High Quality Instruction That Transforms

A Guide to Implementing Quality Academic Service-Learning

Wisconsin Department of Public Instruction

Tony Evers, State Superintendent
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Teri Dary
Education Consultant for Service-Learning

Betsy Prueter
Education Specialist

Jane Grinde
Director, Community Learning and Partnerships Team

Richard Grobschmidt
Assistant State Superintendent, Division for Libraries, Technology, and Community Learning

Tony Evers
State Superintendent, Wisconsin Department of Public Instruction
Madison, Wisconsin

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Teri Dary
Education Consultant for Service-Learning
Wisconsin Department of Public Instruction
125 S. Webster Street
Madison, Wisconsin 53707-7841
Phone: 608.261.7494
Email: teri.dary@dpi.wi.gov
http://dpi.wi.gov/fscp/slhmpage.html

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Foreword

I am pleased to introduce this practical implementation guide to help educators and students create high quality service-learning experiences that engage students in their own education, helping them to stay in school and achieve academically.

Academic service-learning is an instructional approach that gives students opportunities to increase their knowledge and skills while making positive contributions to the world. Because young people make a difference by meeting real community needs, service-learning gives them more motivation to learn, a greater understanding of how to put their learning to good use, and a sense of democracy in action. Simply, service-learning works to promote academic, social, and civic development in our youth.

While increasing academic skills in core content areas, students who are provided service-learning experiences in the classroom develop relevant and practical skills like critical thinking, problem solving, and communication skills. They practice teamwork and action planning, connect meaningfully to adults in their communities, and they explore creativity while learning academic concepts through integrated projects. Service-learning experiences help students graduate with the knowledge and skills needed to be successful in the workforce or further education.

True academic service-learning requires students to take an active role in both the learning and assessment process. Because youth take greater ownership of their learning, service-learning results in higher academic achievement. An added benefit to what transpires in the classroom, service-learning provides students opportunities to practice citizenship skills, increasing the likelihood that they will stay actively engaged in their communities throughout their lifetime.

I encourage you to enter this journey with excitement, knowing this is a pedagogy that will inspire, motivate, and transform both you and your students. Take time to do it well, network with others, and be patient with yourself as you develop expertise in high quality service-learning practice.

Tony Evers, PhD
State Superintendent

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Service-Learning in Wisconsin

In Wisconsin, service-learning is defined as "a teaching and learning method which fosters civic responsibility and links classroom learning and applied learning in communities." The strongest service-learning experiences occur when the service is intentionally immersed in ongoing learning and is a natural part of the curriculum that extends into the community.

Our communities depend on a world-ready workforce with the integrated critical thinking required to meet the challenges of an interconnected world. Students need to learn to apply knowledge and skills within the context of a global community, deepening their understandings and ability to think critically and solve problems. The health of every community, small and large, improves as students learn that the content and skills they are learning in school have a direct application in making the world around them a better place.

Service-learning makes my classes more interesting. I learn so much more when I see why I need to learn the things I'm learning.

I learned that kids actually have the power to do stuff, without adults doing it for them every step of the way.

A quality education intertwines individual achievement with educating for the common good. Public education demands that we strive to create responsible, competent citizens who understand that creating a better world is the responsibility of each and every citizen. Service-learning experiences put education into a meaningful context when students use the skills and knowledge from the formal academic curriculum to better our world.

Academic service-learning is an instructional tool that meaningfully engages students in their education, increases academic performance to develop globally competitive citizens, and transforms our communities into vibrant centers of democracy. Teachers guide students through a learning process that facilitates high academic performance and empowers students to enact genuine social change on relevant issues.

Academic service-learning can become a central focus in our schools with high quality professional development that transforms instructional practice. As part of a 21st century education plan, academic service-learning can help create systemic change that reduces dropout rates and narrows the achievement gap. This guide attempts to help educators understand and implement the basic principles of effective academic service-learning programs.

2009-2012 Learn and Serve Wisconsin School-Based Goals

Service-learning has become an essential part of my curriculum planning.

High quality service-learning practice does not happen by accident or in isolation. It requires a systems approach to the process, grounding implementation solidly in the K-12 Service-Learning Standards for Quality Practice. High quality service-learning engages students who use the concepts and skills they learn in school to make our democracy stronger. To achieve and sustain this vision, we must incorporate the significant lessons learned from research in the field.

