



STRATEGIES FOR STUDENT ENGAGEMENT:

A Toolkit to Implement Quality
Service-Learning in Colorado





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ACKNOWLEDGEMENTS

This toolkit was developed by **Paula Guminia**, Program Coordinator, Learn and Serve Colorado at the Colorado Department of Education, **JoAnn Henderson**, Executive Director, National Center for Learning and Citizenship (NCLC) at the Education Commission of the States (ECS) and the NCLC team, **Dr. Paul Baumann, Kym Bloom, Ann Rautio and Janet Underwood**.

Strategies for Student Engagement: A Toolkit to Implement Quality Service-Learning in Colorado borrows from existing tools and research in the field of service-learning. We chose tools and resources that best meet the needs of teachers and school administrators here in Colorado however, we encourage users of this toolkit to dig deeper into the works cited, footnotes, weblinks and resources listed in this document. There are many exemplary service-learning tools and resources available for teachers, students, administrators and community partners.

The Colorado Department of Education contracted with NCLC at ECS to transform a former Colorado service-learning toolkit, *Creating High-Performing Schools Through Service-Learning* published in 2004, into a user-friendly, updated tool for teachers and administrators.

The transformation included:

- ♦ Alignment with the K-12 Service Learning Standards for Quality Practice and IPARD/C six-step process
- ♦ References to the new Colorado Content Standards
- ♦ Identification of quality practices for sustainability
- ♦ Updated information on the benefits of service-learning as related to student achievement and dropout prevention
- ♦ Updated graphics and layout with attention to readability.

Thank you to the service-learning practitioners, experts and evaluators who contributed to the review and revision of this toolkit.



Thank you!



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INTRODUCTION

This toolkit is a revision of *Creating High-Performing Schools Through Service-Learning, A Service-Learning Trail Guide*, developed in 2004 by the Colorado Department of Education and the National Center for Learning and Citizenship (NCLC) at the Education Commission of the States, with the support of the Corporation for National & Community Service and the National Youth Leadership Council. This toolkit is meant to be a "how-to guide" for high-quality service-learning. The field of service-learning has grown substantially over the past decade and many excellent resources are now available for teachers, administrators, community members and students that describe not only the "how" of service-learning but ideas for the "what." This toolkit includes, in whole or in part, many of the excellent concepts and worksheets from a variety of local, regional and national resources. Credit to and contact information for these resources is included in the Tools & Resources section of this guide.

LEARN AND SERVE COLORADO – VISION AND GOALS

Improving student achievement and preparing students for success after high school is one of the major issues in Colorado today. The work to reduce the dropout rate and increase the number of students fully prepared for college or the workplace is being propelled by Governor Bill Ritter, Commissioner of Education Dwight D. Jones, the State Board of Education and the Colorado State Legislature. They are working closely with teachers, administrators and community leaders who share the same passion to improve schools for all.



Enter service-learning – a teaching strategy that intentionally combines service activities with learning objectives. Service-Learning is accomplished by combining a service activity with structured opportunities that link to self-reflection, self-discovery, and the acquisition and comprehension of specific content knowledge.

Learn and Serve Colorado focuses on K-12 school-based programming in service-learning.

Two goals guide the Learn and Serve Colorado program:

- ♦ To expand high-quality service-learning into more K-12 schools – particularly those with large numbers of youth in disadvantaged circumstances – as a strategy to improve retention and graduation through increased civic and academic engagement
- ♦ To engage young people in service-learning activities that directly address community needs in order to build healthier communities, specifically through a focus on poverty and health issues.

Purpose of the Learn and Serve Colorado Grants

The purpose of Learn and Serve Colorado grants for the 2009-12 grant cycle is to provide support for the implementation of middle school and 9th-grade school-based programs that combine learning and community service. The intent of the grant is to increase student engagement during transition years as a dropout prevention strategy.

The Colorado Department of Education recently created the Office of Dropout Prevention and Student Engagement to advance and coordinate efforts to support dropout prevention and student engagement across the state. service-learning has been identified by the Office of Dropout Prevention and Student Engagement as a best practice and effective strategy in increasing student engagement and re-engagement.

Service-learning in Colorado

The 9th-grade English team at Palmer, a Colorado Springs urban high-school, was inspired to create a service-learning unit after taking part in the Urban Experience for Educators. They designed *Visions and Voice of Hope: Homeless as Humans*. During this unit, classes immersed themselves in reading newspaper articles, poetry and other non-fiction sources about the issue of homelessness, both locally and nationally. Guest speakers from local agencies visited the class to provide authoritative information. Many classes also participated in tours of Urban Peak, Marion House and Ecumenical Social Ministries. Student-driven service projects included creating informational brochures and videos, along with a fundraising movie night to collect socks. Students honed their comprehension, persuasive writing and reflection skills while being challenged to look at the world around them.

Students at the Odyssey School in Denver are working on composting with help from students at Johnson and Wales University and parents. The students and their partners investigated the amount of potentially compostable material going into the trash as part of their lunch program. Students interviewed custodians, lunch program staff and a nonprofit compost facility director, and have designed and implemented a school-wide compost program. Throughout this process, students documented and reflected on their work. The students and their adult mentors presented their work at the Colorado Alliance for Environmental Education Conference in April 2010.



Specific strategies to be implemented by Learn and Serve Colorado Grantees:

Service-Learning Coordinator: A Service-Learning Coordinator must be identified or hired.

Youth Councils: A Service-Learning Youth Council must be formed that will work collaboratively with educators, administrators and community members to design and implement service-learning at the district level. This Council (of at least 10 students) will help coordinate service-learning efforts with the Coordinator and partnering Prevention Initiatives grant. The Councils may be formed from existing school groups (e.g., Student Council) or be newly recruited; however, youth councils must have representation from the participating schools and funding priority will be awarded to councils with disadvantaged youth populations.

Partnership with Prevention Initiatives Grant:

A Local Education Agency (LEA) must collaborate with one of the three identified Prevention Initiatives grants at the district level: Expelled and At-Risk Student Services, Comprehensive School Health Programs or McKinney-Vento Homeless Education Programs. At the district level, the partners will collaborate to design and create an action plan for service-learning that includes service integration, professional development strategies and sharing, and the leveraging of resources.

Number of Schools: Funded districts are expected to follow an incremental scale for incorporating service-learning into their districts:

- ♦ **Year One:** Identify three to five middle schools (includes K-8, K-12 and 6-12 schools) in which service-learning will be practiced in at least one core class in grades 7 and 8.
- ♦ **Year Two:** Three to five middle schools will be using service-learning with 7th and 8th graders in at least one core class, and one to two high schools will practice service-learning with 9th graders in at least one core class from the identified Year One middle school.
- ♦ **Year Three:** Five middle schools will be implementing service-learning with 7th and 8th graders in at least one core class, and two high schools will be implementing service-learning with 9th graders in at least one core class.

CHAPTER 1

WHAT IS SERVICE-LEARNING?

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CHAPTER I – WHAT IS SERVICE-LEARNING?

Service-learning is a teaching strategy that intentionally combines service activities with learning objectives. Service-learning is accomplished by combining a service activity with structured opportunities for self-reflection, self-discovery, and the acquisition and comprehension of specific content knowledge.

Since high-quality service-learning programs are based on authentic community needs, they are as diverse as the communities they serve. They can involve classrooms, entire schools or organize the work of whole school districts.

Service-learning can be used as a method to enhance a particular discipline such as mathematics, writing, reading, social science or language as well as to provide a vehicle for a multidisciplinary curriculum, but its use requires careful planning. It may not be appropriate for all educational experiences, such as when students are learning the basics of sentence structure or the rules of multiplication or division. Well-designed service-learning activities can deepen learning and foster higher-order thinking skills by providing students with opportunities to apply their learning to a challenging situation or problem in their community.

Effective service-learning projects have the following components:



Service-learning combines SERVICE with LEARNING in intentional ways.

Ideally, service-learning is a collaborative effort involving community members, educators and students. To improve the quality of service-learning implementation, the community, the school and district, the classroom and youth should organize and create meaningful experiences.

Service-Learning is several things:

- ❖ A **philosophy** that young people are a great community resource, and that it is the community's responsibility to help young people become democratic citizens who can contribute knowledgeably to community life
- ❖ An **education model** that creates school and community partnerships that improve academic learning and help create safe and civil learning environments in and out of school
- ❖ A **form of contextual learning** that bridges and integrates academics and citizenship: Students practice civic skills by applying what they have learned in school to real community needs, while service to the community is combined with in-depth student learning in a way that can really benefit students, schools and communities.

How does service-learning fit in the K-12 context

Service to others takes many forms and has many names and connotations. In a school context, examining different types of service helps to clarify and define service-learning as a teaching method.

Direct Service: Activities that require students to establish personal contact with people in need, such as meeting with senior citizens to create oral histories, tutoring at a preschool or volunteering at a soup kitchen.

Indirect Service: Activities that commonly take place at the school site, channeling resources to the area of need rather than working directly with those in need of service; for example: creating and promoting a composting program, writing children's books to be donated to a homeless shelter or hospital, beautifying school grounds.

Advocacy: Requires students to lend their voices and talents to help eliminate the causes of a specific problem; Ideas include making a presentation to the city council or school board about a particular need or advocating on behalf of a specific social issue in support of a solution.

Community Service, Community-based Learning and Volunteerism are terms that are sometimes confused with Service-Learning.

More specialized than just community service, service-learning involves applying classroom learning through investigation of a community problem, planning ways to solve it, action through service, reflection on the experience and what was learned, and demonstration of results.

Commonly Confused Terms

Community-Based Learning:

An approach that enhances the curriculum by using community members and places as a resource for learning.

Community Service:

An activity that engages people in addressing the needs of their schools and communities.

Service Learning:

A method of teaching and learning that challenges students to identify, research, propose and implement solutions to real needs in their school or community as part of their curriculum.



Source: Kids Consortium, 2008, www.kidsconsortium.org

Who Benefits from Service-Learning?

By participating in service-learning projects, STUDENTS can:

- ★ Make decisions and solve problems
- ★ Improve academic knowledge and performance, including critical thinking and communication skills
- ★ Cultivate responsibility for self and others
- ★ Develop ability to work well with others
- ★ Replace stereotypes with respect for others
- ★ Become more knowledgeable about community resources available to them and their families
- ★ Experience personal and civic responsibility
- ★ Begin to develop a lifelong commitment to public service and learning.

By implementing service-learning in their classrooms, TEACHERS can:

- ★ Experience renewed enthusiasm for teaching
- ★ Engage colleagues in collaborative and motivational professional development practice
- ★ Improve communication and understanding among students
- ★ Increase relevancy and “connectedness” of education for students
- ★ Identify resources to enhance educational opportunities for students
- ★ Bring the classroom and community together.

By supporting service-learning as a teaching strategy, SCHOOLS can:

- ★ Combine students' academic development with civic and social responsibility skills
- ★ Strengthen career outreach programs
- ★ Develop community partnerships
- ★ Publicize educational opportunities available to students
- ★ Involve more parents and other family members to increase their sense of the value of school
- ★ Give students a sense of relevance about what they are learning
- ★ Develop a more inclusive, cooperative school climate and culture
- ★ Increase confidence in the school system
- ★ Improve public relations.

By actively partnering with schools, COMMUNITIES can:

- ★ View young people as valued resources able to address community problems and concerns
- ★ Lend expertise in a particular issue area
- ★ Become more knowledgeable about school programs and needs
- ★ Participate in student learning
- ★ Publicly acknowledge the contributions of young people
- ★ Become an active partner with schools, teachers and students.

The power of service-learning is that students apply new academic skills and knowledge to problems in real-world settings. Service-learning, when done well, teaches students civic knowledge and skills, enhances their civic engagement and can help them to develop good character and student responsibility.

One of the main components of the work of the Colorado Department of Education Office of Dropout Prevention and Student Engagement is “identifying and recommending best practices and effective strategies to reduce student dropout rates and increase student engagement and re-engagement.” Service-learning has been identified as a best practice and effective strategy in increasing student engagement.

What does the research say?

Academic impacts:

- ◆ Involvement in service appears to contribute to lessening the achievement gap, with low-income students who serve doing better than students who do not serve (Scales & Roehlkepartain, 2006).
- ◆ Students who participate in service-learning activities have higher scores on reading and science achievement tests, are more likely to graduate from college than those who did not participate in service-learning (Dávila & Mora, 2007).
- ◆ Students' ratings of service-learning engagement, quality, number of different activities and duration are significantly and positively related to school engagement, school attachment, valuing school, community engagement, civic skills and civic disposition for student in grades 3-5 and 6-12 (Meyer, 2006).
- ◆ Students who participate in service-learning activities receive fewer in- and out-of-school suspensions than their peers who do not participate in service-learning (Billig, Jesse, & Grimley, 2008).
- ◆ Service-learning and other classroom-based civic learning opportunities have a greater impact on students' commitments to civic participation than do neighborhood and family context (Kahne & Sporte, 2008).
- ◆ Compared to their non-participating peers, students who participate in service-learning have a stronger set of job- and career-related skills and aspirations, including knowledge of how to plan activities, desire to pursue postsecondary education and job interview skills (Yamauchi, Billig, Meyer & Hofschire, 2006).



Other strengths of service-learning:

Research demonstrates that high quality service-learning: strengthens academic achievement, school attendance and classroom engagement; connects students to their communities; and reduces risky behaviors. A recent four-year study (Billig, 2008) of high-quality service-learning programs in a Philadelphia School District revealed: Students who engaged in service-learning activities for more than 30 hours, over the course of the year, had higher reading, science and writing scores, significantly fewer tardies and greater average daily attendance than students from matched comparison classrooms.

Another study for the National Conference on Citizenship (author, year) "found that service-learning improves almost every aspect of education that has an effect on graduation rates ... while incorporating the strategies most recommended for preventing students from dropping out."

How does service-learning support accountability?

Today, state and district policy is focused more than ever on student achievement and several states (including Colorado) are beginning to hold teachers accountable for student achievement. State-level education policies support service-learning as an instructional strategy in Colorado, for several reasons:

1. **Colorado school districts enjoy a great deal of autonomy.** Colorado's state constitution gives local school boards the authority to make most decisions about curriculum and instruction. This means schools and districts have the prerogative to determine when and if instructional strategies such as service-learning are appropriate for their own local communities.
2. **Colorado's academic standards focus on what students know and are able to do.** When service-learning is used as a teaching and learning method, it can address virtually any of the standards — and its power is its focus on application of knowledge. The emphasis of Colorado's standards is on what students can do and not just what they know, so service-learning provides an especially good strategy for meeting Colorado's standards.

Further, an important indicator of school and district quality in Colorado's accreditation system is "contextual learning." Service-learning is an example of contextual learning as provided by the Colorado State Board Regulations.

Strong support for using service-learning as a strategy for improving school and student performance is offered by the clear connections between what we know service-learning does for schools and students and what research indicates is needed for improving school performance.

Examples of Service-Learning activities

- ◆ **At the classroom level,** service-learning activities based on content standards can provide students with authentic opportunities to apply their learning to real community needs. They also can include the community as an integral part of the learning process.
- ◆ **At the school level,** service-learning activities can be part of a strategy for meeting school-improvement goals, including increased student achievement, improved attendance, reduced dropout rates and increased parent involvement. They also foster community partnerships and a safe, civil learning environment.
- ◆ **At the district level,** service-learning programs that support the district's academic standards and meet state accreditation requirements can help develop better relationships with the local community, while also supporting staff development and citizenship education.

CHAPTER 2

SERVICE-LEARNING IN ACTION

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Reflection page 22

Demonstration and Celebration page 23

CHAPTER II – SERVICE-LEARNING IN ACTION

For decades, those involved in service-learning have known that quality matters if service-learning is to live up to its promise of helping young people grow in academics and civic engagement. In 2008, the service-learning field released evidence-based standards and accompanying indicators that K-12 practitioners can use to ensure high-quality service-learning practice. Now educators have a set of standards and indicators to guide them in improving their practices.

K-12 Service-Learning Standards for Quality Practice

Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.



Meaningful Service

Link to Curriculum

Reflection

Diversity

Youth Voice

Partnerships

Progress Monitoring

Duration and Intensity

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills and/or attitudes.
2. Reflection occurs before, during and after the service experience.
3. Reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decisionmaking.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation and evaluation processes.
2. Service-learning involves youth in the decisionmaking process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decisionmaking.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial and address community needs.

