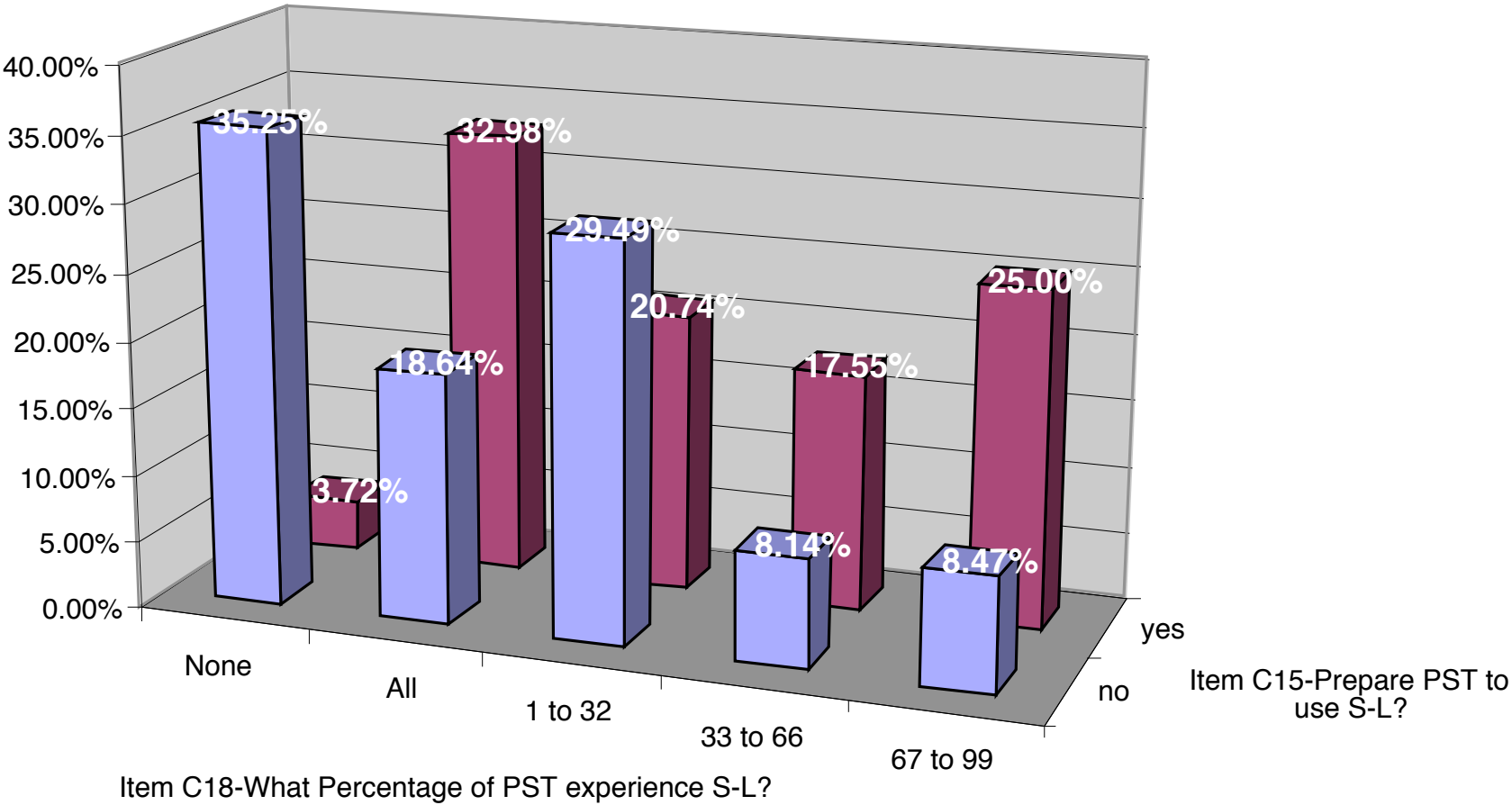
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

