



LEARN AND SERVE
COLORADO
@ DEPARTMENT OF
EDUCATION

SPECIAL POINTS
OF INTEREST:

- **The Benefits of Progress Monitoring**, pg. 2
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- **SAMPLE TOOLS**, pg. 4-5

Progress Monitoring

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

Many effective projects involve students in evaluation. Dr. Rob Shumer has identified multiple forms that service-learning assessment (by students or teachers) can take:¹

- **Oral methods** (interviews with participants, community members, youth, teachers/adults; group discussion such as dialogues, community meetings, focus groups)
- **Records/document reviews** (journals from participants or community members/parents; tests/reports; attendance records; professionally produced reports; review of program documents such as mission statements, program guides, teacher guides, and/or program protocols)
- **Surveys/questionnaires** (of participants, those served, partners, etc.)
- **Observations/documentation of experience** (of personnel, program staff, students, local personnel, community members)
- **Observations of specific program activities**
- **Involvement as both participant and observer**
- **Media formats** (photographs, videos, sound tapes)

Indicators:

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

As part of an environmental service-learning project students were to write a letter to the President

- Students were given an outline listing the criteria for drafting the letter. In the outline, students were to identify themselves; describe what they did; ask what the President could do about the problem; and suggest what they felt could be done.
- The teacher also provided the students with a template for the letter, indicating where to place the name and address of the sender; name and address of the addressee; proper salutation; and closing.
- A checklist showing which elements of the letter had been completed gave the teacher information on the help individual students required to finish the final product.

In other words, phases of the letter writing exercise was assessed both for achievement and diagnosis/improvement.



The Benefits of Progress Monitoring Our Students

by Theresa London Cooper



Progress monitoring has always been a best practice in teaching and learning. However, in an era of accountability ongoing, consistent progress monitoring is an essential component to determine the effectiveness of instruction and student learning. It is critical that we have routines for monitoring students' growth and achievement that will support appropriate instruction. How do we know whether or not our instruction and our interventions are supporting student growth and learning? Progress monitoring helps us answer this question.

As never before, we must learn to become comfortable with identifying useful data collecting and analyzing it to guide our instruction to meet the needs of our students. (We must be data users, not just data collectors.) For example, if we are teaching a particular

comprehension strategy to improve our students' understanding of text, we must check in (progress monitor) to determine whether or not our methods of instruction are working. We may decide to use a running record, conduct one-to-one conferences and/or have the student share strategies used during their independent reading as ways to monitor progress. A useful rule of thumb to determine whether or not our methods are effective is to collect a minimum of three **consistent** findings over time. Thereafter, we decide to keep or abandon our approaches.

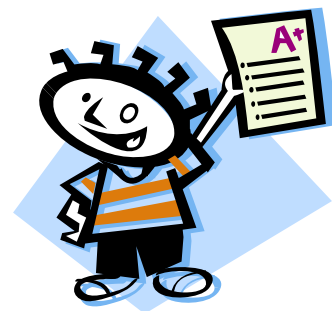
Let's apply this thinking to our running record example. If after administering and analyzing three running records you see no change in the student's ability to use the strategy taught, you will conclude that your approaches have not been effective and you must think of others ways to reach the student. If the student is using the strategy well, then you will continue the approach and give the student additional opportunities to practice.

Another important consideration is the **frequency** with which to monitor student progress. We want to afford the student enough time to master the strategy, which means we don't want the monitoring intervals to be too close together. At the same time, if the strategy is not working we want to

discontinue it as soon as possible and replace it with methods that do work. This means you don't want the monitoring intervals to be too far apart.

As teachers, we work hard and we want to see the fruit of our labor. Without effective progress monitoring, we cannot determine whether or not our methods are working. Therefore, it is essential to think about how we monitor our students' progress, how often we monitor, and how we use our findings to plan instruction so students learn and master the appropriate skills and strategies.