Indicators:

1. Service-learning involves a variety of partners that include youth, educators, families, community members, community-based organizations and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Participants use evidence to improve service-learning experiences.
4. Participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high-quality practices are sustained.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

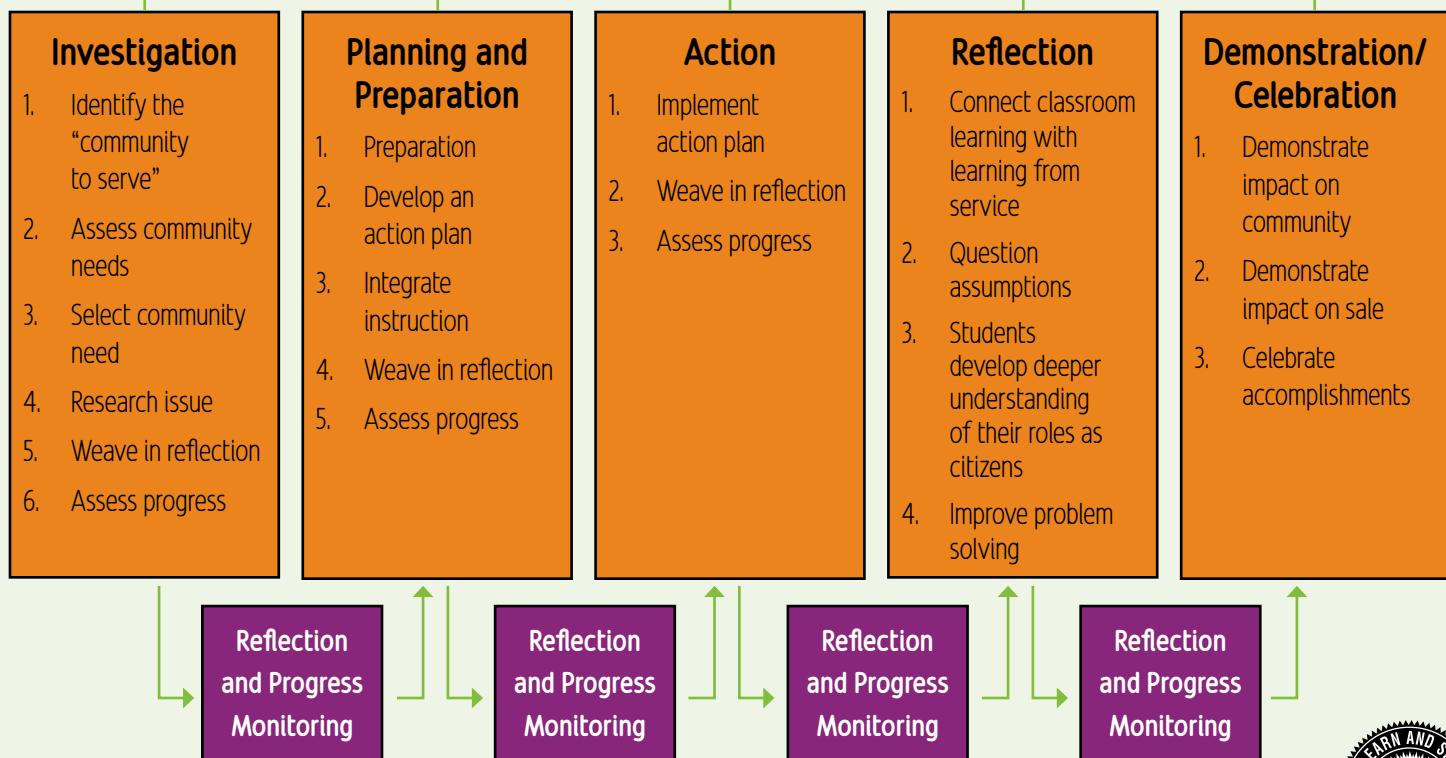
Implementing High-Quality Service-Learning Programs in Your Classroom

Service-learning can be found in different sizes and shapes. It can look like a very small project in one classroom. Or it can provide an organizing principle for teaching and learning that plays out in clusters of classrooms, across several schools or even throughout an entire school district. Because every school and community is unique, local educators may initiate service-learning at a scale and in areas that make sense for their own situations. For more information on how to implement high quality service-learning in your classroom check out the National Center for Learning and Citizenship resource links at www.ecs.org/nclc, National Youth Leadership Council at www.nylc.org, Go To Service Learning at www.gotoservicelearning.org and the National Service-Learning Clearinghouse, www.servicelearning.org.

The common stages for project planning and implementation of service-learning include the following **IPARDC** components.

I Investigation	P Planning and Preparation	A Action	R Reflection	D Demonstration and Celebration
Teachers and students investigate the community problems they might potentially address; investigation typically involves some sort of research and mapping activity.	Teachers, students and community members plan the learning and service activities, and address the administrative issues needed for a successful project.	The “heart” of the project: engaging in the meaningful service experience that will help students develop important knowledge, skills, and attitudes, and will benefit the community.	Activities help students understand the service-learning experience and to think about its meaning and connection to them, their society and what they have learned in school.	The final experience occurs when students document evidence of their learning, celebrate the results of the service project and recognize student accomplishments in a public way.

Setting the Context



These components are the building blocks of any service-learning project.



INVESTIGATION

In the first phase of service-learning, students work together to identify the community problem they will address.

Teachers use many approaches to work with students to investigate community problems. Often students engage in a **community mapping activity**. In this type of activity, the students walk through the community using a set of questions to guide their observations. They note what is going on in the environment. (Are the sidewalks or pathways littered? Does the stream look and smell dirty? Are there community agencies around the school that serve people in need? Are there places for the elderly to sit? Are there homeless people sleeping on benches?) Community mapping activities often lead to selection of issues such as working with the environment, the homeless, senior citizens, hospitals and other agencies that are in the neighborhood. Some people use a school mapping activity with younger children, where they investigate the issues around the school, such as how the outside of the school looks (walls, cafeteria, etc.), and discover that they may wish to engage in recycling or school beautification.

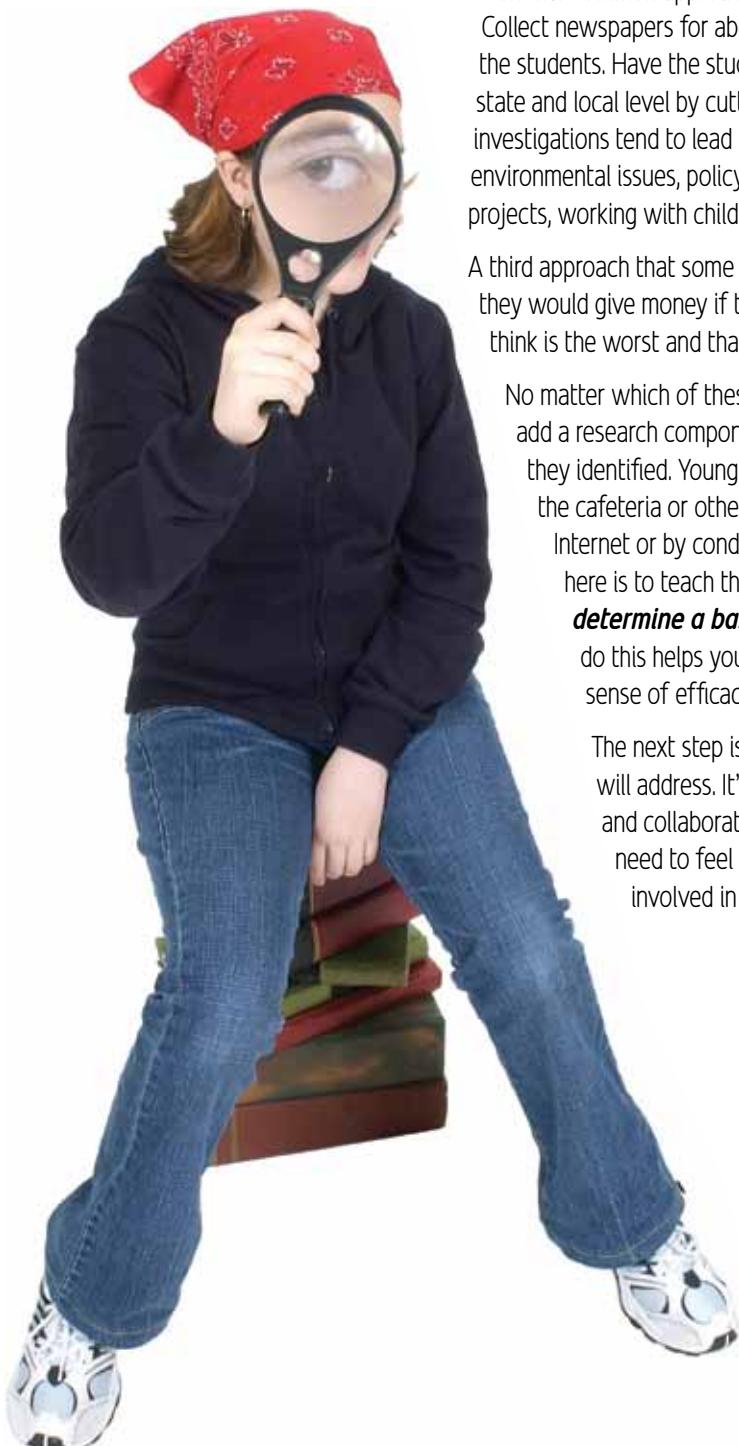
Another common approach to investigating community problems is to **review the newspaper**.

Collect newspapers for about a week or two in advance of the activity, and then distribute them to the students. Have the students identify the various strengths and challenges at the global, national, state and local level by cutting out the articles in the newspaper and listing them. Newspaper investigations tend to lead to working on service activities that are more global in nature, such as environmental issues, policy-related issues such as transportation, job training, technology-based projects, working with children of prisoners, helping infants and so forth.

A third approach that some teachers use is **brainstorming activity**. Students may be asked to whom they would give money if they were a philanthropist, or which global, national or state problem they think is the worst and that they would like to do something about.

No matter which of these approaches you use, it is good to do two other things. First, you should add a research component. Students should be helped to document the nature of the problem they identified. Younger students can count the amount of litter they see, weigh the waste in the cafeteria or otherwise document a problem. Older students can research the issue on the Internet or by conducting surveys of neighborhood people, their parents or others. The idea here is to teach the students how to gather evidence. **This evidence should be used to determine a baseline against which they can measure their impact.** Being able to do this helps young people realize how much of a difference they can make and raises their sense of efficacy and desire to serve again.

The next step is to help students come to a consensus on what community problems they will address. It's good to have the students work in groups because they learn teamwork and collaboration skills and they are more likely to be successful. However, the students need to feel that they "own" the problem, so it's important to have the students involved in identifying the one or two problems they will address.



In helping students to decide, you may wish to keep four criteria in mind:

- ◆ Relevance to academic learning – tie in to the curriculum or standards/objectives you want to cover during the school year
- ◆ Urgency and importance
- ◆ Student interest and engagement in the project
- ◆ Efficacy (anticipating that students will actually be able to make a difference).

Again, be sure that students have voice in making the decisions and that they plan something that will be meaningful to them and to the community.

INVESTIGATION – GUIDING QUESTIONS

As you and your students engage in Investigation, answering several questions may help guide you through the process:

1. What is the overall purpose of the service-learning project? What impacts do you hope the project will have on students and the community they serve?
2. How will you facilitate student choice of the “community” they want to serve?
3. What activities and resources will you provide to assist students in assessing community needs?
4. How will you use the criteria of relevance to academic learning, urgency and importance, student interest/engagement and efficacy to help students select the problem for the project?
5. What content standards and curricular connections will working on this problem allow students to meet?
6. What civic and other learning goals do you hope to meet within the project?



PLANNING AND PREPARATION

In the second phase of service-learning, Planning and Preparation, you, your students and the community members with whom you work will identify the community concern, determine the specific service that will be provided, develop an action plan, identify the academic and other goals the project will meet, engage in reflection and develop an assessment plan.

Students should have considerable voice in planning and preparation, making most of the decisions with guidance from adults. It is important to remember that service-learning projects involve many administrative issues as well. Scheduling, obtaining parent permission and involvement, gaining administrator agreement to let students miss traditional classes, arranging for transportation and managing risk are all decisions in which students can participate.

The action plan should be a detailed strategy for how services will be provided, along with persons responsible, team members, timeline, resources needed and indicators of success. An assessment of readiness for service and training activities should be included in the action plan. Many teachers use this as an opportunity to teach students how to organize projects or work and relate the planning to other relevant aspects of students' lives. It is also good during this phase to weave in perspective-taking activities so that the students think about what it will be like for the service recipients, community partners and others involved in the project.

PLANNING AND PREPARATION – GUIDING QUESTIONS

As you and your students engage in Planning and Preparation, you may wish to address the following questions:

1. Once you and the students identify a potential problem area, what questions about the problem and possible solutions should they try to answer through their library and Internet research?
2. What is the specific service to be provided? How does the service relate to the overall purpose of the service-learning activity? How does it address the areas of impact that you hope it will have on the students and the community? Will it successfully address the area that you measured to establish the baseline of the problem?
3. How will you facilitate student decisionmaking about the specific type of service to be provided and the division of labor that is needed to implement the project?
4. What content standards and benchmarks will be met as students plan and provide the service activities?
5. What civic goals will the project address? What civic knowledge, skills (informed decisionmaking, listening, expressing their opinions) and dispositions (e.g., tolerance, sense of responsibility for others, believing they can make a difference in the world) will be developed?
6. What other learning do you hope students will gain from the project (e.g., social skills, career exploration, learning to manage conflict and/or learning about themselves)?
7. How can you ensure that the community partners are part of the vision, planning and preparation phases?
8. How will you assess the students' readiness for the project? What do your students need to understand about the social problem, the community and organizations with whom they will work, the recipients of service and themselves? What skills do they need to have, such as communicating with others, conducting experiments and/or planning activities? What attitudes and values should they have? What strategies will you use to ensure that students have the prerequisite knowledge, skills, attitudes and values?
9. How will you weave reflection activities into this component?
10. What types of assessment will you use to determine progress toward meeting specific service-learning project goals and learning objectives while they are working on this phase of the project?



Implementing the Service Activity

Once you have completed the investigation, planning and preparation, the next step in service-learning is to implement the Action. Because it is the focal point of your project, it is crucial that you, your students and the community members implement your service activities well. Typically, the implementation phase includes training and service provisions, along with the reflection and assessment that should be integrated into every phase. A good idea for reflection and assessment is to ask questions to help link the service to academic and civic learning, and ask how students feel about the service and their abilities to make a difference.

Even if your action plan is excellent, you should anticipate the types of problems that may occur and how you will address them. Many teachers include this in the training that occurs before the service.

During the action phase, you want to be sure that the students are:

- ◆ Engaged, actively exploring, using inquiry and hands-on approaches
- ◆ Given opportunities to work with an adult other than a family member or teacher
- ◆ Engaged in perspective taking
- ◆ Given the opportunity to see that the service is genuinely meeting community needs.

ACTION – GUIDING QUESTIONS

Answering the following questions can help you in the Action phase:



1. In direct service activities, students interact with recipients of service or the physical environment they have targeted for improvement. Given the service problem, what types of direct service activities could the youth perform?
2. In advocacy service activities, students try to address the underlying causes of a social problem by attempting to influence policymakers or elected officials. Could an advocacy component be added to the project to enhance the learning and help students feel an even greater sense of efficacy?
3. How can you adopt, adapt or create a rubric for students to use that ensures the service activity they select demonstrates the standards and indicators of high-quality service-learning?
4. How can you ensure that all students benefit from the service activities and find them to be meaningful?
5. How can you ensure that students understand and find mutual benefit with service recipients?
6. How can you make sure that your community partners are playing a significant, positive role in the lives of the students? How can you maximize the potential for the partners to serve as role models?
7. How will you address diversity issues within the service project, both before, during and after service?
8. How can you keep students engaged in the service over time?
9. How can you implement service-learning so that teachers and other adults also find the service to be fulfilling?

REFLECTION

Remember that all phases of service-learning should have a Reflection component. You can weave your Reflection in as part of the planning and preparation activities or you can reflect on progress at the end of the phase. While writing in a journal is one favorite approach used by many teachers, be sure to give students other ways to reflect either through artistic means, deliberate dialogue or any of a multitude of different means.

Examples of Reflection activities can be found on the National Service-Learning Clearinghouse Web site. Some sample activities include:

- ◆ **Paseo Wheel:** Form inner and outer circles to reflect on the preparation and planning phase. First ask the inner circle to respond to the questions, "What went well and what would I improve to make the planning and preparation phase better?" The outer circle listens, and then summarizes what was said. The outer circle then responds to the question, "What would we help people to do differently next time?" while the inner circle listens. The inner circle then summarizes what was said. The group comes to consensus on the lessons learned that they want to convey to next year's class.
- ◆ **Transferring Learning:** Remind the students of the action planning process they used to plan their service-learning project. Then ask them to outline the steps they would take to plan a dance, plan a vacation, buy a car or plan a wedding, while using the same approach they used to plan the service project. Look for ways to parallel the steps, engage in the same type of consensus building approach and form the same sorts of assessments.
- ◆ **Create a storyboard:** A story board is the device cartoonists, advertisers and some novelists use to capture the phases or tell the story that is unfolding. Students can storyboard their service activities, reflecting on the planning and the specific action steps.
- ◆ **Use the plus, minus, delta chart:** This helps students identify what they liked, didn't like and what they would change. Results can be used to revise the next set of activities.

REFLECTION – GUIDING QUESTIONS

1. What reflection activities could you use to support the academic, civic and social-emotional learning goals of the service-learning project before, during and after completion?
2. If you plan to use discussion and journaling, what forms of reflection you could use to encourage multiple modes of student response? For example, could your students write poetry or fiction about their projects, or create paintings, sculpture or dramatic pieces?
3. What reflection prompts (questions) before, during and at the end of the project would encourage your students to go beyond simply describing or reporting their experiences? For example, what questions might push them to analyze the causes of social problems, to apply their academic learning to their service experience or to evaluate the effectiveness of social services?
4. How could you broaden the social context for authoring beyond the individual student to make reflection more collaborative? How could you expand the audience beyond you as teacher to make it more authentic?



DEMONSTRATION AND CELEBRATION

Demonstration and Celebration of learning and impact are important parts of your service-learning project that can provide you, your students and your community partners with a meaningful conclusion to the project and an opportunity to think ahead to the future.

In an effective demonstration and celebration, students show others how they impacted the community and how they themselves have changed as a result of their service-learning activities. A high-quality Demonstration and Celebration event recognizes and rewards students' sense of efficacy and motivation to serve, and reinforces community members' commitment to your program. It provides a public forum for students to display their knowledge, which encourages them to synthesize what they have learned through service, provides an authentic context for assessment and builds community members' expertise with respect to the community problem. Finally, a high-quality Demonstration and Celebration event engages participants in analyzing and developing potential solutions to the new set of social issues signaled by the end of the service-learning project, further enhancing their problem-solving skills and dedication to service. Think about how you will assess the service-learning project. One idea to consider is to use the rubrics on service-learning quality (see Chapter IV Tools, Links and Resources) to have the students and other participants rate their experience with the project before and after the experience.



DEMONSTRATION AND CELEBRATIONS – GUIDING QUESTIONS

Ask the following questions when planning your culminating event:

1. Who should plan the demonstration and celebration and what roles and responsibilities will each participant have?
2. What combination of demonstration and celebration activities would be the most meaningful for your students and community partners, and why?
3. What plans for demonstration will best allow your students to meet the academic goals of the project?
4. In what ways could the demonstrations be used as summative assessments? If they are used this way, who will evaluate student performance and what criteria will they use?
5. Which options for planning would contribute most to your students' civic and social-emotional learning? Which options would contribute most to the community?
6. How will you evaluate the success of the demonstration and celebration events and engage in continuous improvement?