Crosstab of Item C14 x C15



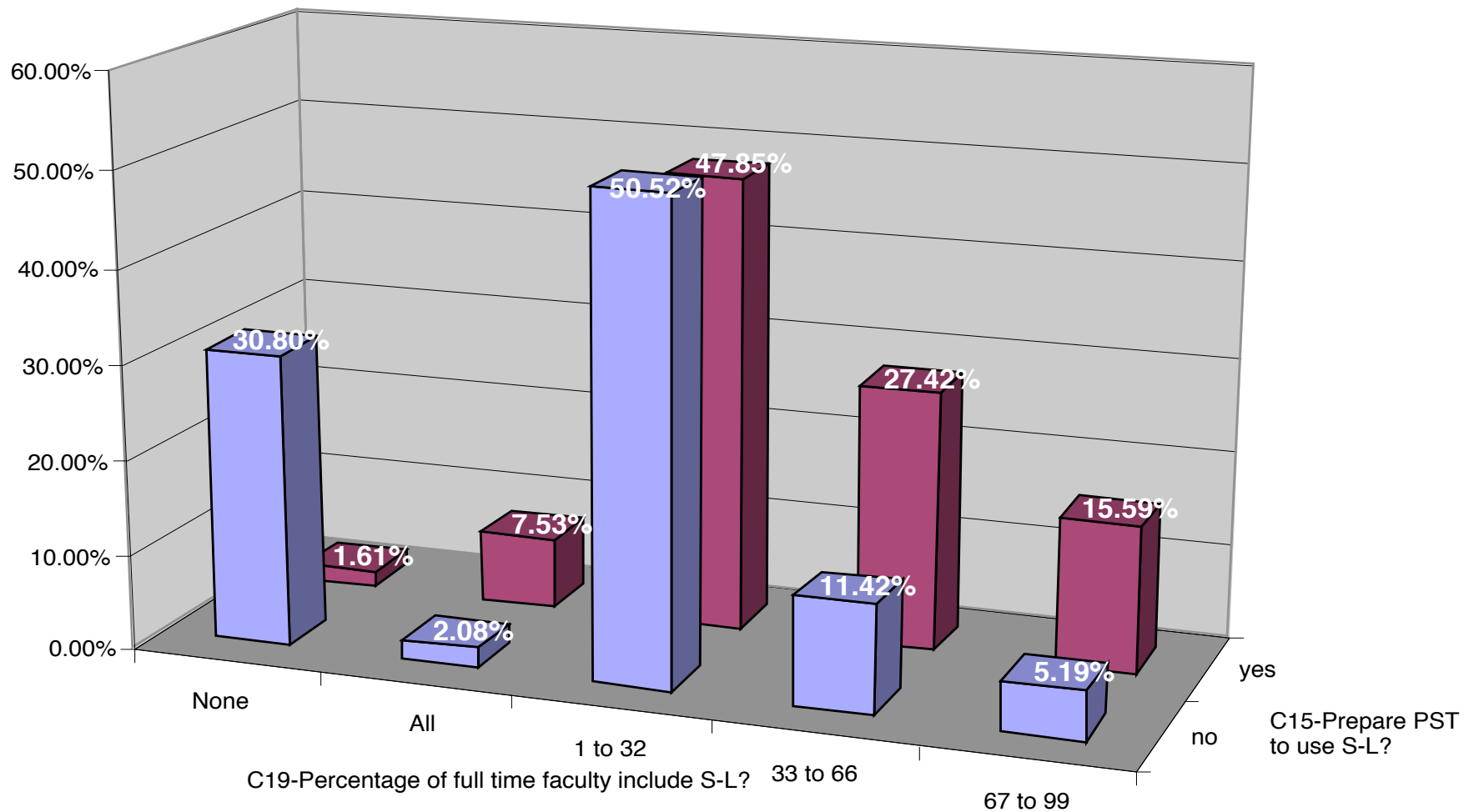
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Crosstab of Item C18 x C15



AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

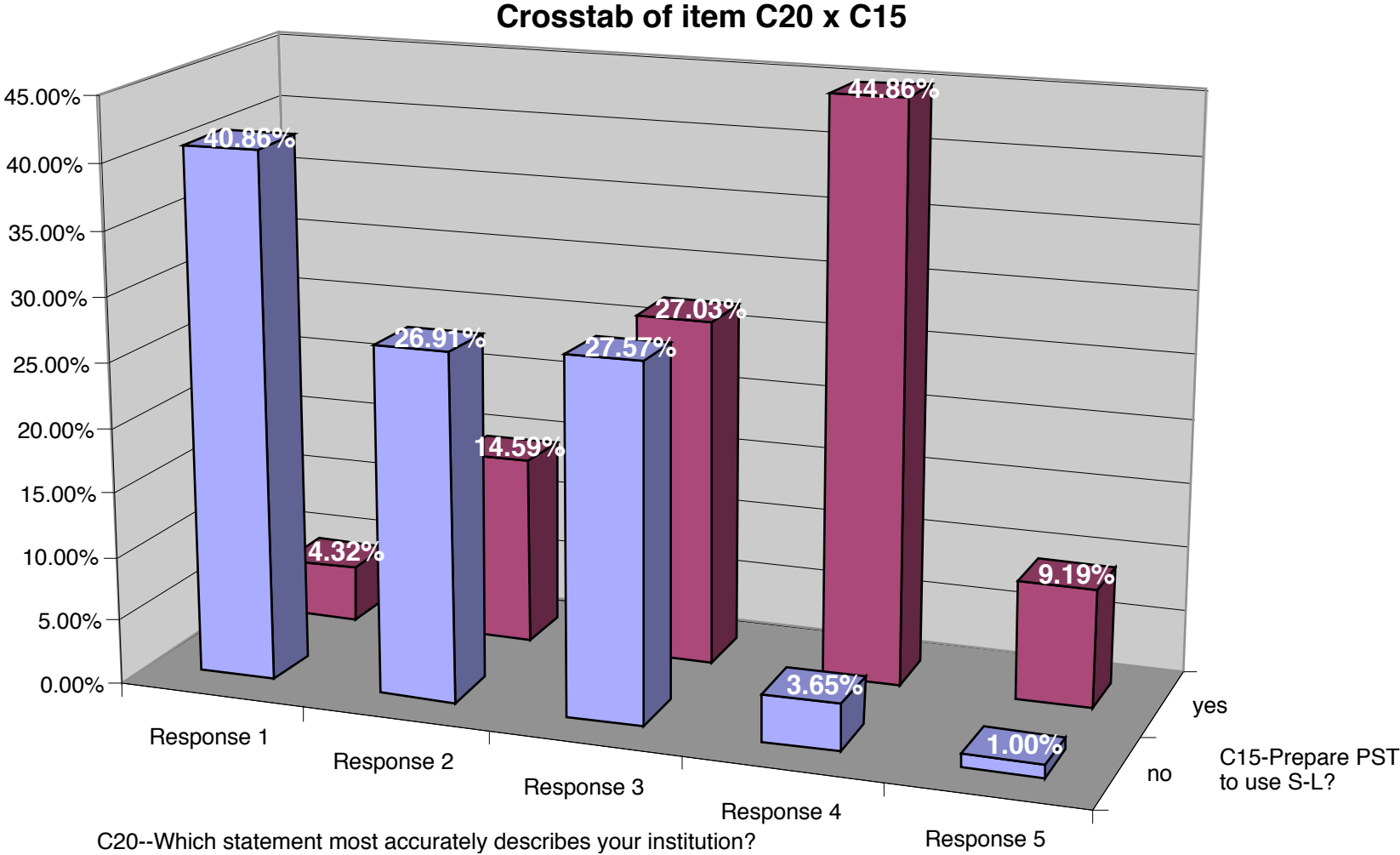
Crosstab of Item C19 x C15



AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

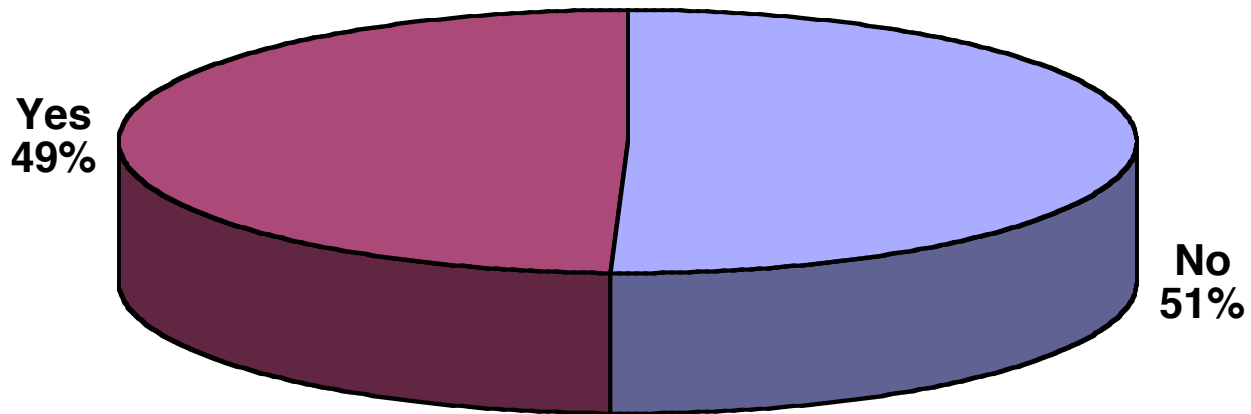
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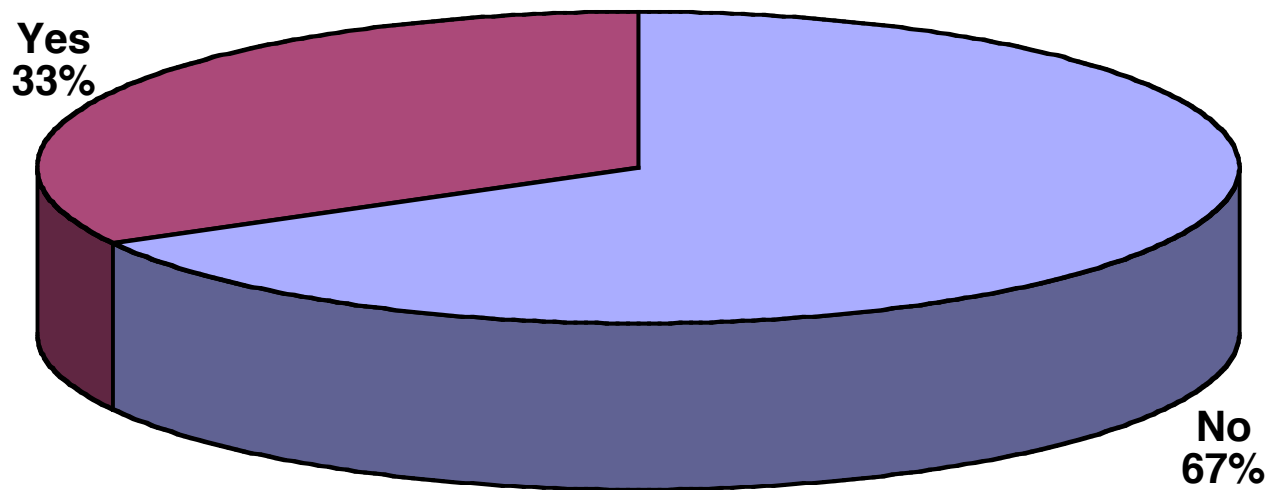
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**D22-Does institution have a campus-wide S-L
staff person (Y/N)?**