And let us remember that progress monitoring is best implemented in a very realistic and sensible manner that can be sustained by the teacher. Using completed homework, class tests, learning/work station products, student share out time, oral presentations, conferences and portfolios, to name a few, will provide you with the pulse of your students. And only you, as the classroom teacher, the professional, can determine which data and routines best serve you and your students for teaching and learning.



Delta Opportunity School: Food for Thought / Student Heroes

By Willyn Webb

Food for Thought is a “kids feeding kids” program operated out of Delta Opportunity School by the DOS students themselves.

We all know that there are students who rely on school breakfast and lunch programs during the week, but may not have the certainty of meals on the weekends. Many of the DOS students relate firsthand that you cannot learn when you are hungry or worrying about if there will be enough food on the weekend.

The students of DOS are in school because they value education, making them perfect to address this problem, and they are.

A nine week pilot program with 10 students of the BELA preschool started on November 19th. Backpacks of kid-friendly, nutritious food for the weekend’s meals were sent home with BELA preschool students who opted into the program.

At the start of second semester the program expanded to 20 students at BELA/Headstart, 10 at Lincoln Elementary, 10 at Garnet Mesa, and 10 at Delta Middle. This is sustainable for the remainder of this school year due to a service learning grant from CDE.



DOS students filling weekend backpacks of food to send home with local preschool, elementary, and middle school students who have opted into the Food For Thought program.

Stocking our shelves!

Existing relationships made the establishment of this program a breeze.

DOS students have a loving relationship with their BELA neighbors, last year providing activities for them in the courtyard between the schools. Additionally, many DOS students have been volunteering at the local food pantry for a couple of years. The food pantry is supporting the program when they have extra donations.

Sandy Dombroski of the Delta Food Pantry considers the students a blessing. She came to the ASTRA meetings to be part of the planning stages of the program and share her enthusiasm for the cause. When there are DOS perishables that will not make it through the weekend, they will be given to the Food for Thought backpacks. Special pricing from the Food Bank of the Rockies will be shared by both programs. The additional needed food will be collected through food drives, donations, and the grant money.

The names of the backpack recipients are kept confidential. DOS students plan the backpack contents according to availability of food, sales at local stores, and the food guide pyramid. They sort the food, fill the backpacks, deliver them, then collect them and start over.



Careful shopping and budgeting is happening so that the cost of a backpack’s contents never exceeds \$5.00. According to Kirsten Delaney, a sophomore at DOS, “I think it is cool that our school can give to other kids because we NEVER GIVE UP!”



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				

A community needs assessment activity helps assess progress and achievement.

Community Needs & Assets Photo Essay		
Planning		
_____	10 pts.	A plan of the content of the essay is turned in by _____.
Photographic Elements		
_____	10 pts.	Minimum of 10 photos.
_____	10 pts.	Pictures show a balance of positive elements and needs in the community.
Written Portion		
_____	10 pts.	Drafts of essays for one positive and one need photo are attached.
_____	10pts.	There is evidence of revision on rough draft (arrows, inserted words, additions, omissions)
_____	10 pts.	Final copy contains no spelling or punctuation errors.
_____	10 pts.	Final copy content is clear, concise and well written.
Final Product		
_____	10 pts.	Photos and essays are presented in a neat and creative way.
_____	10 pts.	You worked independently and steadily without having to be prodded or coddled.
_____	10 pts.	Turned in on time!

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?)

Resources and Works Cited:

Service Learning Professional Development Manual, Institute for Global Education & Service Learning.
www.igesl.org

The Benefits of Progress Monitoring Our Students.

www.teachersnetwork.org/NTNY/nycelp/Professional_Development/progmon.htm

National Center on Student Progress Monitoring. <http://www.studentprogress.org/>

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 in service-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 1 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

Apr.

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
				1	2 CDE Furlough Day **office closed**	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22 Earth Day	23	24
25	26	27 Pueblo Site Visit	28 Colorado Springs Site Visit	29 Odyssey Site Visit	Global Youth Service Day	
					30	

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