CHAPTER 3

SUSTAINING SERVICE-LEARNING

In this Chapter:

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Exploring: The District is Beginning to Use Service-Learning page 27

Transitioning: The District is Implementing Service-Learning as an Important Education Strategy page 28

Transforming: Service-Learning is an Integral Part of the Way the District Operates page 29

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CHAPTER III – SUSTAINING SERVICE-LEARNING

The Education Commission of the States' (ECS) National Center for Learning and Citizenship (NCLC) conducted an in-depth examination of fundamental questions about institutionalization — making service-learning an essential part of the everyday operations of schools and an expected part of each student's education experience. This examination included interviews with superintendents, state policymakers, teachers, coordinators, students, researchers, community partners and others about their insights and experiences in making service-learning an integral part of schooling.

The resulting publication, *Learning That Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities*, explores how leaders at the state and local levels have stepped up to the challenge of developing long-term, large-scale systems that support and sustain service-learning. Their focus on policy, high-quality practice and capacity provides a framework for other interested policymakers and practitioners to consider as they work to move service-learning to the core of K-12 education.

Learning That Lasts examines **indicators and strategies that define and support institutionalization** in five major areas of education: vision and leadership, curriculum, professional development, partnership and community, and continuous improvement. Each area is summarized below.

Vision and Leadership

- ♦ **A model of shared leadership:** Leadership is not the domain of a single person, or even a few people, but something shared by many people at many levels. Strong leadership at the top is crucial, but the participation of teachers, students, parents and community members is equally important. At the same time, there needs to be someone in a coordinating role who can assure a smooth flow of communication and delineation of responsibilities between all leaders and stakeholders.
- ♦ **A vision, shared by a broad cross-section of stakeholders that defines service-learning as an effective means for achieving academic standards and other broad education goals:** When persons involved agree that service-learning is an essential means for accomplishing the goals of education, then system leaders determine — and take — the steps needed to make that possible. Systemic decisions for hiring, instruction and resource allocation are guided by that vision.
- ♦ **Adequate resources to fund personnel, training and other costs:** Many service-learning efforts begin exclusively with grant funding, but do not stay that way when service-learning is institutionalized. Rather, the efforts become a budget item or in other ways are built into the state or district budget. They are seen as essential to the operation of the system, with grant monies used to enhance, but not support, basic functions.
- ♦ **Open communication:** People throughout the system are kept well-informed of projects, successes, curriculum, training sessions and other matters. Problems and concerns are dealt with quickly, honestly and respectfully.
- ♦ **Alignment with other school reform initiatives:** Service-learning becomes a vehicle through which to accomplish the objectives of school improvement efforts and works in partnership with initiatives such as school-to-work, community education, migrant education, special education, dropout prevention and student engagement.

Curriculum

- ♦ **Acknowledgment as a key instructional method in policy and practice:** Administrators, curriculum directors and teachers include service-learning as a critical component of curriculum development.
- ♦ **Alignment with state and district academic standards:** Service-learning is seen as an effective teaching and learning method for students to achieve academic standards and meet graduation standards.
- ♦ **Authentic performance indicator of student learning:** Service-learning provides opportunities for students to acquire both knowledge and skills in academic areas — assisting schools to create performance indicators of success.

Professional Development

- ♦ **Ample time for planning and collaboration:** Teachers, administrators, students and community members have regular, structured time in which to design curriculum and assessments, discuss progress, structure projects and address concerns. A coordinator and/or teacher-facilitators provide training, consultation and technical assistance.
- ♦ **Regular opportunities for faculty and other employees to receive training:** Formal training opportunities, as well as one-on-one meetings and other informal methods, are used to create familiarity with and deepen knowledge of service-learning.

Partnership and Community

- ♦ **Ongoing opportunities for school and community partners to meet, discuss expectations and make necessary revisions:** Educators and community partners have adequate time to review curriculum, standards and projects, and make their expectations clear.
- ♦ **Positive outcomes expected for the community:** Educators and community partners identify and assess the impact of service-learning on the community.

Continuous Improvement

- ♦ **Training that addresses all levels of experience:** New employees are introduced to the concepts and practice of service-learning, with attention also paid to renewing and revitalizing the practice of experienced personnel.
- ♦ **Well-established feedback methods:** A variety of feedback mechanisms — from informal check-ins between individuals to questions asked at staff meetings to formal evaluations — yield helpful information to improve and strengthen efforts on a continuous basis.

Institutionalization, a term that often conjures up negative images of rigidity and involuntary confinement, is a different concept in education. The process can be likened to learning a new language.

It is often difficult in the beginning to master the vocabulary and express oneself. It takes practice and effort and usually involves some degree of frustration. Once mastery has occurred, however, and when the same language is spoken by people in all parts of the system, rich and lively conversations take place and understanding occurs.

Taking steps toward institutionalization

Everyone involved in service-learning is somewhere on the continuum of change. If the goal is to move toward institutionalization, it is important to understand where a given effort falls on the continuum and how to proceed to the next level. Each stage of the process presents opportunities, as well as challenges.

The KIDS Consortium and Maine Department of Education, with the assistance of about 30 districts, have created a “systemic continuum” model that shows the progression toward institutionalization. The model explains in great detail what schools can expect when service-learning is a fairly new effort, when it becomes a more regular feature of the system and when it is woven into the infrastructure. It is used with all grantees to help them see the steps they need to take to develop more comprehensive efforts.

The model includes five major categories: (1) leadership and vision, (2) curriculum, instruction and assessment, (3) professional development, (4) administrative policy and support, and (5) community involvement. Each category is divided into the three basic stages of development – exploring, transitioning and transforming. Below are excerpts from this document. Readers who wish to order a copy of the entire model can contact the KIDS Consortium at 207.784.0956 or by e-mail at kap@kidsconsortium.org. There is a small copying and mailing fee for this document.

Exploring: The district is beginning to use service-learning

Leadership and vision

- ◆ A few people at the classroom level are doing effective service-learning projects, developing goals, experimenting and communicating with others who share their enthusiasm.
- ◆ Students informally advocate for service-learning as a result of participation in KIDS’ projects.

Curriculum, instruction and assessment

- ◆ The district establishes curriculum committees to align service-learning projects with standards.
- ◆ Some community partners are engaged in student work.

Professional development

- ◆ Interested individual teachers and/or administrators take courses and/or workshops in service-learning.
- ◆ Teachers devote individual planning time to develop service-learning classroom projects.

Administrative policy and support

- ◆ There is passive administrative support for resources, but teachers are responsible for accessing those resources.
- ◆ Administrators support individual teachers/teams in experimenting with changes to schedule and structure to accommodate applied learning.
- ◆ A self-selected leadership group has secured an initial grant for service-learning.
- ◆ Support for service-learning is based on anecdotal evidence. Some data is collected to evaluate programs.

Community involvement

- ◆ Volunteers, community organizations and families informally learn about service-learning through individual projects.
- ◆ Community organizations and other experts occasionally work with some students to share knowledge and skills.

Transitioning: The district is implementing service-learning

Leadership and vision

- ◆ More people throughout the district and community are involved. Regular channels of communication have been established, and key people, including the school board, community partners and students, are involved in creating goals for service-learning.
- ◆ A leadership team responsible for service-learning makes connections to the district's curriculum, assessment and other school improvement initiatives. The team is actively engaged in self-assessment and planning, and individual roles and responsibilities are clearly defined. The team receives and allocates various resources for service-learning.
- ◆ A service-learning coordinator is designated.
- ◆ Strong administrative support exists for the leadership team.
- ◆ Students are identified and trained to participate in the leadership team and to advocate for service-learning.

Curriculum, instruction and assessment

- ◆ District curriculum and assessment committees/staff help teachers align service-learning projects with standards and include authentic performance assessments of student learning.
- ◆ Some community partners are engaged in student work and value the contribution made by the service-learning project.

Professional development

- ◆ Teachers and students trained in service-learning recruit others and act as role models.
- ◆ Motivated teachers formally meet to discuss service-learning topics, examine student work, design curriculum and assessment and give feedback on instructional practices.

Administrative policy and support

- ◆ The district provides structures that facilitate student and teacher access to resources.
- ◆ The district leadership team seeks a variety of funding sources for service-learning.
- ◆ The district provides resources to teachers to document and share service-learning best practices.
- ◆ A formal district plan for action research and program evaluation is in place.

Community involvement

- ◆ Community organizations, higher education institutions and other experts work with a majority of students to share expertise.
- ◆ Volunteers are trained to provide effective support to teachers and are matched according to their interests.

Transforming: Service-learning is an integral part of the way the district operates

Leadership and vision

- ◆ District leaders explicitly endorse service-learning as a powerful strategy to implement the district's vision statement and revise written policies accordingly.
- ◆ District administrators clearly demonstrate a commitment to service-learning and ensure that it is integrated into organizational structures.
- ◆ Based on the district's vision, a school-community leadership team is empowered to create an annual action plan that sets goals, allocates money and human resources, and evaluates progress.
- ◆ The leadership team is responsible for connecting service-learning with other school reform initiatives in the district.
- ◆ The district has a process to ensure students are effective members of the leadership team, have opportunities to network with peers regionally and nationally, and are involved in school committees and community organizations.

Curriculum, instruction and assessment

- ◆ Service-learning is a performance assessment used to meet district-wide, grade-level benchmarks.
- ◆ All projects are aligned with state and local standards, and assess student learning.
- ◆ Teachers are facilitators and coaches, adept at motivating students and connecting projects, standards and assessments. Students work in teams and are actively engaged in identifying and researching community issues and needs, and implementing their ideas.

Professional development

- ◆ Teachers in every building are identified as peer mentors who recruit and coach colleagues new to the service-learning process.
- ◆ The district has a structure to support ongoing dialogue about teaching and learning that integrates service-learning as part of the discussion. The dialogue is based upon data from students, teachers and community members.
- ◆ Administrators make time available during the school day for teaching teams to meet.

Administrative policy and support

- ◆ Teachers and students have easy access to training on resources for service-learning projects.
- ◆ The district creates job descriptions and teacher evaluation tools that encourage teachers to use service-learning as an instructional strategy.
- ◆ Data related to service-learning are integrated into the district's overall evaluation plan and used to support continuous improvement.

Community involvement

- ◆ All students have opportunities to work with community experts. Experts seek student involvement in solving community problems and needs.
- ◆ Through service-learning experiences, volunteers are integrated as coaches and learners into the school-community partnership.

Readers might find it useful to create their own continuum, based upon the KIDS' model and adding the pieces that are relevant to their district.. Once personnel in the district have agreed upon a goal of institutionalization, they can use a continuum model to pinpoint the specific activities needed to reach that goal.

Institutionalization comprises both the larger vision and the innumerable small steps that support everyday practice. Both sides of the equation are equally important. Vision without an array of coordinated transformational efforts is simply empty rhetoric. Efforts unsupported by vision remain stagnant or deteriorate over time.

The following pages contain sample job descriptions, a selection of good school district policies, and the CDE service-learning rubric, all key factors in sustaining quality service-learning programs in K-12 schools.

In this Section:

Sample Job Descriptions:

- | | |
|--|---------|
| Learn and Serve Grant | page 31 |
| Waterford (Connecticut) Public Schools | page 32 |

Sample Board Policies:

- | | |
|---------------------------------------|---------|
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| Greendale (Wisconsin) School District | page 34 |

CDE Service-Learning Rubric

pages 35-36



Job Description

Learn and Serve Grant

Service-Learning Coordinator

JOB TITLE: Service-Learning Coordinator

SUMMARY OF FUNCTION

The function of the Service-Learning Coordinator is to provide leadership and develop resources to coordinate professional development, community partnerships and collaborate with school staff and students to implement and support the district service-learning program.

ESSENTIAL JOB FUNCTIONS

- Meet all grant requirements, deadlines and collect and maintain required data and documentation
- Communicate effectively with principals, school staff and administration in implementing quality service-learning programs at their sites
- Maintain consistent contact with Service-Learning Teacher Coordinator at each site
- Provide training and ongoing support to individual teachers implementing service-learning in their classrooms
- Develop community partners and research-based information to support service-learning program
- Plan, coordinate and implement staff professional development opportunities (example; Teacher Meet-Ups) based on current and effective research/best practices and the use of instructional strategies that align with district goals
- Develop a middle school youth council providing training, guidance and ongoing support
- Consult with teacher sponsor for high school youth council and provide assistance as requested
- Create a community advisory board representative of all stakeholders — students, parents, staff and community organizations

OTHER DUTIES

- Serve as liaison with community partners and schools to foster partnerships that will create sustainability for the program
- Pursue local grant to provide stable funding

KNOWLEDGE, ABILITIES AND SKILLS

- Knowledge of the service-learning pedagogy and the impact on student engagement and ultimately student achievement
- Knowledge of content standards and how service-learning enriches the curriculum presentation and engages students in learning
- Ability to provide coaching and training for teachers, students and community members
- Ability to support teachers in their classroom curriculum and implementation of service-learning with community resources and access to research-based content
- Knowledge of community assets to connect to service projects outlined by staff and students
- Skill in public relations and communications
- Documented organizational skills and ability to attend to details
- Experience in grant writing and grant management

QUALIFICATIONS

- Bachelor's degree in education or related field
- Demonstrated successful experience leading service-learning projects
- Documented successful instructional leadership and training experience preferred

ORGANIZATIONAL RELATIONSHIPS

- The Service-Learning Coordinator reports to and is evaluated by the Volunteer Services Administrative Supervisor.
- Communicates with Volunteer Services Administrative Assistant, Project Manager Community Resource Bank/SideKicks, and Grand Friends Project Manager

WORK YEAR

- 185 days - four hours per day

SALARY RANGE

- \$25 per hour per grant application

Waterford (Connecticut) Public Schools

JOB DESCRIPTION

Position Title: Transition/Learning Through Service Program Coordinator

Department: Special Services Department/Waterford High School

Reports to: WHS Administrator & Director of Special Services

PURPOSE OF POSITION

Support the successful transition of special education students from school to community/post secondary educational settings; also, implement and manage all aspects of the Learning Through Service Program at Waterford High School.

EDUCATION, EXPERIENCE AND/OR TRAINING

Bachelor's degree or higher; experience with youth in educational or vocational setting; must obtain Connecticut Public Service License Endorsement A within 60 days of employment.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Transition Coordinator:

1. Develops and coordinates transitional goals and objectives with appropriate school staff (case manager, guidance counselor, career counselor)
2. Designs and conducts vocational evaluations to assess individual student interests, needs and aptitudes, and presents this information in PPTs to aid in planning student transitions
3. Works with community agencies and businesses (public and private) to develop competitive job placements and/or vocational training opportunities for special education students
4. Designs, develops, and implements supported employment training programs for students who have those vocational needs
5. Supports and supervises job coach in training, placement and oversight of students placed in supported employment job sites
6. Arranges and supervises transportation for students in job placements
7. Transports students to and from worksites
8. Evaluates individual students' vocational experiences and performance periodically to assess their progress and overall effectiveness of supported employment program
9. Consults with both regular education and special education staff on all issues dealing with transition of special education students.

Learning Through Service Coordinator:

1. Develops student service-learning contacts in Waterford and surrounding communities
2. Works with administrators and faculty to coordinate student leadership activities
3. Develops promotional materials for service-learning and facilitates public relations to demonstrate student activities and outcomes
4. Meets regularly with the high school advisory committee
5. Ensures that processes regarding service-learning are current and that student folders and database are accurately maintained
6. Informs guidance counselors regarding the student progress toward the accomplishment of the community service graduation requirement
7. Recommends budgetary needs for the service-learning program
8. Completes ED 400 Report
9. Completes and monitors Perkins Grant applications and awards.

SUPERVISORY RESPONSIBILITIES

Supervises students

EDUCATION, EXPERIENCE AND/OR TRAINING

Bachelor's degree and work experience with youth

LANGUAGE SKILLS

Ability to: read, analyze, and interpret general business periodicals, professional journals, technical procedures or government regulations; write reports, business correspondence and procedure manuals; and effectively present information and respond to questions from groups of supervisors, students, parents and the general public

MATHEMATICAL SKILLS

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference and volume; ability to apply concepts of basic algebra and geometry

REASONING ABILITY

Ability to: define problems, collect data, establish facts and draw valid conclusions; solve practical problems and deal with a variety of concrete variables in situations where only limited standardizations exist; and interpret a variety of instructions furnished in written, oral, diagram or schedule form

OTHER SKILLS AND ABILITIES

Ability to: apply knowledge of current research and theory in specific field; establish and maintain effective working relationships with students, staff and the community; communicate clearly and concisely both in oral and written form; and perform duties with awareness of all district requirements and Board of Education policies

TERMS OF EMPLOYMENT

10-month year

EVALUATION

Annually by the High School Administrator or designee

SUPERVISORY RESPONSIBILITIES

Supervises job coach and students

PHYSICAL DEMANDS/WORK ENVIRONMENT:

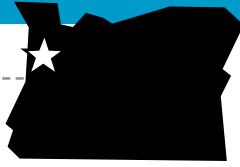
The work environment is quiet to loud depending upon the activity in the particular part of the day and location. While performing the duties of this job, the employee is regularly required to use hands to finger, handle or feel; reach with hands and arms; and talk or hear. The employee frequently is required to walk and sit and drive a vehicle. The employee occasionally is required to stand; climb or balance; and stoop, kneel, crouch or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, color vision, peripheral vision, depth perception and ability to adjust focus. The dexterity necessary to utilize a computer keyboard on a regular basis is essential. Attend evening meetings. Must be capable of functioning with frequent interruptions.

Canby (Oregon) School District

BOARD POLICY ICG

Title: Service-Learning

Adopted: 11/20/08



The Board supports the concept of service-learning as a teaching methodology in its schools. As used in this policy, service-learning means a method through which citizenship, academic subjects and skills are taught through active learning — drawing lessons from the experience of performing service work.