It is well documented that long-lasting change requires a supportive infrastructure, a shared vision and sense of purpose, and leadership that nurtures continuous improvement. All practitioners must experience ongoing professional growth. Curriculum and assessment must be aligned with best practices and continuously revisited and

revised. Finally, community-school partnerships feed into this entire process, as the school becomes an integral part of the community and the community is considered a central part of the school.

Over the next three years, the Wisconsin Department of Public Instruction (WDPI) will leverage funding to develop the support and infrastructure needed to sustain high quality practice. Students' service-learning experiences will achieve the rigor and relevance necessary for a world-ready citizenry. The following components will impact retention and graduation rates and have the potential to reach every student in the state:

- Funding that specifically addresses support for ongoing professional development and teacher mentoring. A cascade model of professional development[1] will provide ongoing skill development, exemplar curricular models, mentoring, and continuous improvement. This work focuses on service-learning as a core instructional methodology to teach 21st century skills across the curriculum.
- Increased support and policy development to advance service-learning.
- Funding for districts to institutionalize service-learning throughout the educational experience. Leadership institutes will be conducted to help districts in simultaneously adopting the five critical components needed for institutionalization: vision and leadership, curriculum and assessment, community-school partnerships, professional development, and continuous improvement.

Service-Learning Alignment

State Superintendent Tony Evers has identified *Every Child a Graduate* as the central focus of his administration.

He states, "Every child must graduate ready for further education and the workforce. We must align our efforts so our students benefit from both college and career preparation, learning the skills and knowledge necessary to be contributing members of our communities.

"To build on our long-standing commitment to public education, Wisconsin must recruit and retain quality educators, invest in innovation, ensure safe and respectful schools, advance accountability, and work toward fair and sustainable school funding."

The first time we went to city council meetings, everyone was afraid. But we began to see that they were just people too, and they thought we had good ideas and we started to feel like we were working together with them.

1 In the cascade model, one or two teachers from a school will receive standardized professional development from DPI and will then return to their school to replicate the training that they have received, serving as mentors for other teachers in the school.

Service-learning has made me a better teacher. I can finally push my students to meaningfully apply and transfer skills they learn.

Academic service-learning directly aligns with the following four goals of *Every Child a Graduate:*

Recruit and Retain Quality Teachers.

Research of the past few decades has shown that teacher quality is a major determinant of student academic success (Sanders & Horn, 1998). In addition, a meta-analysis of research conducted by Marzano (2003) identified a number of instructional strategies that have a strong relationship to student achievement. These strategies are supported in academic service-learning through the K-12 Service-Learning Standards of Quality Practices.

Innovation that Works.

Academic service-learning provides a framework for meeting high expectations for all students because it differentiates student interests and abilities. The service-learning process also includes ongoing reflection and progress monitoring to ensure that students are meeting intended outcomes, innovative opportunities for parents and families to be meaningfully involved in project work, and a strong connection to the overall vision and mission of the school.

Safe and Respectful Schools.

School climate affects student learning, social-emotional growth, attendance, and risk prevention. A series of studies confirms that academic performance increases when the school climate is safe, caring, participatory, and responsive (Brookover et al., 1977; Brookover & Lezotte, 1979; Edmonds, 1979; Freiberg, 1999; Good & Weinstein, 1986; Gottfredson & Gottfredson, 1989; Griffith, 1995; Madaus, Airasian, & Kellaghan, 1980; Rutter, 1983; Shipman, 1981). Academic service-learning provides a model for a positive school climate that embraces youth as a partner in the learning process.

Accountability for Results.

Research has repeatedly shown that high quality service-learning significantly increases student test results and school attendance, and improves problem-solving skills and skill development in language arts, mathematics, science, and social studies.

Why Service-Learning

Research has shown that service-learning is a promising strategy for dropout prevention (Billig, 2000; Billig, Root, & Jesse, 2005; Bridgeland, DiIulio, & Wulsin, 2008). Academic service-learning activities address various components or strategies identified as important to dropout prevention, such as engaging teaching and curricula, connections between school and work, adult and student relationships, communication skills, and community engagement.