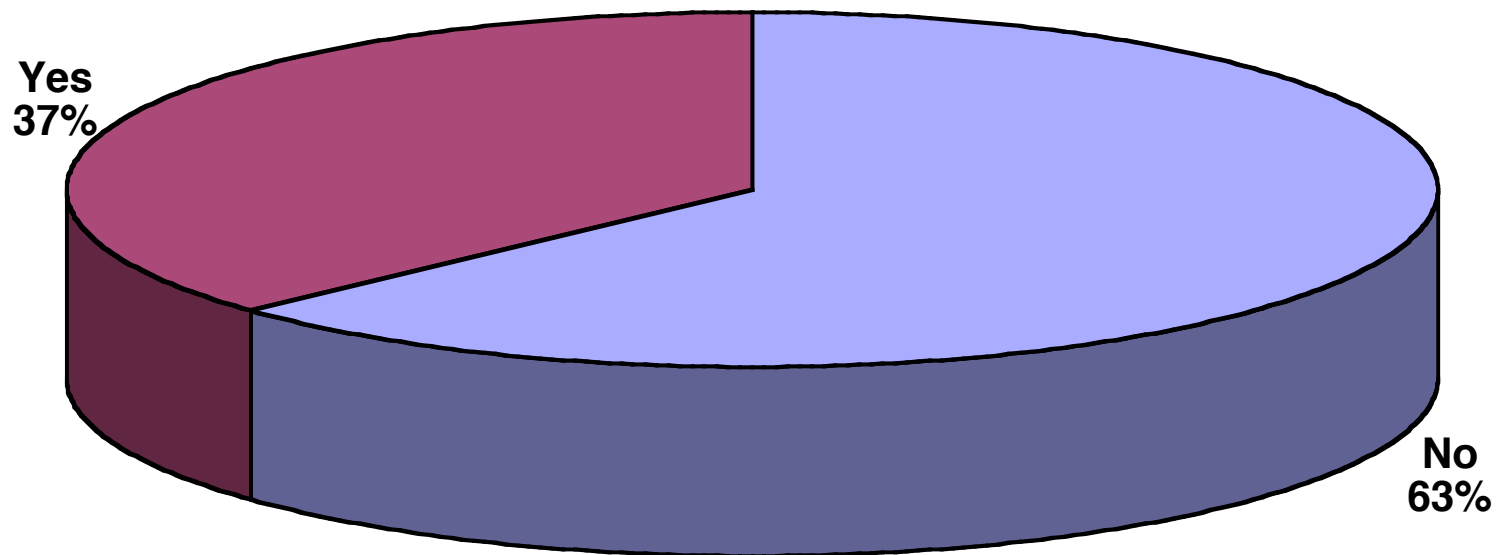
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D23-Does SCDE have a S-L staff person (Y/N)?



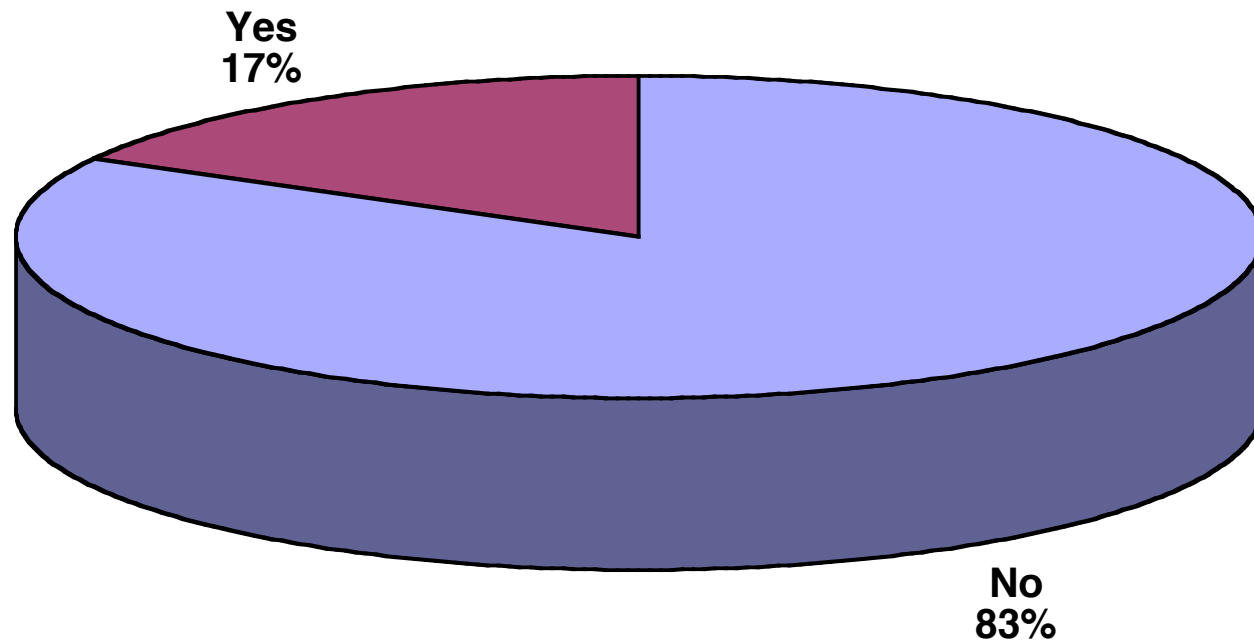
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D24.1-If yes to 23 or 24, what types of support (Arranges placements...--Y/N)?