In developing its service-learning program, the superintendent shall encourage staff, student, parent, community and higher education input. The superintendent shall ensure that service-learning activities are tied to performance standards in the academic content standards area and/or local performance standards.

Recommendations for curriculum revisions that require the addition or deletion of existing courses, represent a change in the courses and/or units of credit required for graduation, and/or impact existing staffing patterns shall be submitted to the Board for approval. All other recommended changes shall be submitted by the building principal to the superintendent for approval.

The superintendent is directed to identify existing district policies and administrative regulations that may be barriers to effective implementation of the district's service-learning program. The superintendent shall also determine service-learning activity funding needs that may not be met in the current district budget. Identified policies shall be referred to the Board for review and revision as appropriate. Funding needs shall be submitted to the Board with recommendations for budget planning purposes.

END OF POLICY

Legal Reference(s):

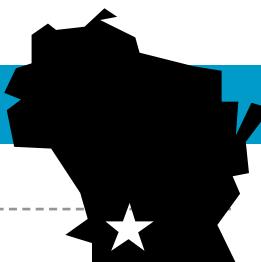
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Greendale (Wisconsin) School District

BOARD POLICY 341.26

Service-Learning

The Board of Education desires that all students develop a strong sense of personal and social responsibility. We understand development of this virtue can occur by infusing service-learning instructional formats as an integral component of curriculum.

The District recognizes that service-learning can help students develop skills, career awareness and self esteem. Service experiences can also motivate students by allowing them to apply their skills and knowledge to local needs and problems, and showing them that they can make a contribution to their community.

We encourage staff to collaborate with local public and nonprofit agencies and groups to develop service-learning activities that meet education objectives and also support current community efforts to meet health, environmental or public safety needs. This meets the district's goals of helping to develop youth as contributing citizens and also the opportunity for youth to be seen as resources in their communities.

APPROVED: November 15, 1999

REVISED: February 16, 2004



CDE Service-Learning Rubric

For each service-learning Indicator, please select a score that best represents service-learning in your school.
Write the score for each indicator in the indicator column. Total all indicator scores at the end of the rubric.

Service-Learning Indicator	No sign of Indicator 0	Signs that indicator is being discussed/small signs of effort 1	Indicator is partially implemented 2	Indicator is fully implemented 3	Comments
Embodied in School Policies YOUR SCORE []	There is no school policy on service-learning, it is not in any school planning document (i.e. school improvement plan or accreditation report), and it is not a part of hiring decisions	Service-learning is present in ONE of the following: <ul style="list-style-type: none">• School policy• School planning document (i.e. school improvement plan or accreditation report)• A factor in hiring decisions	Service-learning is present in TWO of the following: <ul style="list-style-type: none">• School policy• School planning document (i.e. school improvement plan or accreditation report)• A factor in hiring decisions	Service-learning is present in ALL of the following: <ul style="list-style-type: none">• School policy• School planning document (i.e. school improvement plan or accreditation report)• A factor in hiring decisions	
Service-Learning Leadership Team YOUR SCORE []	There is no service-learning leadership team at the school.	The service-learning “team” at the school is an informal group.	A formal service-learning leadership team is in place and has members that may include students, teachers, community members and administrators.	A formal service-learning leadership meets regularly and has representative members from all of the following groups: students, teachers, community members and administrators.	
Administrative Support YOUR SCORE []	Any service-learning at the school exists independent from district and school-level administrative support and/or input.	Administrators have superficial input in service-learning projects — give approval, sign, letters, forms, etc.	Administrators offer support and guidance related to the service-learning project.	Administrators provide vision and leadership for the service-learning projects and facilitate communication with the larger community.	
Professional Development YOUR SCORE []	Service-learning is never addressed in school-level professional development.	There are future plans to address service-learning in school-level professional development, but it is not a part of the professional development at this time.	There are isolated professional development sessions throughout the year that pertain to service-learning.	All teachers at the school have the opportunity to participate in service-learning professional development at least once during the school year.	
Amount of Teacher Involvement YOUR SCORE []	Teachers only comply with service-learning guidelines if it is mandated by the administration.	Some of the teachers in the school are involved in service-learning.	Most teachers at the school are involved in service-learning.	All teachers in the school are involved in service-learning.	
Strength of Teacher involvement YOUR SCORE []	Teachers participate in service-learning only because it is an expectation, but demonstrate no interest or commitment to continuing the projects.	Teachers involved in service-learning demonstrate interest in some aspects of projects.	Teachers involved in service-learning demonstrate excitement and commitment to the continuation of specific projects.	Teachers involved in service-learning demonstrate excitement and commitment to projects and report that the strategy is integral to their method of teaching.	

Service-Learning Indicator	No sign of Indicator 0	Signs that indicator is being discussed/small signs of effort 1	Indicator is partially implemented 2	Indicator is fully implemented 3	Comments
Curriculum Integration YOUR SCORE []	Teachers make no mention of the connection between academic standards and service-learning projects.	Teachers report that they see a general connection between service-learning projects and school success.	Participating teachers report service-learning is used as a strategy to address specific academic standards, and it is evident in at least one classroom project/unit during the school year	Service-learning is connected to academic standards across the curriculum throughout the school, and it is evident in classroom practice throughout the school year	
Visual Evidence YOUR SCORE []	Walls/display show no evidence of service-learning projects.	There are only one or two places where there is any visual evidence of service-learning projects (e.g. a sign, student work or a display)	In several places throughout the school, there is student work and displays of service-learning projects.	Throughout almost all of the school, there are displays, student work and signs that show service-learning is embodied in the culture	
Amount of Student Involvement YOUR SCORE []	Very few students are involved in service-learning in the school.	Some students (less than half) in the school are given the opportunity to be involved in service-learning.	Most students (more than half, but less than all) in the school are involved in service-learning.	All students in the school are involved in service-learning.	
Strength of Student involvement YOUR SCORE []	Students' involvement in service-learning is limited to mandated, teacher-driven class activities.	The students involved in service-learning have some voice in the development and direction of the project.	Students have considerable voice in the development and direction of service-learning and opportunities to reflect and make meaning from their experiences.	Students have considerable voice in the development and direction of service-learning, opportunities to reflect and make meaning from their experiences, and participate voluntarily on their own time.	
Involvement of Disadvantaged/At-Risk Students YOUR SCORE []	No connection is evident between service-learning and the needs of disadvantaged/at-risk students.	The impact of participation in service-learning on disadvantaged/at-risk students is not planned for, but sometimes recognized after the fact.	School leaders and teachers view service-learning as a strategy for involving disadvantaged/at-risk students but only informal methods are used to encourage their participation.	School leaders and teachers view service-learning as an effective strategy for involving disadvantaged/at-risk students and procedures/structures are in place to encourage the active involvement from these students.	
Service-Learning Addresses a Community Need YOUR SCORE []	There is no evidence that service-learning is tied real community needs.	There is some anecdotal evidence that the service-learning projects match community needs, but it is not documented.	There is documented evidence of community research into determining the need for the specific service-learning projects; it is less clear how effective the project was in actually meeting the community's need.	There is documented evidence of the reason the service-learning project was chosen based on research of community need; there is also documented evidence of evaluation of the effectiveness of the project in meeting the community need.	

CHAPTER 4

TOOLS, LINKS AND RESOURCES

In this Chapter:

Investigation

page 38

Planning & Preparation

page 52

Action

page 74

Reflection

page 76

Demonstration & Celebration

page 85

This chapter provides supplies and resources you can use in developing your service-learning projects. It is organized around three different types of resources:

- ❖ **Tools**, which include worksheets, pre/post assessments, sample needs assessments, evaluation rubrics and more.
 - ◆ Points of Entry: Linking Colorado's P-12 Academic Standards and service-learning
- ❖ **Links** to resources about service-learning:
 - ◆ Printed Resources
 - ◆ Online Resources
 - ◆ National Service-Learning Resources
- ❖ **References and Research** used in this guide.

INVESTIGATION

Tools in this section:

Learn and Serve Colorado – Steps to Implementing Your Service-Learning Programs	page 39
Guiding Questions for Teachers	page 41
Service-Learning Planning Tool	page 42
Model Community Needs Questionnaire	page 47
Service-Learning Self Assessment (for Students)	page 48
Is This Project Doable?	page 49
Engaging Younger Children in Service	page 50
Working With Volunteers	page 51

TOOLS

Learn and Serve Colorado – Six Easy Steps to Implementing Your Service-Learning Program.

Planning: “Thinking It Through”

Phase 1

- Bring your group together and talk about the meaning of “community” and “citizen.” A “community” can be as big or small as you want it to be (classroom, school, neighborhood, city, nation, etc.).
- Investigate what types of “services” are needed in your community. (What are pressing issues, problems or areas of interest?)
- Brainstorm possible ways for your group to help – what knowledge, skills and/or materials do you have to offer?
- Talk about (and write down) what your group hopes to get out of this project in terms of specific *Learning* and *Service* goals (see Action Plan). See if you can link the project to Colorado Academic Standards:
http://www.cde.state.co.us/index_stnd-access.htm

Phase 2

- Meet with members of the community who will receive your services (students you will tutor, folks in your neighborhood, etc.) and talk about your plans.
- Get clear about *their* “needs” and how they match what your group has to offer.
- Write up an **Action Plan** together so that everyone is clear about what is going to happen, when, and by whom (see Action Plan attached).

Preparation: “Getting Ready”

- Think about what skills and knowledge your group will need in order to carry out your service-learning program.
This *could* include information and training about:
 - ◆ *Service-learning* (what it is and how it works)
 - ◆ *Knowledge of the group you are working with* (have a teacher or director tell you about their classroom/organization, its mission, its rules, dress code, etc.)
 - ◆ *Presentation skills* (know how to present your ideas in exciting ways)
 - ◆ *Specific content knowledge such as math, science, local government or child development* (e.g., for tutoring, you would want to know best ways to interact with young children; for a garden project, you would want to know what kinds of plants grow best in Colorado).

Action: “Getting Things Done”

- Have your group talk about the importance of showing up to all scheduled activities – *on time and prepared*. This is good training for future jobs.

Keep track of all service-learning activities with a simple *recording sheet* (see Action Plan on p. 43).

Reflection: “Thinking, Writing, Talking about It”

To “Reflect”...

means taking time to talk, think, write and act out what we experience — that is how “*experience*” becomes “*learning*.”

- Hold *meetings* to talk about how the service and learning are going (issues that arise, things that could be done better, etc.). This could be done through e-mail. Remember to check in with folks you are working with for their feedback.
- Keep a *journal* of your experiences. This is an easy way to keep track of what you are learning — and what the youths or adults you are working with (or presenting for) are learning. Your experiences can be used to write papers, reports, etc. for classes such as English, psychology, computers, mathematics and science.
- Reflect* with the people you are providing the service for — how do they think things are going?

These reflection questions can guide your group meetings and journal entries:

What did you learn today?

- ◆ **So what** does it mean, in terms of what you learned before or what you know from other experiences? (How does it connect to Content Standards?)
- ◆ **Now what** are you going to do with this new knowledge — what actions can you take, what changes can you make?

Assessment: “Measuring What Was Gained”

- Create ways of measuring whether your group met its Learning Goals (those developed during the Planning Phase) such as presentations, journals, reflective papers, or products such as brochures or videos.
- Create simple ways for assessing what the people you are working with, or presenting for, have learned (did you have impact?).

Celebration: “Spreading the Word”

- Dream up ways to get the word out to the community about your service-learning program and to celebrate all that was accomplished!

Guiding Questions for Teacher

1. What unit or *content area* will you integrate service-learning into? How will service-learning be used to teach content and skills? (List specific Content Standards and Grade-Level Benchmarks.)



2. What "real" *community need(s)* are being addressed? What process will you use to ensure needs are identified and not just assumed?

3. How will you ensure that *students take leadership* roles in the project? What might some of those roles be?

4. What kinds of *preparation* will students need to carry out the project successfully? What skills and knowledge will they need?



Coalition of Essential Schools Northwest Service-Learning Planning Tool

Note: There are five pages for this worksheet

School:



Teacher(s):

Community Partner(s):

❖ Purpose:

Why are you developing a service-learning project? How will students benefit? What community need(s) will be addressed?

❖ Essential Question:

What is your essential or guiding question for this project?

❖ Standards:

What state standards will be met?

❖ Civic Skills:

What civic skills, attributes or knowledge will be fostered through this experience?

- ❖ Understanding of community resources and organizations
- ❖ Awareness of community issues
- ❖ Ability to identify personal values and beliefs about an issue
- ❖ Ability to use logical argument to support values and beliefs
- ❖ Ability to understand the root causes of issues
- ❖ Ability to connect community issue and academic coursework
- ❖ Awareness that students themselves are a strong resource within the community
- ❖ Other: _____



Career-Related/Life Skills:

What career-related skills, attributes or knowledge will be fostered through this experience?

- ◆ Critical-thinking and problem-solving skills
- ◆ Ability to work as part of a team
- ◆ Ability to assume different group roles
- ◆ Increased performance as self-directed and active learners
- ◆ Heightened self-esteem
- ◆ Ability to take pride in success
- ◆ Other: _____



Community Impact and Involvement:

How will the product or service be of value to the greater community?

- ◆ Develops positive school-community relationships
- ◆ Addresses a stated community need
- ◆ Helps individuals meet basic needs
- ◆ Creates public awareness of important issues
- ◆ Offers valuable information to the greater community
- ◆ Gives a voice to marginalized groups
- ◆ Provides community members with new opportunities to learn
- ◆ Creates an opportunity for community members to feel valued
- ◆ Other: _____

How will you maximize the role and resources of the community?

- ◆ Communicate with community partner consistently throughout service-learning experience
- ◆ Design project goals and expectations in collaboration with community partner
- ◆ Identify program needs and determine ways community can support students
- ◆ Involve community partners in reflection and debrief sessions
- ◆ Provide opportunities for community to assess student work
- ◆ Invite community partners to school for celebration activities
- ◆ Other: _____



Design and Implementation:

Preparation

What knowledge and/or skills must students attain before being able to master core academic skills of the service-learning project?



Content knowledge:

Skills:

What preparation will you provide for the community partner so they can engage students and maximize student learning?

Ownership and Engagement

How will students be involved in the design and implementation of the project?

- ◆ Provide students a core subject area to focus on and encourage them to generate project ideas
- ◆ Give students a list of project ideas to select from
- ◆ Identify the project and ask students for implementation ideas
- ◆ Ask students to contact organizations to inquire about community needs
- ◆ Brainstorm community needs and explore potential projects based on these needs
- ◆ Design project goals and expectations in collaboration with students
- ◆ Encourage students to assume various roles throughout the service-learning experience
- ◆ Other: _____



Reflection

What reflection activities will be included in this service-learning experience?

- ◆ Regular verbal check-in
- ◆ Personal journal
- ◆ Pair-sharing
- ◆ Chalk talk
- ◆ Regular written reflection
- ◆ Group discussion
- ◆ Debrief sessions with community partners
- ◆ Other: _____



How will you help students see connections between course objectives and the service-learning project?

Material and Resources

What educational materials will students use?

What resources, transportation, supplies and/or equipment will students need to accomplish the objectives?

Action Plan What needs to be done?	Who is responsible?	When is it needed?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		



Evaluation

How will the impact on the community be assessed?

- Verbal check-in
- Written reflection
- Survey/questionnaire
- Group discussion
- Observation
- Observation and analysis
- Roundtable with community partner
- Quality of product



How will student learning be assessed?

- Subject-area testing
- Core concept quiz
- Student reflection on learning
- Group discussion
- Observation
- Checklist/rubric
- Roundtable with community
- Review/evaluation of product partner
- Other: _____

How will success be celebrated?

- Verbal praise
- Peer acknowledgment
- Awards
- Submit article to district/school newsletter
- Public exhibition
- Post pictures/reflections on bulletin board
- Community acknowledgment
- Celebration day
- Other: _____

How will you let others know? (media, district, school, parents, etc.)

- Write a press release
- Invite parents/guardians to class presentations
- Send photos to local newspaper
- Encourage students to present project at district meeting
- Submit article to district/school
- Make announcement at school event newsletter
- Post pictures/reflections on bulletin board
- Invite students, staff and parents to project preview
- Other: _____



Model Community Needs Questionnaire from Clarkston Community Schools

The goal of the Clarkston Community Schools' Academic service-learning program is to effect positive change in the lives of those who are served. Academic service-learning is a method by which young people learn and develop through active participation in meaningful service experiences.

In an effort to assure that our students are addressing "true" community needs, we are asking you to complete this brief questionnaire.

Please indicate how problematic you feel the following issues are for our community:

(1 = no problem, 2 = minor problem, 3 = moderate problem, 4 = serious problem)

- | | | |
|--|--|--|
| <input type="checkbox"/> Child abuse | <input type="checkbox"/> Runaway youth | <input type="checkbox"/> Hunger |
| <input type="checkbox"/> Juvenile crime | <input type="checkbox"/> Adolescent suicide | <input type="checkbox"/> Teen Pregnancy |
| <input type="checkbox"/> Drunk driving | <input type="checkbox"/> Alcohol/drug use | <input type="checkbox"/> Sexual assault |
| <input type="checkbox"/> Homelessness | <input type="checkbox"/> Illiteracy | <input type="checkbox"/> Education |
| <input type="checkbox"/> Gambling | <input type="checkbox"/> Transportation | <input type="checkbox"/> Shortage of daycare |
| | | |
| <input type="checkbox"/> Family/domestic violence | <input type="checkbox"/> Improper healthcare/safety | |
| <input type="checkbox"/> Lack of after-school care | <input type="checkbox"/> Racial, ethnic, gender discrimination | |
| <input type="checkbox"/> Inadequate housing | <input type="checkbox"/> Shortage of recreational program | |
| | | |
| <input type="checkbox"/> Lack of help and/or special care for the elderly | | |
| <input type="checkbox"/> Children/teenagers with behavior and/or emotional problems | | |
| <input type="checkbox"/> Lack of programs for the mentally ill and/or physically handicapped | | |
| <input type="checkbox"/> Uncertainty of where to call or go for help | | |

1. What do you believe are the 2-3 most important issues that must be addressed to improve the health and quality of life in our community?

2. What do you believe is keeping our community from doing what needs to be done to improve health and quality of life?

3. What is our community currently doing to address these issues?

Service-Learning Self Assessment (for students)

Intellectual Skills	Always (3)	Most of the Time (2)	Not Enough (1)
Did I find research about _____? (the project) How?			
Did I organize my work?			
Did I use at least three facts?			
Did my group come up with any solution?			
Participatory Skills	Always (3)	Most of the Time (2)	Not Enough (1)
Did we make decisions as a group? How did I help?			
Did I work well with my group members even when they had different ideas or were from different backgrounds? What did I do?			
Research Skills	Always (3)	Most of the Time (2)	Not Enough (1)
Did I use a variety of resources?			
Was my group able to research a local issue?			
Were we able to recognize bias in the resources?			
Persuasion Skills	Always (3)	Most of the Time (2)	Not Enough (1)
Did I motivate others to get involved in our efforts either by leading or setting an example?			
Can I explain and defend my opinion on the subject we are investigating?			

Is This Project Doable?

Use this form to help you decide whether you have thought through all the questions important to ensuring a successful project outcome. If your Semester of Service involves more than one project, complete this form for each project.



Project Leader(s): _____

Location of project: _____ Date(s) and Time(s): _____

Describe the project: _____

Does this project meet a real community need? Yes No

What is the need? _____

Can you find community partners to help you? Yes No

Who?

Can you get the project completed within your *Semester of Service*? Yes No

Can you find enough volunteers to complete the project? Yes No

How many volunteers will you need? _____

Are volunteers with special skills needed? Yes No Skills: _____

Are volunteers with disabilities able to participate in your project? Yes No

What accommodations will you need to make?

Can this project be completed without a lot of fundraising? Yes No

Where will those funds come from? _____

Does this project require resources other than money? Yes No

If so, what are those resources and where will they come from? _____

Will you require transportation to the project site? Yes No

If so, how will you be transported? _____

How will you be supervised (by whom)? _____

How will safety requirements be met? _____

Will there be any special liability concerns? Yes No

If so, how will those concerns be addressed? _____

Will this project have a visible or obvious result? Yes No

If yes, please describe: _____



What connections are there to learning? _____

Engaging Younger Children in Service (ages 5-12)

The level of youth engagement is a powerful predictor of adults who serve: the propensity to volunteer, the propensity to give, even the amount one gives.¹ Here are some guidelines and recommendations for engaging younger children in service:

ASSIGN significant tasks

Think about which tasks must absolutely be done by an adult (driving the bus to the project site) and which tasks children have the skills and ability to do (calling the project site to confirm date and time). Children who are assigned tasks that are often done by adults take on new responsibilities that can help them acquire new skills, particularly skills that meet academic standards. Focus on providing guidance and opportunities for children to role-play and practice the skills.

LISTEN respectfully and without judgment

Children think differently, manage time differently, and pay attention to different things than adults. If some service project ideas or opinions seem outrageous or unfeasible, listen carefully, ask questions, explain, and propose ways to make their ideas doable.

ACKNOWLEDGE children's work

Plan to include special ways of acknowledging young children's contributions and efforts. Both private and public acknowledgements are important to children and also increase public awareness of their capabilities and accomplishments.

CONSULT with the kids

Do not assume that your decision or idea is what would work best.

QUESTION liability concerns

Safety issues are a priority for all volunteers — but at times, liability risks are posed as a barrier to even consider the inclusion of children in service projects. Adapt the project so that younger volunteers can participate. Consider the different aspects or phases of your project and all the needs. For example, if children are not admitted in a pediatric hospital ward, they could focus their service on the young patients' siblings who also need cheering up and attention.

ACCEPT that a project may not go exactly as if you or another adult had done it

Sometimes the plants are not exactly aligned in the ground or there may be three toothbrushes in some care packets but no soap. Recognize that these are efforts that can be corrected if needed, but nothing can replace the benefits of younger children participating in significant, meaningful ways.

AMAZE yourself and others by what elementary school-age children can do

Give children opportunities to apply their skills and guide them to solve real problems.

They will deliver!

Examples of young children engaged in service:

- ◆ In Barra Mansa, Brazil, children starting at 9 years old help local officials make decisions on how to use portions of their municipal budget.
- ◆ Youth Courts across the United States involve children as young as 8 in an alternative peer justice system with proven success.
- ◆ At the children's recommendation, the Porsgrunn City Council in Norway chose to install a speed bump rather than a traffic light at an intersection close to their school: it met the children's needs for a safer crossing area and had a lower cost.



¹ Independent Sector, *Giving and Volunteering in the United States: Engaging Youth in Lifelong Service*, Washington D.C., 2002.



Working with Volunteers

Volunteer

Plan for Volunteers

- ◆ Decide how many volunteers other than your program participants you need and what each volunteer will do. Be sure to recruit only as many volunteers as you actually need.
- ◆ Prepare a volunteer position description for each volunteer opportunity, including a detailed description of what the volunteer will do and any specific skills or experience wanted.

Recruit Volunteers

- ◆ Contact individuals and groups that might be willing to help on the day of the project — student groups, community organizations, businesses, faith communities, and friends & families.
- ◆ Promote volunteer opportunities — put up posters, post on Web sites, share through online social networks, submit to school and community newspapers, utilize volunteer centers and online volunteer opportunity databases, or host information and sign-up tables.
- ◆ Collect volunteer contact information (including phone numbers and e-mail addresses) and other requested information (skills, experience, interests, etc.) on a volunteer sign-up form.
- ◆ Before the event, send a letter or e-mail to all volunteers to confirm their participation. Include all information volunteers need to know about the volunteer experience — when and where to meet, what they should wear and anything they should bring.

Manage Volunteers

- ◆ Designate someone to greet and check in volunteers. Have a place for volunteers to sign in and get clear directions of what to do and how to get started.
- ◆ If needed, plan out the day-of-event orientation presentation for volunteers. Include procedures, logistics, restroom locations, etc. Remind people to work safely and to have fun. Be sure to include a big thank you for helping, and information about the post-event celebration.
- ◆ Plan to supervise volunteers — have project leaders spread out so they can interact with volunteers during the project, providing guidance, feedback, support and encouragement.
- ◆ Build time for on-site processing and reflection with volunteers.

Recognize Volunteers

- ◆ Plan for a celebration event following your project. Recognize and thank volunteers — provide food, present certificates or other tokens of appreciation, or have a high-profile person attend and thank volunteers.
- ◆ Send thank you notes or make thank you calls to all volunteers after your project. If possible, recognize volunteers in public announcements — newsletters, Web sites, etc.

Adapted from *Semester of Service Strategy Guide*, © 2009 Youth Service America www.ysa.org
(Denver: Education Commission of the States, 2003).

PLANNING & PREPARATION

Tools in this section:

Establishing Curricular Points of Entry	page 53
Anticipating Outcomes	page 54
Sample Project Timeline	page 55
Linking Curriculum to the Content Model Units	
Grade 4	page 57
Grade 6	page 60
Grade 8	page 63
K-12 Service-Learning Project Planning Toolkit	page 66
Linking Service to Curricular Standards/Learning Goals	page 70

Establishing Curricular Connections: Points of Entry

1. Identify an existing program or activity to transform into authentic service-learning.

- ◆ Select an activity or already existing project
- ◆ Examine it for cross-curricular learning opportunities that meet or enhance academic standards
- ◆ Exchange resource and idea with teacher, students, and community partners

For example, *Canned Food Drive*: Before students bring in cans of food, classroom activities included studying nutrition, visiting the receiving agency to identify needed foods and reading related literature. Students led peer discussions of social issues, replacing stereotype with an understanding of hunger in their community. A graph of the food collected and an article on impact and continued need were printed in school and community newspapers.

2. Begin with standard curriculum, content and skills, and then find the natural extension into service.

Identify the specific content and skill areas to be addressed

- ◆ Select an area of emphasis that supports or adds to classroom learning and addresses learning standards
- ◆ Look for additional learning opportunities in other subject areas

For example, *Learning History through Discussion with Elder Partners*: To be better informed about current events and improve listening and communication skills, student met weekly with elders at a senior center. Shared experiences included: studying news events, learning about aging, interviewing, collaborating on oral histories and photo essays, and displaying results in the school and public library.

3. From a theme or unit of study, identify content and skill connections.

- ◆ Begin with a broad theme or topic, often with obvious service implications
- ◆ Identify specific content and skill areas
- ◆ Select a service application

For example, *The Individual's Role in Society*: While learning about the individual's role in society, teachers encouraged students to consider options for civic participation. Curriculum included reading nonfiction stories of adult and young people contributing to their communities, researching local agency needs, providing regular assistance to an agency and publishing an informative pamphlet on the agency for young people.

4. Start with a student-identified need.

- ◆ Identify student skills, talents and interests
- ◆ Students define a problem, a need and solutions
- ◆ Student lead implementation as the teacher facilitates, adding learning opportunities

For example, *Transform an Empty Lot into a Community Garden*: A student initiated a conversation about starting a garden in an empty lot near the school. With teacher guidance, academic standards were met as students communicated with a government agency regarding property use, read a novel about a community garden, conducted Internet research to find funding sources, partnered with special needs youth to maintain the garden and donated the harvest to a local shelter.

5. Partner with a community-based organization to identify local assets and needs.

- ◆ Community requests assistance, perhaps through an agency that has worked with the school before
- ◆ Teacher, students and community partners identify learning opportunities

For example, *Tutoring/Literacy*: Responding to a request to participate in a city-wide book collection to benefit local youth, teachers in several grades collaborated on cross-age projects: older students helped younger children write and illustrate bilingual books on mutually agreed upon themes. Books were donated to youth clubs, hospitals and day-care facilities. Student representatives served on a city committee to plan future literacy activities.

From *Tilt! The Complete Guide to Service-Learning* by Cathryn Berger Kaye, M.A., @2004. Free Spirit Publishing Inc. Minneapolis, MN, <http://www.freespirit.com>.

Anticipating Outcomes

(What you hope will happen)

Service Goals	Proof
What do you hope to accomplish – teach others, build a park, change policy, increase awareness, help those in need, etc.?	What proof will you have of accomplishments?
Learning Goals	Proof
What do you want students to learn? I. Academic Goals (e.g., skills, content, standards) II. Social Learning Goals (e.g., collaboration, group problem solving, knowledge of community and your role as citizens) III. Personal Learning Goals (e.g., responsibility, job skills, self-esteem, better attendance at school, motivation)	How will you document what was learned? (Assessment)

Sample Project Timeline

The timing of your Semester of Service will depend upon a number of factors: how complex it is, how much time you have to devote to it, how much help you will have. The following is a suggested guide – adapt it to fit your project.



Pre-Semester of Service: Investigation, Reflection

- Identify your strengths and assets, and what you bring to the group.
- Select your “community.”
- Reflect on what service means to you and your chosen community.

Weeks 1-3: Investigation, Preparation and Planning, Reflection

- Identify community assets, needs, and priorities; decide what issue you will address.
- Reach out to find and begin to build community partnerships to help you.
- Organize into task teams (e.g. Volunteers, Media, Resources, Logistics), assign tasks.
- Connect your service and learning goals.
- Begin recruiting your volunteers.
- Plan out your media outreach strategy.
- Begin your fundraising.
- Draft up a list of the jobs that need to be done, the supplies and materials you will need.
- Do a reflection activity, focusing on the community priority you have selected.
- Launch your Semester of Service with an MLK Day activity.

Weeks 4-9: Action, Reflection

- Continue all Preparation and Planning, Action and Reflection activities.
- Begin publicity campaign and outreach to media contacts.
- Assess progress towards your service and learning goals.
- Document your service and learning, and begin to plan for demonstration opportunities.

Weeks 10-12: Action, Reflection, Demonstration

- Continue all Preparation and Planning, Action and Reflection activities.
- Continue publicity, media and elected officials outreach.
- Plan out demonstration opportunities and activities.
- Do a reflection activity, focusing on the process of putting together your project.

Weeks 13-14: Demonstration/Celebration, Reflection

- Complete final planning for Global Youth Service Day activity.
- Confirm media.
- Document and take pictures of your project as it is happening.
- Thank all volunteers and anyone who helped you.
- Complete and submit evaluation forms (student, teacher/coordinator, community partner, etc.).
- Complete a final reflection activity focused on the outcome of the project.
- Send thank-yous to project volunteers, media, sponsors, and donors.
- Celebrate your success!



Timeline – Learn and Serve Colorado

To help things go smoothly, be sure to plan what will actually happen, when and by whom. This will avoid confusion later.



What? <i>(What activities will take place?)</i>	Who? <i>(Who will organize and participate in them?)</i>	When? <i>(When will these activities take place?)</i>

We, the undersigned agree to the tentative ACTION PLAN discussed above.

Signatures

Date: _____

Date: _____



Linking Curriculum to the Content

Colorado Academic Standards

Content Area: Science

Standard: 1. Earth Science

Prepared Graduates:

Explain and illustrate with examples how living systems interact with the biotic and abiotic environment.

<http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=6&stdid=7&glid2=7>

High school and grade-level expectations: **4th grade**

There is interaction and interdependence between and among living and nonliving components of ecosystems.

Concepts and Skills Students Will Master:

- ♦ There is interaction and interdependence between and among living and nonliving components of systems
- ♦ Organisms depend on their habitat's nonliving and living factors to satisfy their needs

Evidence Outcomes/Students Can:

1. Use evidence to develop a scientific explanation on how organisms adapt to their habitat
2. Explain the difference between living (biotic) and non-living things (abiotic)
3. Identify the components that make a habitat type unique
4. Compare and contrast different habitat types
5. Create and evaluate models of the flow of nonliving components or resources through an ecosystem
6. Make a plan to positively impact a local ecosystem
7. Examine, evaluate, question, and ethically use information from a variety of sources and media to investigate endangered habitats

21st Century Skills and Readiness Competencies

Inquiry Questions

1. How are resources shared among organisms in a specific ecosystem or habitat?
2. How are individuals in a related species similar and different?
3. How do nonliving components of an ecosystem influence living components?
4. What would happen if the Sun's energy no longer reached Earth?
5. What would happen if water were removed from an ecosystem?
6. Where does our water come from and what would happen if we didn't have water?

Relevance & Application

1. Humans can have positive and negative impacts on an ecosystem.
2. Nonliving components are cycled and recycled through ecosystems and need to be protected and conserved.
3. All living things are connected on our Earth.

SAMPLE Service-Learning PROJECT – Creating and Saving Habitats for Animals

Creating habitats at school to model after Habitats for Humanity: Students wanted to stop the destruction of a wooded area that was near the school; there was an abundance of plants and wildlife the whole community enjoyed.

EvenStar elementary 4th-grade teachers and classes brainstormed ideas of what they, as 4th graders, could do to help stop or persuade developers not to build on habitats nearby the school. To build and broaden the scope of understanding on diversity, habitats and ecosystems, EvenStar Elementary used a plot of land near the school to build habitats at their school to emphasize the significance of living and non-living components of ecosystems. Each class brainstormed ideas of how to begin, which habitats to choose and how to work collaboratively to build the habitats, identify plant and animals species, and explain the interconnections between food chains, food webs, the effect of temperature and weather on the habitat.



Some students were building models that show interactions between living and nonliving components of ecosystems, identifying the strengths and weaknesses of the model in representing what happens in the real world.

Life Science

There is interaction and interdependence between and among living and nonliving components of ecosystems.

Nature of the Discipline

1. Understand that models are developed to explain and predict natural phenomena that cannot be directly observed because they happen over long periods of time.
2. Evaluate models that show interactions between living and nonliving components of ecosystems, identifying the strengths and weaknesses of the model in representing what happens in the real world.

Other curriculums and standards this service-learning project could address:



Physical Science/Energy

Explain the principle that energy is conserved, neither created nor destroyed.



Earth & Space Science

Recognize that Earth resources are limited, and explore strategies for addressing this problem.



Reading & Writing Curriculum

- ◆ Strand 3 – Writing and Composition
- ◆ Standard 4 v Research and Reasoning

Identify implications, concepts and ideas that enrich reasoning skills.



Geography

Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.



Language Arts/Speaking and Listening

Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.



Technology

Extend communication and collaboration with peers, experts and other audiences.

Access, organize and analyze information to make informed decisions, using one or more technologies.



Mathematics/Measurements

Understand measurable attributes of objects and the units systems, and processes of measurement
(Metric system, temperature values).



Assessment Plan (Formative Benchmark Summative)

Balanced Assessment Process (*List the tools you will use to collect data on student progress to ensure continuous improvement, such as observation, written test, written report, oral presentation, etc.*)



Linking Curriculum to the Content

Colorado Academic Standards
Content Area: Science
Standard: 1. Earth Science

Prepared Graduates:

Describe how humans are dependent on the diversity of resources provided by Earth and Sun.

<http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?glid=8&stdid=7&glid2=0>

High school and grade-level expectations: 6th grade

Concepts and Skills Students Will Master:

1. Earth's natural resources provide the foundation for human society's physical needs. Many natural resources are nonrenewable on human timescales, while others can be renewed or recycled.
2. There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved.

Evidence Outcomes/Students Can:

1. Research and evaluate data and information to learn about the types and availability of various natural resources, and use this knowledge to make evidence-based decisions.
2. Identify and evaluate types and availability of renewable and nonrenewable resources.
3. Use direct and indirect evidence to determine the types of resources and their applications used in communities.
4. Research and critically evaluate data and information about the advantages and disadvantages of using fossil fuels and alternative energy sources.

21st Century Skills and Readiness Competencies

Inquiry Questions

1. What resources are found and used in our community?
2. How can natural resources be identified and classified?
3. How can we make responsible choices about the resources we use on a daily basis?

Relevance & Application

1. Natural resources come from a variety of locations and have to be mined or harvested, depending on the type.
2. A resource can be used in a variety of ways, depending on the product being made. For example, plastics, textiles, medications and fertilizers are produced from petroleum.
3. Resources in Colorado directly affect the state economy and society by providing employment and sources of revenue.