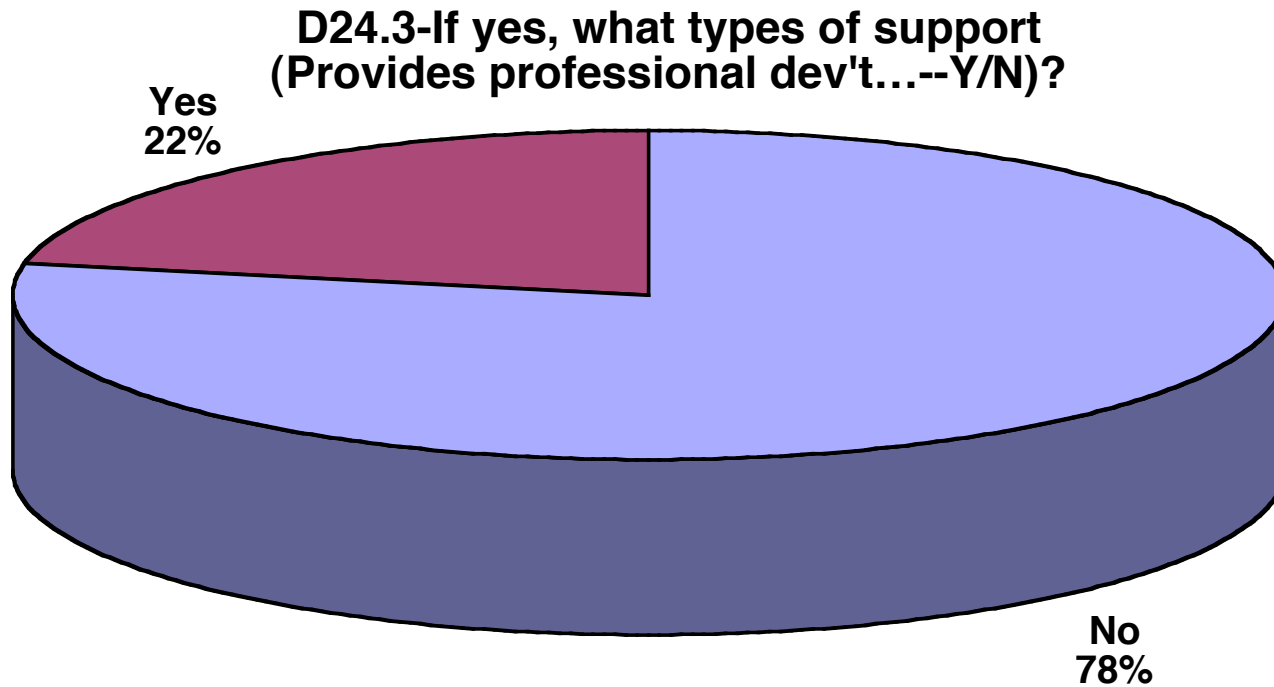


AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) SERVICE-LEARNING IN TEACHER EDUCATION SURVEY

D24.2-If yes, what types of support (Provides classroom instruction...--Y/N)?