Nature of the Discipline

1. Recognize and describe the ethical traditions of science: value peer review; truthful reporting of methods and outcomes; making work public; and sharing a lens of professional skepticism when reviewing the work of others.

SAMPLE Service-Learning PROJECT: How Much Water are we Using?

Initially, students start with a Project-Based Learning (PBL) activity of finding out how much water homes use. This leads to a formidable task of evaluating the school's water usage. In school, the students learn how to read water bills and they devise methods for calculating the individual use of water in their home. Students are also given a rubric for their water project and are asked to assess previous students' projects. This is two-fold as students can see and gauge what is ranked as excellent to poor and also how to familiarize them with using a rubric assessment. (This has been PBL activity the instructor has used before.)

They develop a family survey to record how much water each family member uses each week and then extrapolate their data mathematically into week, month and year. Students share their water use calculations with their classmates using a combination of posters and electronics (PowerPoints, videos or some aspect of technology.) In their presentation, they are asked to explain the water cycle and how this is a natural resource and whether it is renewable. Students also can draw and use a tri-fold poster board to present his project. Each class will calculate total water usage.

Students are shown a demonstration with a variety of water bottles, purchased at a local supermarket. Students brainstorm where the water comes from and exactly what is it they are drinking. Students go on a field trip to visit a city water plant.

After their research presentations, they hear a guest speaker describe "water use reduction in the home" and conduct research through the internet and literature; students created and distribute a family friendly guide, *Save our Water - We Need Every Drop!* The students will be eager to begin their next challenge, which is usually student generated, and that often is focused on electricity.



Physical Science/Energy

Explain the principle that energy is conserved, neither created nor destroyed. The energy of water is recycled on Earth but water can also be presented as a non-renewable resource due to the impact of human societal needs.



Earth & Space Science

Recognize that Earth's resources are limited and explore strategies for addressing this problem.



Social Studies

Analyze positive and negative interactions of human and physical systems in the Western Hemisphere (DOK 1-2)



Economics

Economics teaches a student how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help individuals understand how to manage their own scarce resources using a logical decisionmaking process of prioritization based on analysis of the costs and benefits of every choice.



Civics

Civics teaches students the complexity of the origins, structure, and functions, of governments; the rights, roles and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.



Geography

Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.



Language Arts/Speaking and Listening

Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.



Technology

Access, organize and analyze information to make informed decisions, using one or more technologies.



Reading and Writing

Correct sentence formation, grammar, punctuation, capitalization and spelling are applied to make the meaning clear to the reader. Comprehending new information for research is a process undertaken with discipline both alone and within groups.



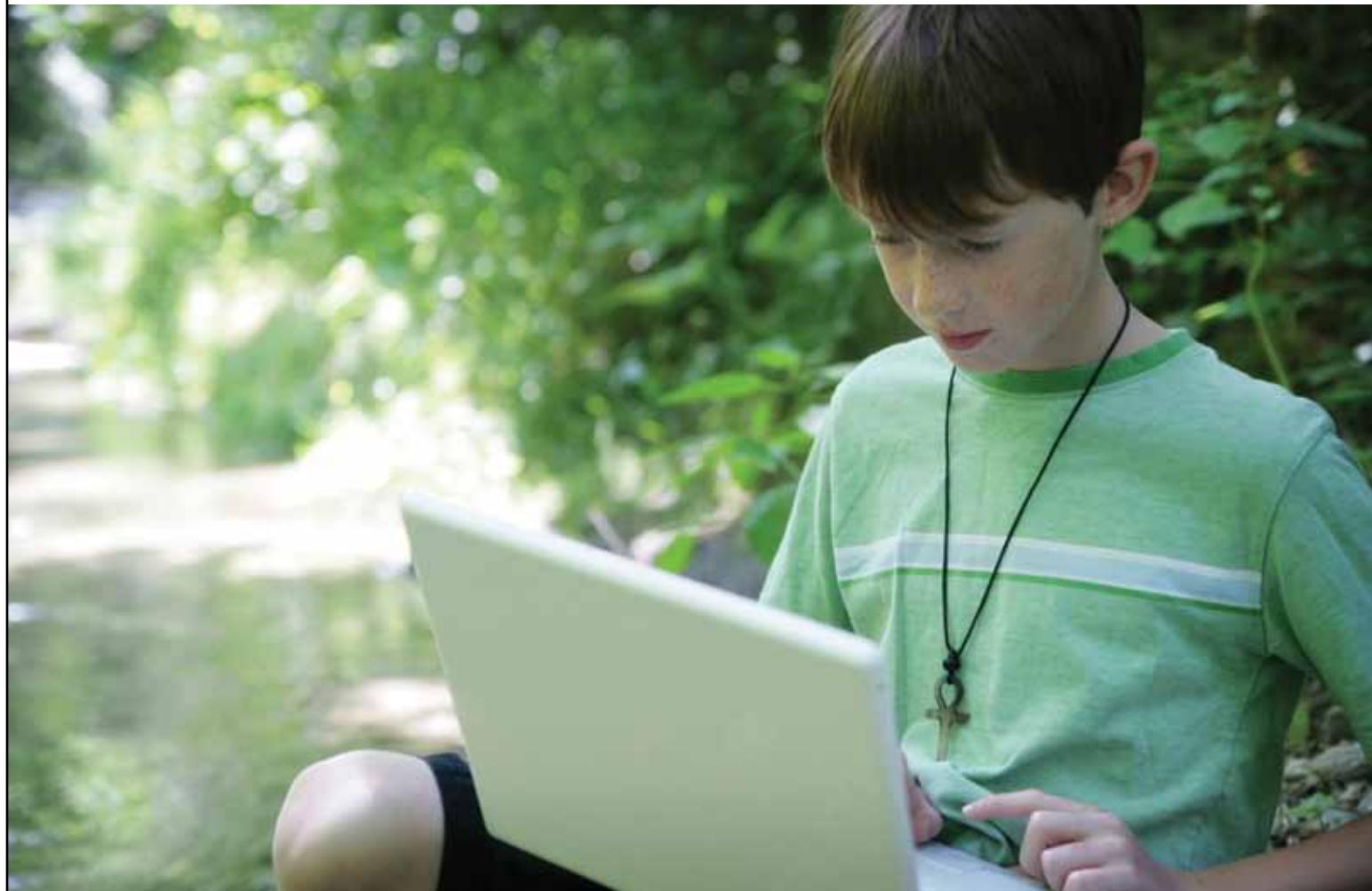
Mathematics/Measurements

Understand measurable attributes of objects and the units, systems and processes of measurement.



Assessment Plan (Formative Benchmark Summative)

Balanced Assessment Process (*List the tools you will use to collect data on student progress to ensure continuous improvement, such as observation, written test, written report, oral presentation, etc.*)



Linking Curriculum to the Content

Colorado Academic Standards
Content Area: Science
Standard: 1. Earth Science

Prepared Graduates:

Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable. <http://www.cde.state.co.us/scripts/allstandards/CStandards.asp?glid=10&stid2=7&glid2=0>

High school and grade-level expectations: 8th grade

Concepts and Skills Students will master:

There are different forms of energy and those forms of energy can be changed from one form to another, but total energy is conserved.

Evidence Outcomes/Students Can:

1. Gather, analyze and interpret data to describe the different forms of energy and energy transfer (DOK 1-2).
2. Develop a research-based analysis of different forms of energy and energy transfer (DOK 1-3).
3. Use research-based models to describe energy transfer mechanisms and predict amounts of energy transferred (DOK 1-2).

21st Century Skills and Readiness Competencies

Inquiry Questions

1. Which forms of energy can be directly observed and which forms of energy must be inferred?
2. What evidence supports the existence of potential and kinetic energy?
3. Is there a limit to how many times energy can be transferred? Explain your answer.

Relevance & Application

1. Photos and measurements of accident investigation provide evidence of energy transfers during such events.
2. Kinetic energy often is turned into heat, such as when brakes are applied to a vehicle or when space vehicles re-enter Earth's atmosphere.
3. Energy transfers convert electricity to light, heat or kinetic energy in motors.
4. There are ways of producing electricity using both nonrenewable resources such as coal or natural gas, and renewable sources such as hydroelectricity or solar, wind and nuclear power.

Nature of the Discipline

1. Share experimental data and respectfully discuss conflicting results (DOK 2-3).
2. Recognize and describe the ethical traditions of science: value peer review; truthful reporting of methods and outcomes; making work public; and sharing a lens of professional skepticism when reviewing the work of others (DOK 1).
3. Use tools to gather, view, analyze and report results for scientific investigations designed to answer questions about energy transformations (DOK 1-2).

SAMPLE Service-Learning PROJECT

The students' energy investigation begins with an introduction to energy and how we use it in our everyday lives. In addition to a formal introduction in the classroom, the students might have an assignment around inventorying the different kinds of energy they use at home, complete a personal carbon footprint calculator, or to compare and contrast the different kinds of energy they could use to get to school (i.e., walking, biking, busing or driving). They would learn about the societal and economic costs and benefits of different forms of energy. With this understanding, the students would then turn to their school. They might interview the facility manager to better understand its energy demands or learn to read a school energy bill. A visit to the local energy provider or a renewable energy or green builder would help them understand different ways to think about what kinds of energy could meet their energy needs at their school. Students would then design or adapt an existing inventory, focusing on energy at their school, and use it to assess energy use at their school.



While the students might decide to pursue a number of different strategies, let's suppose that they decide, as a group, that they want to incorporate some alternative forms of energy into their school's energy grid. They talk with the local energy company about rebates for solar and opportunities to purchase wind power. They meet with the Governor's Energy Office and find out that rural schools can participate in the Wind for Schools program. The students arrange for engineers involved in this program to come to schools to introduce wind energy and discuss the benefits and issues associated with wind energy. After that, the school is eligible to receive a small 1.8 kW wind turbine to provide students with a concrete example of how wind energy works, while allowing for a hands-on educational opportunity. Students and teachers plan and prepare for this activity first through their academics. They identify the academic components of this program – be it calculating the projected energy savings for the school, mapping the best locations for the turbine, understanding the physics of the turbine's effectiveness, or writing letters to the district explaining the program and working with them to secure approval for the turbine.

Reflection could include opportunities for students to connect what they learned in the classroom to the service of installing the wind turbine. Through a journal activity, students could reflect on how the activity affected them personally, their community, and in the end, the global community. Students could also answer these same questions through collages or poetry. To demonstrate and celebrate what the students learned and how they addressed the community problem, students could develop a presentation to present to the school board on their project and how it saves money and impacts the environment. In addition, students could participate in Middle School MESA Day. MESA Day (<http://www.cmesa.org>) encourages teamwork, encourages parent and teacher involvement in student activities, develops interpersonal and group skills, encourages honesty and fair play in life situations, and develops responsibility and integrity through student activities designed to demonstrate and nurture math, engineering and technical skills; a true celebration and demonstration combination.

Students learn about the environmental impact of energy use and explore ways in which individuals and organizations can reduce their energy consumption. They conduct an audit of their school or senior citizens homes in the community to determine if there are ways to reduce energy use, and then present the results of their audit to the school and community.

Related Standards from other Subject Areas



Physical Science/Energy

Explain the principle that energy is conserved, neither created nor destroyed.



Earth & Space Science

Recognize that Earth's materials are limited and explore strategies for addressing this problem.



Geography

Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.



Language Arts/Speaking and Listening

Organize oral, visual and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.



Technology

Access, organize and analyze information to make informed decisions, using one or more technologies.



Mathematics/Measurements

Understand measurable attributes of objects and the units, systems and processes of measurement.



Assessment Plan (Formative Benchmark Summative)

Balanced Assessment Process (*List the tools you will use to collect data on student progress to ensure continuous improvement, such as observation, written test, written report, oral presentation, etc.*)



K-12 Service-Learning Project Planning Toolkit

Planning

Part A. Action Planning Form



Project Title:

Timeframe for the Service Activity:

Lesson Plans

Create lesson plans for each step in the Service Activity phase of the project.

Step One: Researching the problem	Step Two: Selecting a solution
Dates:	Dates:
Goals:	Goals:
Materials and Resources:	Materials and Resources:
Activities:	Activities:
Assessment Plan:	Assessment Plan:



Step Three: Writing an Action Plan	Step Four: Orientation and Training #1
Dates:	Dates:
Goals:	Goals:
Materials and Resources:	Materials and Resources:
Activities:	Activities:
Assessment Plan:	Assessment Plan:



Step Five: Orientation and Training #2 and introducing reflection assignment during service	Step Six: Students begin their service project
Dates:	Dates:
Goals:	Goals:
Materials and Resources:	Materials and Resources:
Activities:	Activities:
Assessment Plan:	Assessment Plan:



K-12 Service-Learning Project Planning Toolkit

Administrative Tasks

Making arrangements for students to carry out service-learning projects involves many administrative issues, such as: scheduling (possibly getting permission for students to miss classes), gaining parental permission and involvement, and managing risks. What challenges do you anticipate related to each issue? What resources (people, financial, etc.) could help you and your students with these challenges? What are your final strategies for addressing each administrative issue?

Administrative Issue	Challenges	Resources	Strategies
<i>Scheduling the service experience</i>			
<i>Gaining administrator permission and support</i>			
<i>Gaining parent permission and support</i>			
<i>Transportation</i>			
<i>Materials and equipment needs</i>			
<i>Potential risks</i>			

Linking Service to Curricular Standards/ Learning Goals¹: Some Examples

Gardens for Low-Income Community Members

While researching root causes and effects of poverty, students learn about economics, botany and agriculture, and nutrition. They create personal gardens for the benefit of low-income community members.

Social Science Analysis:

- ♦ Identify and analyze characteristics, causes and consequences of an event, issue, problem or phenomenon.

Economics:

- ♦ Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.
- ♦ Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.

Health Education/Promotion of Healthy Eating:

- ♦ Explain the components of a balanced diet and their importance to growth and wellness.
- ♦ Demonstrate the ability to advocate for personal, family and community health and safety.

Childhood Obesity

Youth learn about the lifelong health and disease risks caused by poor eating and exercise patterns in childhood and the impact it can have on families and society. They use technology to create a website for other students advocating for healthy eating and exercise habits, and advertise the web site in flyers posted around their community.

Social Sciences:

- ♦ Examine the various characteristics, causes and effects of an event, issue or problem.

Health Education/Promotion of Healthy Eating:

- ♦ Demonstrate ability to analyze influences of culture, media, technology and other factors on health.
- ♦ Demonstrate the ability to advocate for personal, family, and community health and safety.

Physical Education/Fitness:

- ♦ Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness.

Technology:

- ♦ Extend communication and collaboration with peers, experts and other audiences using telecommunications.

Language Arts/Writing:

- ♦ Investigate topics of interest and importance across the subject areas by selecting appropriate media sources, using effective research processes and demonstrating ethical use of resources and materials.

Adapted from: *Semester of Service Strategy Guide*, © 2009 Youth Service America, <http://www.ysa.org>.

¹Excerpted and adapted from: Take Care of Oregon Days: 150 Service-Learning Project Ideas (SOLV, 2008).

Energy Audits

Students learn about the environmental impact of energy use and explore ways in which individuals and organizations can reduce their energy consumption. They conduct an audit of their school, or senior citizens' homes in the community, to determine if there are ways to reduce energy use, and present the results of their audit to the school and community.

Physical Science/Energy:

- ◆ Explain the principle that energy is conserved, neither created nor destroyed.

Earth & Space Science:

- ◆ Recognize Earth materials are limited and explore strategies for addressing this problem.

Geography:

- ◆ Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.

Language Arts/Speaking and Listening:

- ◆ Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.

Technology:

- ◆ Access, organize and analyze information to make informed decisions while using one or more technologies.

Mathematics/ Measurements:

- ◆ Understand measurable attributes of objects and the units, systems and processes of measurement.

Biking Clinic

Youth use the internet and other resources to gather information about bike safety, investigating the physics of bike crashes and how they can be prevented. They use this information to prepare and present a bike safety clinic for local youth and community members.

Physical Science/Force:

- ◆ Explain interactions between force and matter and relationships among force, mass and motion.

Health Education/Promotion of Physical Activity:

- ◆ Explain the impact physical activity has on maintaining and/or improving health and wellbeing.

Health Education/Unintentional Injury Prevention:

- ◆ Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.

Language Arts/Speaking and Listening:

- ◆ Organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements.

Build a Trail

Students learn why and how trails are built, and the process of securing permission to build trails on public property. Students help build, restore, add interpretive signage and/or maintain a trail in their community.

Life Science/ Diversity & Interdependence:

- ◆ Explain and analyze the interdependence of organisms in their natural environment.
- ◆ Describe and analyze the effect of species, including humans, on an ecosystem.

Civics and Government:

- ◆ Understand how laws are made and enforced at the federal, state and local levels.

Geography:

- ◆ Understand how and why people alter the physical environment.
- ◆ Understand how clearing vegetation affects the physical environment of a place and other places.

Adapted from: Semester of Service Strategy Guide, © 2009 Youth Service America, <http://www.ysa.org>.

Linking YOUR Semester of Service to Curricular Standards/Learning Goals

	Subject: Standards:
	Subject: Standards:
	Subject: Standards:
	Subject: Standards:



Learning and Serving through a *Semester of Service*

My/our *Semester of Service* project addresses the following issue:

For my/our <i>Semester of Service</i> project, I/we will do the following things (<i>the service</i>):	◆ ◆ ◆ ◆
What I/we already know about this issue:	◆ ◆ ◆ ◆
What I/we will need to learn about this issue:	◆ ◆ ◆ ◆
How I/we will learn what I/we still need to know:	◆ ◆ ◆ ◆
Who can help me/us learn what I/we still need to know:	◆ ◆ ◆ ◆

ACTION

Tools in this section:

Telling Your Story Via Social Media

page 75

Telling Your Story Via Social Media¹

1. Write a Blog Post

Consider writing a blog post highlighting an upcoming service-learning event/opportunity or recapping one that has already occurred. Feel free to include pictures, quotes, links to resources and even video clips! Don't currently have a blog or website to post it to? There are a variety of easy websites available to create one – including www.blogger.com and www.wordpress.com.

2. Share Stories with Friends

One of the best ways to share your service-learning efforts with many people is to pass your stories on to your friends. Ask them for their support in helping your good work go viral via places such as Facebook, Twitter or their e-mail. Just make sure you provide them with a working link to your website or blog so they have a place to direct more friends to.

3. Organize a Tweetup

If you are a user of Twitter, consider engaging multiple users by inviting them to Tweet your efforts at a service-learning opportunity and/or event. Not only will you be gathering individuals who are like-minded and interested in service-learning, but they will be sharing your efforts with a larger group of people on Twitter.

4. Express Yourself Using Video

Videos can sometimes have a greater impact than the written word. Consider visually documenting your service-learning efforts to share with a wider audience. Then upload the video to www.YouTube.com and share the link with others via Facebook, Twitter and e-mail.

5. Organize an Online Event

Online technologies and social media have made it easier to share news, information, thoughts, and ideas with many people. Think about engaging a wider audience in your service-learning efforts by offering an online opportunity to get involved. Create a hash tag on Twitter for people to search and use, develop an online discussion on Facebook for people to share their thoughts, or post blog articles all day during a service-learning event to keep everyone intrigued.



¹As presented at YSA's Youth Service Institute, October, 2009. Some of the information above was gathered from Youth Service America's Service Wire article "10 Ways to Support Charity Through Social Media." The original article was created July 14, 2009.

REFLECTION

Tools in this section:

Planning For Reflection	pages 79-80
Reflection Activity Rubric	page 81
Progress Monitoring Planning Worksheet	page 82
Progress Monitoring – Q & A	page 83
Weaving in Reflection	page 84

Reflection

Reflection is the process of thinking, writing and speaking about our experiences and making meaning of them. Reflection occurs naturally for all human beings and is the key to learning new things. Different stakeholders participate in reflection and it serves two main purposes in service-learning:

1. To support student learning by fostering the connection between the service and the curriculum. When students apply the curricular knowledge they gain, it is learned more effectively when they have the time to think, talk and write about what happened.
2. To evaluate how effective the service is and to make decisions about what might be done differently.

Reflection should be ongoing throughout the service-learning experience. Effective reflection helps ensure a powerful service-learning experience where students gain new knowledge, think critically and solve problems together.

Reflection means taking the time to think, talk and write about:

- ◆ *What is happening* during the project or program (*what?*)
- ◆ *What it means* and *how it connects* to school curricula and standards in-depth (*so what?*)
- ◆ How the knowledge and skills gained through service-learning can be *applied* to “real” local or global issues (*now what?*).

When students are engaged in a meaningful reflection process that pushes them to make specific connections between what they know and what they are doing, opportunities for even more in-depth learning can occur. Further, school and community members learn more about how to improve their efforts by:

- ◆ Documenting what is happening (writing up the project or unit)
- ◆ Collecting people’s reactions (using surveys or interviews)
- ◆ Analyzing how well things are going (using other data such as student reflections and test scores).

Determining how much progress is being made by service-learning programs starts with asking questions and collecting data, which leads to the next phase: assessment.



Reprinted from Colorado Department of Education, *Creating High-Performing Schools Through Service-Learning, A Service-Learning Trail Guide*, 2004.

Taking Time to Reflect ...

Youth Service America recommends that student reflection activities following the **Reflection** stage address and incorporate the following questions:

WHAT?

- ◆ Report what happened, objectively. Without judgment or interpretation, describe in detail the facts and events of the service experience. What happened? What is the issue you addressed? What events or “critical incidents” occurred?
- ◆ How did you use your math, science, communication skills, etc.?
- ◆ What careers and/or jobs were present at your service-learning site? What skills did employees use at their jobs? What training and education would adequately prepare someone for this work?

SO WHAT?

- ◆ Describe what was learned, what difference the event made.
- ◆ Discuss your feelings, ideas, and analysis of the service-learning experience.
- ◆ How is your experience different from what you expected?
- ◆ How have you affirmed or altered your previously assumed knowledge?
- ◆ What did you learn from the community that you served?
- ◆ What are some of the pressing issues in the community?

NOW WHAT?

- ◆ Brainstorm what you will do differently in the future as a result of the experience.
- ◆ How have these experiences shaped or affirmed your future plans as a learner, citizen or worker?
- ◆ Consider broader implications of the service experience and apply learning.
- ◆ How is this experience tied to the community?
- ◆ What information can you share with your peers?
- ◆ What more would you like to learn about this issue?
- ◆ What larger social issues come to mind?



Adapted from: Semester of Service Strategy Guide, © 2009 Youth Service America, <http://www.ysa.org>.

Planning for Reflection

Part A: Checklist for Training and Orientation

- Students have been trained so they know how to conduct the service and what is expected of them.
- All students have meaningful roles to play.
- Students have been given guidance on how to perform tasks well together.
- The community partner understands and is on board with all activities.
- Students have engaged in troubleshooting conversations (what to do if ...).
- Transportation has been arranged as needed.
- Needed materials and supplies have been secured.
- There are enough adult supervisors.
- All safety and other risk protections are in place.
- Parent permission forms have been obtained.
- Permission for pictures and publications have been obtained.
- The media have been invited (as appropriate).
- Reflection activities to take place during service have been planned.
- Explicit links to curriculum have been made.
- Administrators are aware of and supportive of the activity.

Part B: Weaving in Reflection

Remember that all phases of service-learning should have a reflection component. During service, it is important for students to have many opportunities of varying kinds to engage in reflection. While writing in a journal is one favorite approach used by many teachers, be sure to give students other ways to reflect either through artistic means, through deliberate dialogue or any of a multitude of different means. Examples of reflection activities can be found on the National service-learning Clearinghouse Web site. Some sample activities include:

- ♦ **Create a storyboard:** A storyboard is the devise cartoonists, advertisers and some novelists use to capture the phases or tell the story that is unfolding. Students can storyboard their service activities, reflecting on the planning and the specific action steps.
- ♦ **Make a mobile or establish another type of metaphor:** Students are often asked to represent their thinking in different ways on various tests. This reflection activity can be simple, such as asking, "What type of traffic sign does this experience bring to mind?" where students may say, "Yield" or "Slow down" or even "Caution, children at play."
- ♦ **Use the plus, minus, delta chart:** This helps students identify what they liked, didn't like and what they would change. Results can be used to revise the next set of activities.



Worksheet Three: Planning for Reflection

Using the chart, plan the reflection assignments you will use before, during and at the conclusion of the service activity.



Phase of Service-Learning	Reflection Assignment	Prompts	Mode of Responding	Length	Authors	Audiences
Planning and Preparation						
During the Service Activity						
During the Culminating Event						



Sample Progress Monitoring Tools

Reflection Activity Rubric

Students Name: _____ Date: _____

Reflection Activity: _____ Project: _____

Evaluated by: Teacher Self Peer Other: _____



Select areas that will be assessed	Creativity	No Effort 0	Little Effort 1	Average Effort 2	Exceptional/Exemplary 3
	Used materials and presented ideas/information in ways that were unique, original, or unusual				
	Content Ideas and information presented reflect:	No Effort 0	Little Effort 1	Average Effort 2	Exceptional/Exemplary 3
	Personal Development: What you have learned about yourself				
	Connection to Others: Relationships or bonds to peers, adults, and service recipients				
	Citizenship Development: Understanding of the change being made in the community				
	Understanding of Issues and/or Skills: How the service experience enhanced learning				
	Application of New Knowledge: How learning can be used in new or different situations				
Aesthetics		No Effort 0	Little Effort 1	Average Effort 2	Exceptional/Exemplary 3
	Completed reflection was presented in a neat and organized way that demonstrated thought and planning				



Sample Progress Monitoring Tools

Progress Monitoring Planning Worksheet



Project:

1. Purpose & Goal

(What will students be taught and expected to learn?)

2. Desired Outcomes

(What will it look like if students achieve/master the cognitive, affective, or metacognitive skills? What types of problems will they be able to solve? What concepts and principle will they be able to apply?)

3. Assessment Tasks

(How will you measure/document competence? How will it be administered? What format will be used?)

4. Assessment Criteria & Scoring

(What type of rating scale will be used? Numerical? Qualitative? How is this related to standards, expected levels of performance?)



Sample Progress Monitoring Tools

Progress Monitoring – Q & A



What parts of service learning can be monitored?

- ◆ Participation
- ◆ Mastery/development of cognitive and affective skills
- ◆ Ability to apply concepts and principles learned
- ◆ Overall project

How can student learning be monitored inservice-learning?

- ◆ Rubrics
- ◆ Checklists
- ◆ Teacher's anecdotal records
- ◆ Attendance log
- ◆ Quiz, tests results
- ◆ Portfolios

What can be monitored?

- ◆ Changes in competence (skills)
- ◆ Changes in participation (behavior)*
- ◆ Changes in understanding (knowledge)
- ◆ Changes in relationships (attitudes).*

*Note: change in attitudes and behaviors often take more than one school year to appear.

Who should monitor the progress of students during service-learning?

- ◆ Students assess self
- ◆ Teachers
- ◆ Students assess each other
- ◆ Community partners
- ◆ Others



K-12 Service-Learning Project Planning Toolkit

Weaving in Reflection



All phases of service-learning should have a reflection component. You can weave your reflection in as part of the investigation activities or you can reflect on progress at the end of the phase. Examples of reflection activities can be found on the National Service-Learning Clearinghouse website (<http://www.servicelearning.org>).

Some sample activities include:

- ♦ **If I Had a Million Dollars:** A fun way to think about community problems that are important to you by having participants use a pie chart and divide up their funds for philanthropic purposes.
- ♦ **What Worked and How Did I Do?:** A reflection activity to help participants examine their own behaviors in helping the group come to consensus, and an investigation of the ways to persuade others.

Assessing Your Effectiveness and Impact

How will you know you were successful in the Investigation phase? What assessment tools will you use? Examples: checklist of research skills acquired; rubric on collaborative processes; essay on steps for decision making; assessment of interview skills.

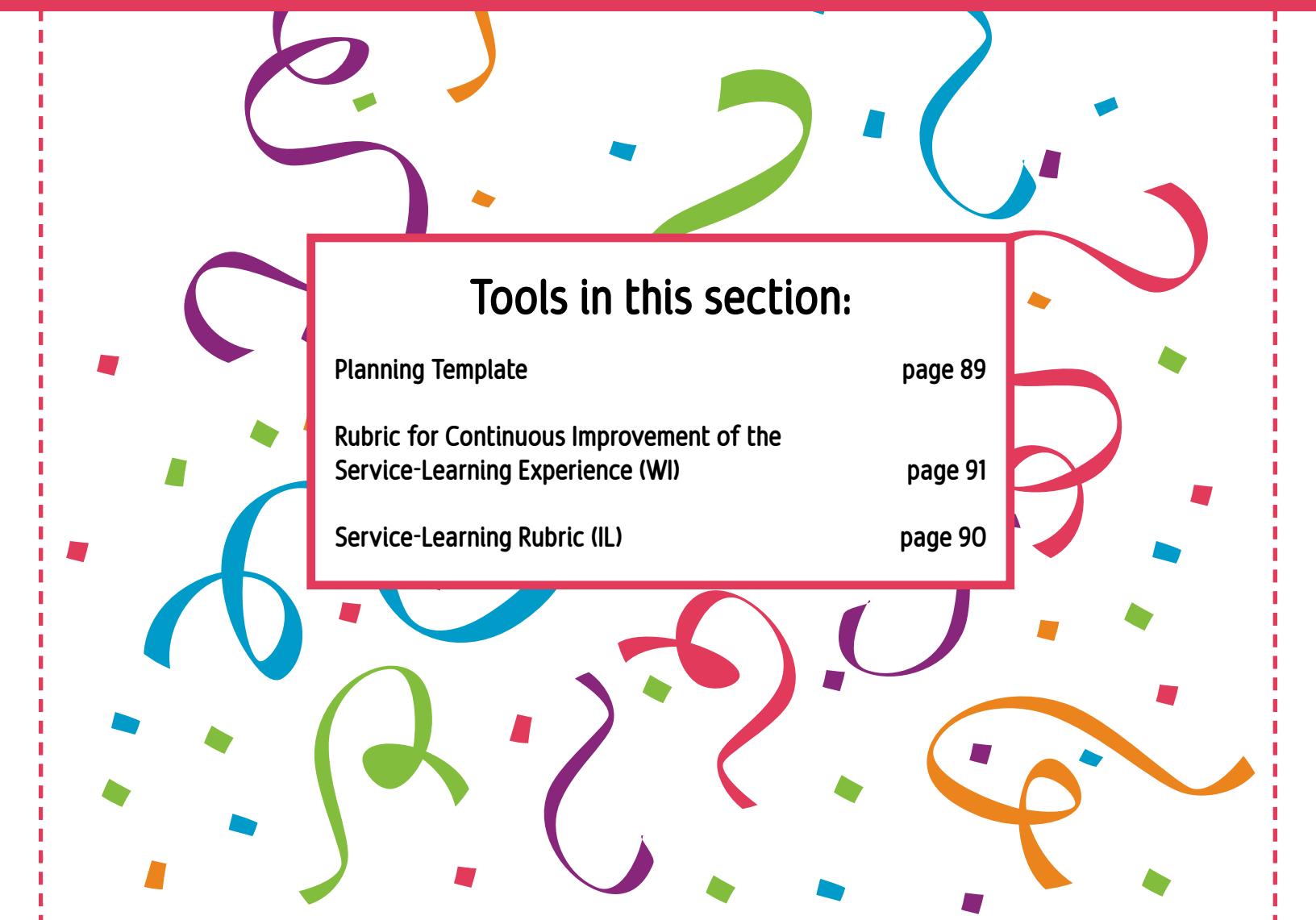
Your assessment plan:

What you will assess	How you will assess it





DEMOnSTRATION & CELEBRATION



Tools in this section:

Planning Template

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Rubric for Continuous Improvement of the
Service-Learning Experience (WI)

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Service-Learning Rubric (IL)

page 90



DEMONSTRATION AND CELEBRATION



It is important to celebrate accomplishments during a service-learning project, not just on completion of the project – especially for younger students. Students should be reminded of what they have learned and of the progress they have made in addressing an important issue or meeting a community need. Clearly articulating and reflecting on student growth and accomplishments can reinforce the importance of the work and increase the likelihood that students will continue to seek opportunities to serve their communities.

Publicizing student work and disseminating the results of the program shows the community that young people are valuable resources. When service-learning processes are made public, it helps more people understand how important school-community partnerships are for the personal, social and academic development of students who are, after all, community members and future leaders.



Reprinted from Colorado Department of Education, *Creating High-Performing Schools Through Service-Learning, A Service-Learning Trail Guide*, 2004.



Progress Monitoring

Students need a variety of opportunities to demonstrate they have mastered academic skills, acquired knowledge and made progress toward their service goals. Products generated through the reflection process play an important part in assessing progress.

To get started with the assessment process:

- ◆ Go back to the learning goals established during the planning phase and think about the best ways to assess these goals. Which goals can be assessed with a simple check sheet? Which require more elaborate measures?
- ◆ Take a look at existing assignments, tests, essays, etc. and find ways to modify them so they measure skills that link directly to the service-learning project.
- ◆ Make sure students have authentic ways to demonstrate their knowledge by developing or finding new assessments. This means that assessments should be logically related to the project. If the project is developing an outreach program for a local community group, for example, one authentic assessment might be for students to design and publish a newsletter or brochure. If the project involves researching alternate highway routes, an authentic assessment might entail a written report and a presentation to county commissioners or the Colorado Department of Transportation. Rubrics should be developed for assessing student performance, so expectations are clear.

Assessment of the service goals can be very simple — deciding whether a project was completed or not — or it can involve surveys or other measures of satisfaction among service recipients or community partners. Teachers should help students decide whether they were successful in meeting their service goals and be ready to assist them if the goals need to be modified.

Students should demonstrate learning in a variety of ways. Written assessments can be balanced with performance assessments. Examples for each are shown at the right side of this page, and each can be tailored to specific service-learning projects.

Written Assessments

Research reports – reports on topics, handed in to teachers

Essays – opinion papers, interpretive essays

Tests – teacher-developed tests and external tests

Journals – on the what? the so what? and the now what?

Performance Assessments

Presentations – to community groups, school boards, etc. about the project

Performances – dramatic presentations and skits, original songs, concerts

News media – development of paper-and-pencil assessments into editorials, broadcasts and news articles suitable for a variety of media

Official documents – developing reports and other paper-and-pencil assessments into materials that can be used by external groups to inform decisionmaking

Portfolios – of best student work, including reflection papers, presentations, etc.



Reprinted from Colorado Department of Education, *Creating High-Performing Schools Through Service-Learning, A Service-Learning Trail Guide*, 2004.

Demonstration and Celebration

Teachers have several options for demonstration and celebration events, including:

<i>Demonstrating Impact on the Community</i>	<i>Demonstrating Impact on Self</i>	<i>Celebrating Accomplishments</i>
<ul style="list-style-type: none">★ Measurement on a neighborhood★ Poster exhibition★ Showcase★ Portfolio fair★ Development of products such as Powerpoints, oral presentations, Web sites, videos, booklets, before and after pictures of the community★ Testimonials by service recipients	<ul style="list-style-type: none">★ Self portraits★ Autobiographies★ Storyboards★ Pre/post measures of knowledge, skills or behaviors★ Evaluation of student work by experts, community partners, recipients of service or panels of judges★ Sharing insights through issues forums	<ul style="list-style-type: none">★ Recognition at a school-wide ceremony★ Awards★ A tour of the service site to observe progress★ Letters of recognition from community partners, elected officials, etc.★ Service credits on the student's transcripts★ Creation of a fund to support future service around the issue★ Recognition during a traditional ceremony such as graduation



WM.H. Turner Technical Arts High School
Created by RMC Research Corporation for Learn and Serve America's National Service-Learning Clearinghouse

Demonstration and Celebration

The purpose of this template is to help you plan a final event that honors students' efforts, allows them to share what they have learned and the impact on the community, and build on their service-learning for the future.