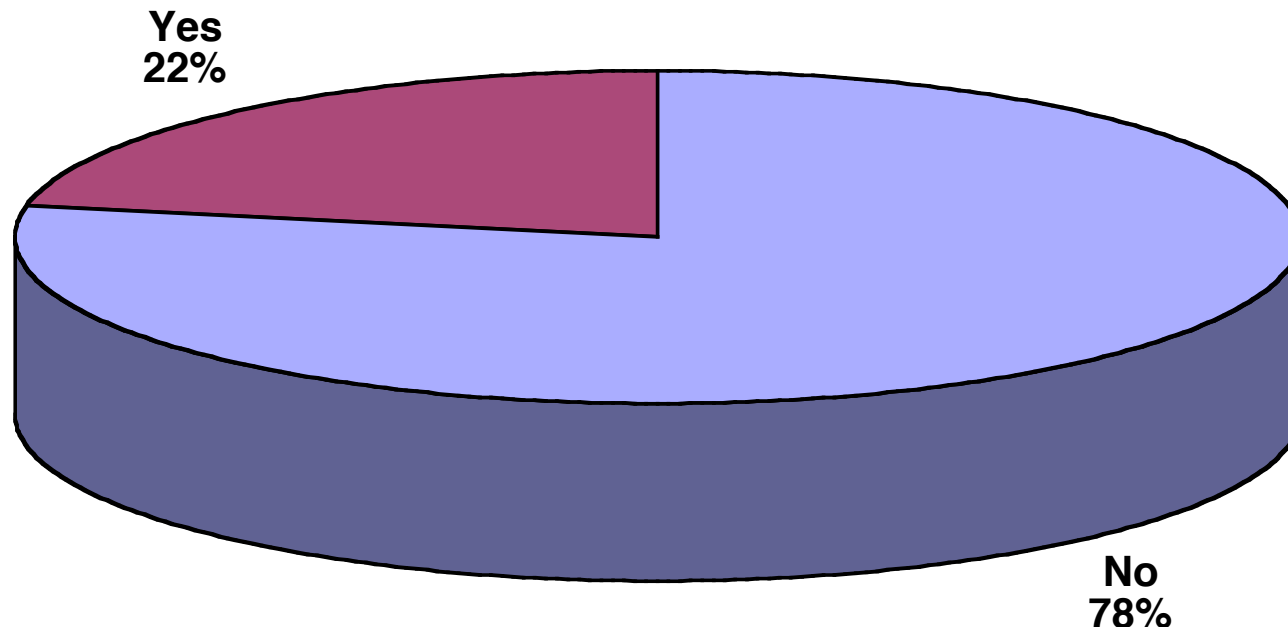


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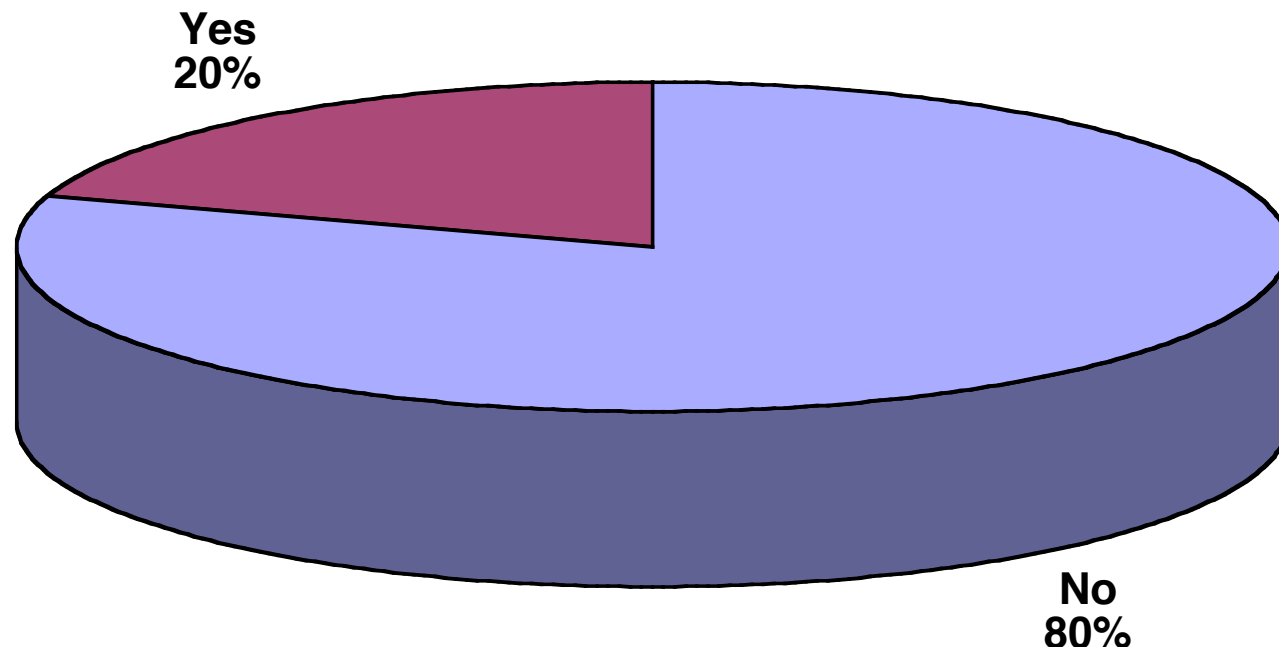
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**D24.4-If yes, what types of support
(Provides logistical support...--Y/N)?**



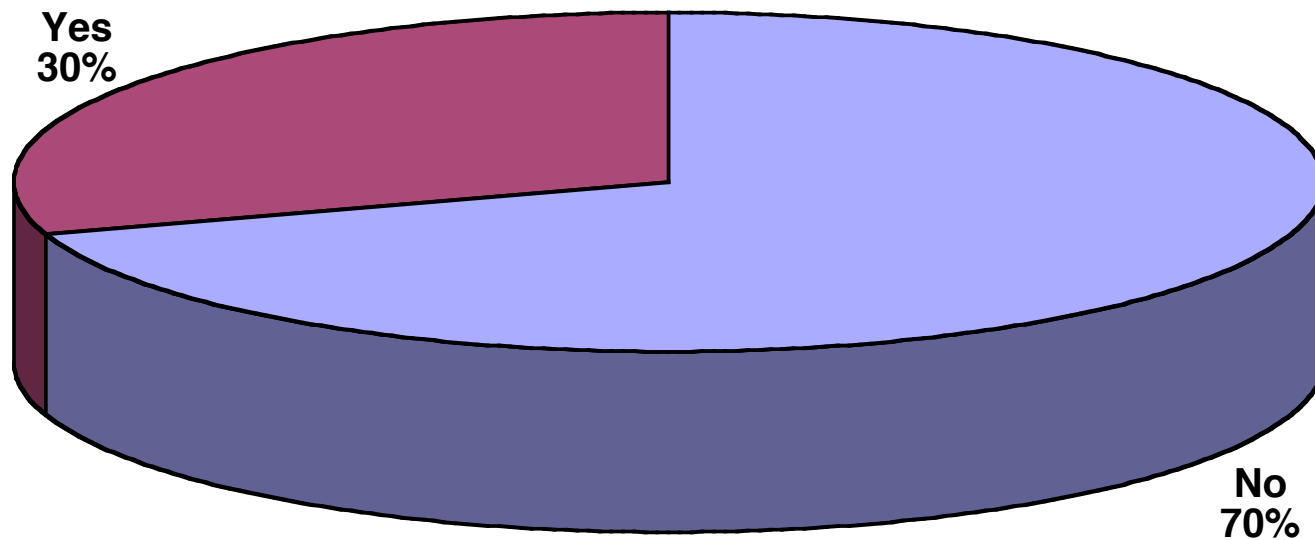
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**D24.5-If yes, what types of support
(Provides funds...--Y/N)?**



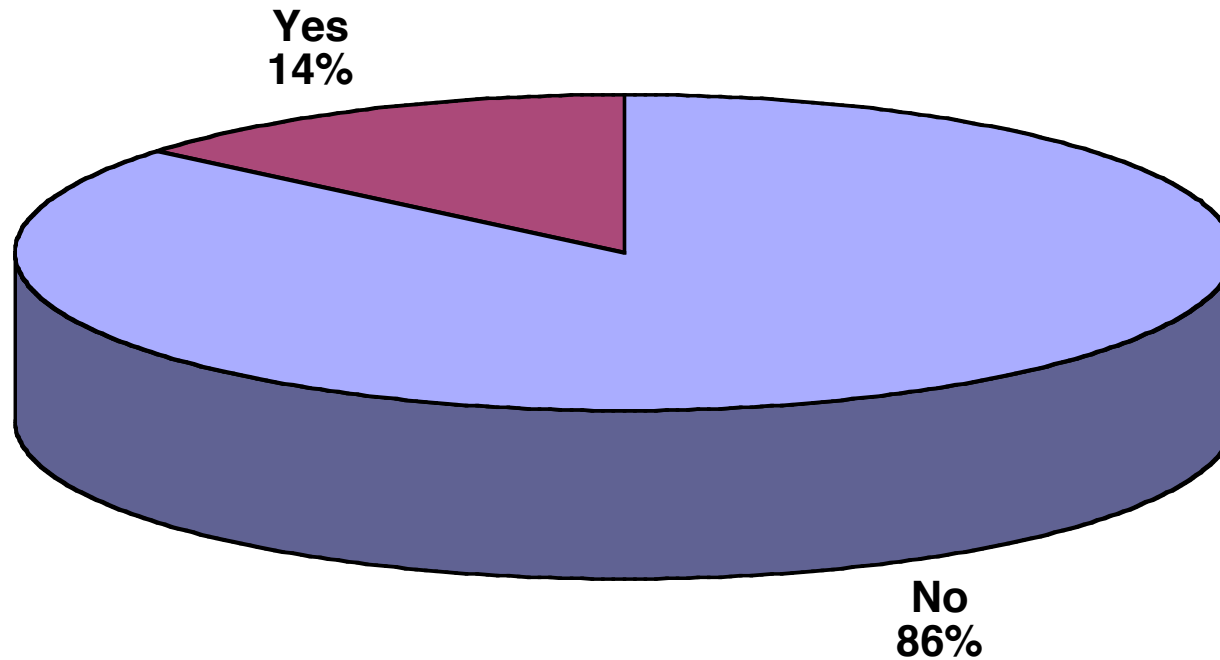
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D24.6-If yes, what types of support (Advocates...--Y/N)?