Title of the event	
Date and time	
Location	
Participants and their roles	1. 2. 3. 4. 5. 6.
How will you invite participants to the event?	
What are your specific activities for demonstration and celebration?	
Attach an agenda	
How will you evaluate success?	
How will you engage others in reflection about the demonstration/celebration?	



Service-Learning Rubric #1

This rubric allows service-learning practitioners to assess and evaluate facets such as curricular links, links to standards, student voice, identification of authentic community need and provision of meaningful service, connecting school and community in meaningful ways, presence of skilled adult guidance and reflection.



Service-Learning Rubric #1

Rubric Area	Level 1	Level 2	Level 3	Level 4
Curricular Links	Minimal to non-existent links to classroom curriculum	Indirect links to classroom curriculum where service enhances general educational goals	Clear, direct links to classroom curriculum and general educational goals	Service project is a natural outgrowth of curricular area of study where service aligns with and enhances curricular content
Links to standards	Minimal to non-existent links to city and state standards	General links to city and state standards	Service project is tied to classroom unit and linked directly with city and state standards	Service project is aligned from the outset with city and state standards and students' performance is measured based on these standards
Student Voice	Student voice has not been included in any aspect of preparation or implementation	Students have minimal role in implementation of service project that has been pre-identified by teacher	Students have a significant leadership role in planning, implementation and reflection of service project	Students identify, plan and implement service project and have many opportunities to learn and practice leadership
Authentic community need identified and meaningful service provided	Service project is irrelevant to needs of local community	Service project meets a community need that has been identified by teacher	Service project has been developed in close consultation and cooperation with a community organization and meets a need	Students and/or teacher have conducted a community needs assessment and have developed and implemented a project based on the assessment that delivers a meaningful service
Connects school and community in meaningful ways	Service project is done without participation of community partners	Service project is completed with existing community partners and strengthens those relationships	Service project creates new relationships with community organizations and leaders	Service project involves community partners in planning and implementation, and creates new and lasting bonds between school and community
Skilled adult guidance	Students complete service project without teacher guidance	Teacher provides appropriate information and is present at each stage of the service project	Teachers provide skilled guidance from preparation through reflection stage and help students to draw larger meaning from the service experience	Teachers and other adults facilitate opportunities for inquiry, self discovery from preparation stages and enable students to practice leadership throughout
Reflection	Students have no formal opportunity to reflect on experience	Students participate in a formal reflection discussion at the conclusion of the service project	Students participate in planned, formal reflection activities at the conclusion of the project, including discussion, writing and other forms of reflection	Students have opportunities through the service project to participate in formal and informal reflection activities, including opportunities for public presentation



Rubric for Continuous Improvement of the Service-Learning Experience

This rubric is designed as a tool for experienced practitioners to look at continuous improvement through the lens of the K-12 Service-Learning Standards for Quality Practice.

	Novice	Introductory	Experienced	Advanced
Duration and Intensity Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.	Project is brief (less than two weeks) and addresses an immediate need without providing a long-term solution. Process of investigation, planning, action, reflection, and demonstration/celebration of impacts is weak. Minimal amount of time and intensity is provided.	The service-learning experience is carried out over a short time period (a few weeks), addresses an immediate need and provides only a start to a long term solution. The process of investigating community needs, planning, action, reflection, and demonstration/celebration drives the project somewhat, resulting in limited time and intensity.	The process of investigating community needs, planning, action, reflection, and demonstration/celebration is used on a limited basis. Service-learning is conducted over a significant period of time. The project addresses community need but falls short of achieving all learning outcomes.	The process of investigating community needs, planning, action, reflection, and demonstration/celebration of learning and impacts on self and community is used consistently. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months, providing adequate time to address identified community needs and achieve learning outcomes.
Link to Curriculum Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.	Project uses skills that can be found in the standards, but they aren't the foundation out of which the project grows. Skills incorporated into the experience are at lower levels on the hierarchy of learning. Service is not intentionally connected to learning and is seen as mainly an add-on or enrichment activity.	Students' master basic skills through the service-learning project but the link to curriculum is weak and not intentional. Experience does not align with content standards and is not used to push learning to higher levels of application. Student is recognized on school records, but no formal district policy is in place.	Project work leads students toward mastery of more complex skills in a rigorous and relevant curriculum. Instruction assists students in completion of project, though the link may not be direct and intentional. Service-learning is an integral part of the academic expectations for students throughout the district.	Participants learn how to transfer knowledge and skills from one setting to another. Service-learning is explicitly aligned with the academic curriculum; learning goals are clearly articulated. Students construct knowledge through challenging tasks in a rigorous and relevant curriculum. Service-learning is formally recognized in school board policies and student records.
Partnerships Service-learning partnerships are collaborative, mutually beneficial, and address community needs.	Project is determined and implemented with little involvement from community partners or is grounded in meeting a need for service presented by the community partner or school. A shared vision and collaborative partnership has not been established or maintained.	Partnerships are few in number, weak, or nonexistent. Limited interactions with community partners lead to meeting a minimal community need. Project reflects a partial shared vision with minimal collaborative work between the partners. Service is not reciprocal or of mutual benefit.	Some communication and ongoing interaction with community partners is central to the project. Students work with partners to develop common goals. More opportunities could be provided to encourage students to see community members as collaborative partners and resources, and not just as recipients of service.	A variety of partners are engaged. Partnerships engage in frequent and regular communication, establish a shared vision and set common goals, and collaboratively develop and implement action plans to meet specified goals. Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.
Meaningful Service Service-learning actively engages participants in meaningful and personally relevant service activities.	Students provide indirect service with no contact with population being served. Project is determined without a community needs assessment and does not lead to attainable and visible outcomes. Experience is not appropriate for students' age and developmental level and/or issue is not personally relevant.	Community needs assessment is done in isolation from the community. Project includes minimal direct contact with those being served. Outcomes are attainable and visible, but do little to contribute toward lasting change. Students do not understand their service experiences in the context of the underlying societal issues being addressed.	Project addresses a real need connected to a personally relevant issue and provides direct contact with those being served. Outcomes are attainable and visible, but may not be highly valued by those being served in the school, local, and/or global community.	Experiences are developmentally appropriate, address personally relevant issues, and encourage participants to understand their service experiences in the context of the underlying societal issues being addressed. Interesting and engaging service activities lead to attainable and visible outcomes that have significant impact on participants and others in the school, local, and/or global community.

	Novice	Introductory	Experienced	Advanced
Youth Voice Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.	Teacher determines project with very limited or without student input. Task completion is determined and monitored by the teacher. Teacher evaluates quality and effectiveness of the service-learning experience without student input.	Teacher determines project and offers strong guidance in organizing and completing project tasks. Students are allowed to provide input into decisions, but final determination is made by the teacher. Youth have limited opportunities to demonstrate their abilities and decision-making skills.	Teacher works with students in determining project based on standards. All students work collaboratively to develop project plan and take leadership in carrying out tasks. Teacher helps to shape decisions throughout the process, but places primary emphasis on student voice.	Youth are engaged in generating ideas, identifying learning outcomes, and decision-making during planning, implementation, and evaluation. Youth acquire knowledge and skills to enhance leadership and decision-making and are involved in evaluating the quality and effectiveness of the service-learning experience. Youth and adults are involved in creating an environment that supports trust and open expression of ideas.
Diversity Servicelearning promotes understanding of diversity and mutual respect among all participants.	Students' preconceptions and stereotypes are not challenged. Multiple perspectives are not intentionally sought or incorporated into service-learning experience. Decisions are made by vote rather than consensus.	Understanding of multiple perspectives is limited to tolerance and acceptance of others. Students' preconceptions are challenged on a limited basis but project could do more to address engaging the perspective of recipients of the service (people and/or places).	Some time is spent identifying and overcoming stereotypes and valuing different points of view. Students' preconceptions and stereotypes are somewhat challenged. Some collaboration incorporating multiple perspectives is developed.	Participants analyze different points of view to gain understanding of multiple perspectives, develop interpersonal skills in conflict resolution and decision-making, recognize and overcome stereotypes, and understand and value the diverse backgrounds and perspectives of those offering and receiving service. Decisions are made through a consensus process.
Reflection Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.	Basic reflection is provided for at the end of the service-learning experience using one or two different methods. Reflection is limited in its depth and does not demonstrate complex analysis of social and civic issues. Examination of preconceptions and assumptions is not incorporated into reflective process.	Reflection consists of documenting progress of project and has no clear connection to skills being developed. Experience could do more to deepen the level of reflection for students and challenge them to identify, research, and discuss alternative solutions.	Meaningful reflection is planned and integral to the project and is used to teach and/or reinforce core academic skills and/or content. Reflection includes some emphasis on higher-order thinking skills. Students are prepared for service-related tasks in connection with skill instruction. Project challenges students to identify, research, and implement alternative solutions.	Participants think deeply about complex community problems and alternative solutions and examine a variety of social and civic issues. Participants examine preconceptions in understanding their roles and responsibilities as citizens. It occurs before, during, and after the experience and includes a variety of verbal, written, artistic, and non-verbal activities to demonstrate changes in participants' knowledge, skills, and/or attitudes.
Progress Monitoring Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.	Teacher and students follow implementation plans without collecting data to guide decisions. No clear connection exists to specific goals and learning outcomes.	Teacher assesses outcome of learning activities separate from service-learning experience. Teacher and students gather evidence of progress, but do not base decisions on data collected.	Evidence collected provides a picture of student progress throughout the service-learning experience and guides both instruction and project implementation.	Evidence of quality service-learning implementation and progress toward meeting specific goals and learning outcomes is collected from multiple sources throughout the process. Evidence is used to improve experiences and progress toward goals. Evidence of progress is communicated with the broader community to deepen understanding of service-learning and ensure high-quality practices.

APPENDIX

Links to Resources About Service-Learning

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National Service-Learning Organizations

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References and Research

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Links to Resources About Service-Learning

Printed Resources

A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflection. Eyler, J., Giles, D., & Schmiede, A. (Nashville, TN: Vanderbilt University, 1996). The authors explain how and why reflection is important in service-learning and use the words of students themselves to describe its impacts. They explain different learning styles and give suggestions for matching reflection activities to students' styles. The book also includes numerous ideas for reflection, using the modes of reading, writing, doing and telling.

The Complete Guide to Service-Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action. Cathy Berger Kaye (Minneapolis, MN: Free Spirit Publishing, 2004).

Youth Summits: Law-Related Education for Violence Prevention. Hannah Leiterman (Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 2000). Youth summits are a popular approach in law-related education in which adolescents, public officials and others come together to discuss crucial social problems. Youth summits give young people an opportunity to present their ideas for solutions to problems to lawmakers, rather than having solutions imposed upon them.

Online Resources

Cesar E. Chavez Foundation is dedicated to preserving the legacy of Cesar Chavez. The Web site has multiple sample lesson plans for service-learning, all of which are linked directly to the California State Standards and feature step-by-step guides, forms and articles to read as part of the service-learning units.

www.chavezfoundation.org

Chicago Public Schools Service-Learning Web site provides a toolkit for teachers with background information on service-learning, a planning tool, rubric for assessing the quality of service-learning projects, and reflection resources and aids. It also offers complete curriculum guides on some topics such as aging, hunger and poverty.

www.servicelearning.cps.k12.il.us/Curriculum.html

Colorado Department of Education P-12 Academic Standards

www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html

Compendium of Assessment and Research Tools (CART) is a searchable database of tools for measuring service-learning and other youth development programs. The site provides descriptions of numerous instruments that can be used to measure all aspects of service-learning programs, including their design, implementation, outcomes, and community and school contexts. RMC Research Corporation.

cart.rmcdenver.com/

Connecting Thinking and Action: Ideas for Service-Learning Reflection. This guide provides a variety of reflection activities for different subjects and grade levels. Activities are included for each phase of reflection, including the service activity, pre-service, during and post-service. RMC Research Corporation.

www.rmcdenver.com/Default.aspx?DN=55330b93-2c5e-4325-9704-d80a4b17d30b

Earth Force Community Action and Problem Solving program (CAPS)

www.earthforce.org/

Florida Learn and Serve provides several types of resources to help teachers link service-learning to content standards that includes profiles of projects designed by Florida teachers in different subject areas and grade levels, lists of the standards each project meets, and a table with all Florida standards and ideas for addressing them at each phase of service-learning.

<http://learnandserve.hhp.ufl.edu>

GoToServiceLearning presents examples of best practice service-learning experiences meeting state mandated academic standards – uploaded onto the site according to an easy-to-use searchable template. Find out how teachers connect classroom content with student initiative, resulting in youth who are actively engaged in learning while making significant contributions to their communities.

www.gotoservicelearning.org

Learning to Give, the curriculum division of The LEAGUE, is the world's leading developer of lessons and resources that teach giving and volunteerism, civic engagement and character through service-learning. With a mission to educate young people about the volunteer sector, Learning to Give offers lessons, units and resources for teaching about philanthropy and skills for giving back to the community. Lessons are standards-based and searchable by content and grade level.

www.learningtogive.org

National Service-Learning Clearinghouse is a repository for books, research, tools, program descriptions and many other ideas for planning and implementing your service-learning project.

www.servicelearning.org

PALS – Performance Assessment Links in Science

pals.sri.com/

Paul Coverdell World Wise Schools: Linked to the Peace Corps, this site provides a series of service-learning lessons organized around the idea of the "common good." Students explore the meaning of common good, then plan and implement a project based on what they have learned. The site also includes numerous ideas for international lesson plans and projects linked to Peace Corps activities.

www.peacecorps.gov/wws/educators/lessonplans/section.cfm?sid=5

QNA is a searchable database that can be used to construct your own assessments of civic knowledge, skills, and dispositions and school citizenship climate. The database contains questions categorized by national civics standards that have been juried by civic learning experts for their clarity and meaningfulness in relation to the competencies of civic knowledge, skills and dispositions

www.ecs.org/QNA

RMC Research Corporation

www.rmcdenver.com/default.aspx

School View

www.schoolview.org/

Senior projects are culminating projects completed by students in their last year of high school. Typically a senior project includes conducting research and generating a research paper on a topic of interest, participating in field work related to the topic and documenting the service or field work that was accomplished, connecting it back to the topic of research, assembling a portfolio, and providing an oral presentation on the research and fieldwork, using a thesis statement, supporting arguments supported by research, summary of field work and what was learned, and conclusions.

www.seniorproject.net

Service-Learning and Assessment: A Field Guide for Teachers. Developed by a national group of service-learning practitioners, this downloadable guide suggests a variety of naturally occurring classroom and service activities, such as KWL (California combined student self assessment), anchor tasks and reflection that can be used as standards-based assessments.

www.vermontcommunityworks.org/cwpublications/slassestguide/slassestguide.html

Learn and Serve Colorado

www.cde.state.co.us/servicelearning/

Service-Learning: The Classroom Companion to Character Education: A Resource Guide for Teachers & Facilitators. Ida, A. & Rose, J. (2003). This useful guide to all steps in developing a service-learning project contains creative ideas for culminating events and demonstrations, such as the Au Revoir Circle. It also offers celebration ideas for specific types of projects, including civic, environmental and peer mentoring projects.

www.highered.nysed.gov/kiap/precoll/service_learn/home.html

The Colorado Children's Campaign online statistics resource, CLIKS (County- City- Community-Level Information on Kids) provides data on a variety of indicators including children's health, poverty, population and education.

www.aecf.org/cgi-bin/cliks.cgi

The Colorado Department of Natural Resources Web site tracks river quality and posts results regularly.

wildlife.state.co.us/riverwatch

The Colorado Department of Public Health and Environment – Air Pollution Control Division Web site includes resources and status checks on hundreds of issues related to weather and pollution.

apcd.state.co.us

The National Dropout Prevention Center Web site offers effective strategies and resources, tools and ideas for creating learning environments and facilitating reflection during each step of a service-learning project.

www.dropoutprevention.org/effective-strategies/service-learning

The Natural Diversity Information Source provides maps and information about wildlife conditions and other indicators related to conservation efforts, including population trends, types of land ownership and miles of roadway.

ndis.nrel.colostate.edu

Service-Learning Texas offers several resources to help teachers plan service-learning projects, including lesson plans and examples of projects.

www.servicelarningtexas.org/resources



National Service-Learning Organizations



Corporation for National and Community Service (CNCs) is the primary agency responsible for federal initiatives to involve Americans of all ages in service-learning and volunteerism. The Corporation administers Senior Corps, AmeriCorps and Learn and Serve America for K-12 schools and institutions of higher education. Its Web site includes information for grant seekers and recipients, as well as a Resource Center with tools for designing service-learning and community service programs.
www.nationalservice.gov

KIDS Consortium, based in Maine, is dedicated to assisting teachers, students, and facilitators to create and implement meaningful service-learning.
www.kidsconsortium.org

Learn and Serve America supports service-learning programs across the country by providing funding and training.
www.learnandservice.org

National Center for Learning and Citizenship (NCLC), based in Colorado, assists education leaders to promote, support and reward citizenship education and service-learning as essential components of America's education system.
www.ecs.org/nclc

National Service-Learning Clearinghouse is a repository for books, research, tools, program descriptions and many other ideas for planning and implementing your service-learning project.
www.servicelearning.org

National Youth Leadership Council (NYLC), as one of the most well established organizations in K-12 service-learning, offers many types of training, books and technical assistance opportunities to teachers, including the annual National Service-Learning Conference. The NYLC Web site includes project ideas searchable by academic subject, grade level, project topic and keyword.
www.nylc.org

PeaceJam is an international education program, headquartered in Colorado, which brings Nobel Peace Prize winners together with young people to inspire a new generation of peacemakers to transform their communities, themselves and the world.
www.peacejam.org

Youth Innovation Fund is successfully testing the proposition that service-learning, combined with other civic action strategies is a compelling method to achieving social progress. The Web site has resources for youth organizing, service-learning, youth governance and leadership.
www.service-learningpartnership.org/site/PageServer?pagename=yif_resources

Youth Service America's Web site has a variety of resources on topics such as Global Youth Service Day and Semester of Service.
www.ysa.org/resources

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