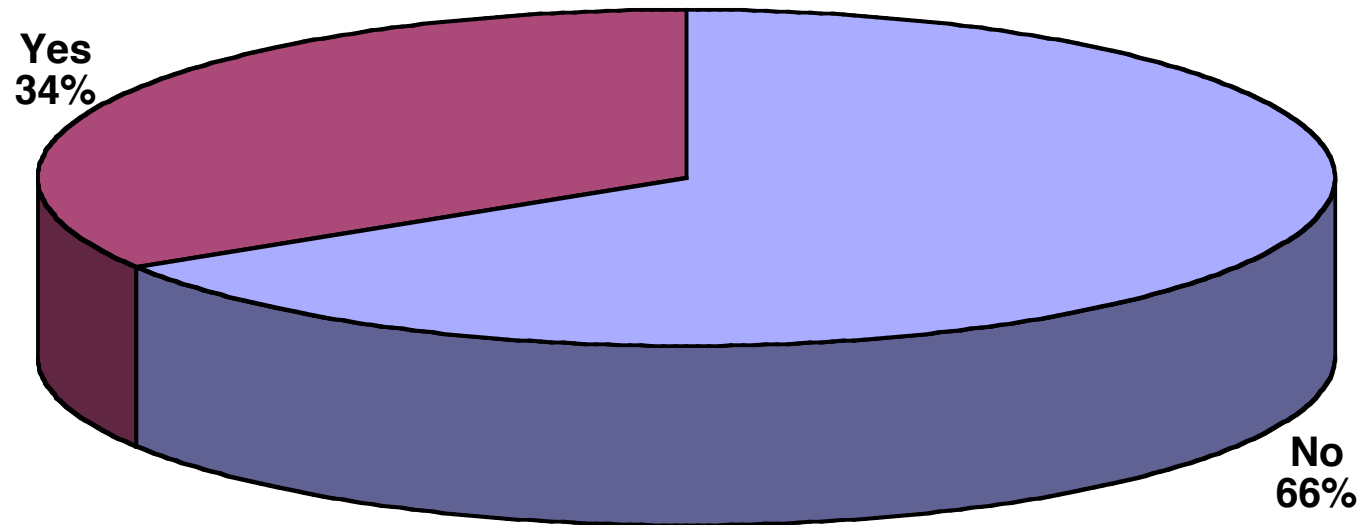
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**D25-Does SCDE have
S-L earmarked funds (Y/N)?**



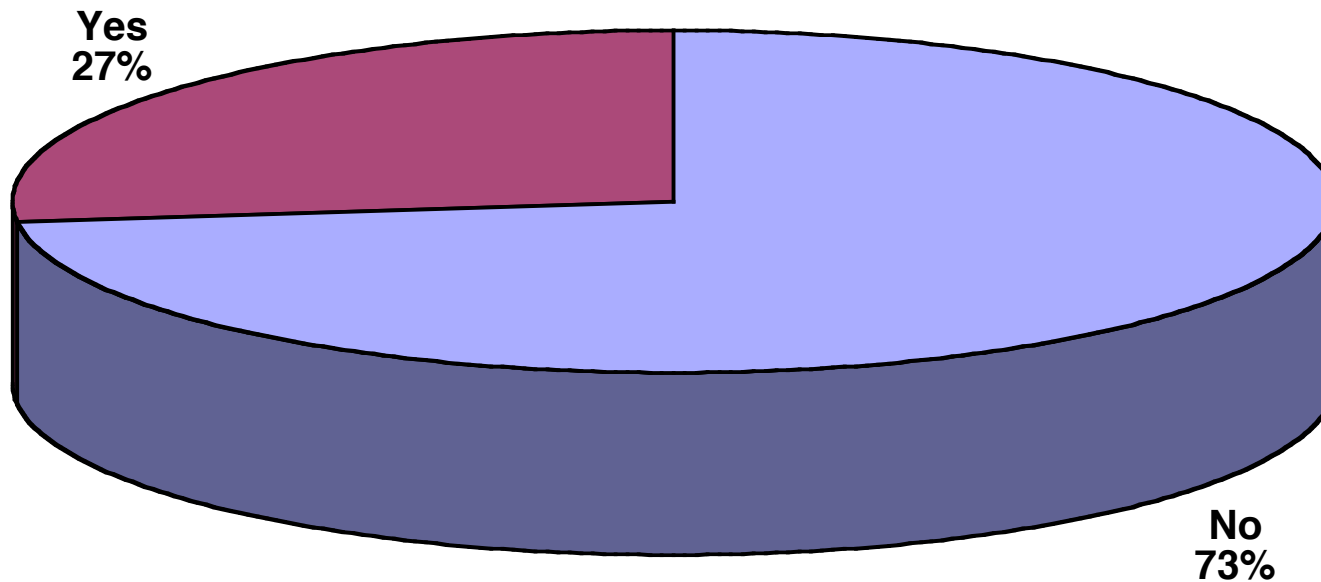
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**D26-Does institutional mission...program
goals mention S-L (Y/N)?**



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D27-Does SCDE have a S-L cmte (Y/N)?



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**D28-S-L mentioned in criteria for
tenure and promotion (Y/N)?**