Highlights from some of the service-learning research that has been published to date includes:

- Service-learning can significantly reduce the achievement gap between affluent and low-income students. Low-income students who participated in service opportunities and had lengthier participation in service-learning had better school attendance and grades than low-income students who did not participate (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006).
- A review of data from the National Educational Longitudinal Study of 1988 (NELS) suggested that:
  - Civic engagement activities raised the odds of graduation and improved high school students' progress in reading, math, science, and history.
  - Students who participated in service-learning activities in high school were 22 percent more likely to graduate from college than those who did not participate.
  - Students who participated in service-learning scored 6.7 percent higher in reading achievement and 5.9 percent higher in science achievement than those who did not participate in service-learning.
- RMC Research evaluated a service-learning program focused on the environment in several New England schools (Klute, 2002). Participating students showed that sixth grade service-learning participants in New Hampshire demonstrated statistically significant gains in achievement scores on state assessments relative to their own performance in the past.
- A review of research (Furco, 2007) indicates that high-quality service-learning, because it uses effective, experiential learning strategies, can enhance academic outcomes in such

Service-Learning excites and motivates my students to want to help others.

content areas as reading, writing, mathematics, and science. A variety of studies have shown a range of achievement-related benefits from service-learning, including improved attendance, higher grade point averages, enhanced preparation for the workforce, enhanced awareness and understanding of social issues, greater motivation for learning, and heightened engagement in prosocial behaviors.

Academic service-learning holds tremendous promise for increasing graduation rates. We know that academic service-learning reflects sound instructional practices. We know that increasing the use of instructional strategies grounded in inquiry-based teaching, high-level thinking skills, and methods reflecting brain research moves learning to a higher level. We also know that using strategies that require students to take an active role in both the learning and assessment process and take greater ownership of their learning will result in higher academic growth. As importantly, we know that providing students opportunities to practice active citizenship throughout their educational career increases the likelihood of lifelong engagement in their communities. High quality service-learning puts these principles into practice.

This pedagogy parallels the lessons we've learned about what effective instruction looks like. School reform efforts should always demonstrate best practices in education. Many of these best practices are exemplified in the use of high quality service-learning and produce meaningful results.

Service-learning helps my students to realize that they can make a difference in their school, homes, and community even though they are only nine. They truly have a voice!

Academic service-learning is an instructional method that:

1. develops critical 21st century skills, including critical thinking, problem solving, communication, teamwork, creativity, information literacy, and action planning that will prepare students to compete in a global economy;
2. is integrated intentionally into students' academic curriculum;
3. lets students learn and develop by actively participating in meeting community needs via school-community collaboration;
4. uses regular assessment to engage in data-based decision making and continuous growth and development.

The following diagram compares effective instructional practices to academic service-learning. It illustrates the propensity of these strategies to not only produce actively engaged citizens, but also to strengthen academic achievement across all subjects.[2]

Effective Instructional Practices	Service-Learning
Weed the Garden—Less is more Students are able to perform at a higher level academically when curriculum is deeper in content	Through service-learning, students delve deeper into fewer topics, allowing them to learn and integrate knowledge more fully.
Inquiry Teaching and Higher-Level Thinking Involving students in posing questions, analyzing data, and developing conclusions or generalizations moves their learning to a higher level.	In identifying a community need and carrying out a project designed to address that need, students must be able to integrate critical thinking skills and interact with knowledge and concepts meaningfully.
Active Engagement When students take an active role in both the learning and assessment process, mastery of academic skills increases along with motivation and self-responsibility.	Students become actively engaged not only in what they need to learn, but how to learn and apply concepts through connecting the learning to a project they care about.
Student Ownership Students learn more when they feel personally invested in the process.	Youth voice and student ownership of project development is core to service-learning.
Create a democratic environment Classrooms that invest students in decision making and classroom management process develop more actively engaged students and stronger citizens.	Classrooms that embrace quality service-learning methodology view students as an asset to our communities and seek to empower them through active citizenship.
Reflection Effective learning must involve a process of meaningful reflection embedded throughout the learning experience.	Ongoing, meaningful reflection is a critical component of high quality service-learning.

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A typical high quality academic service-learning experience

Hayes Bilingual Elementary School

Service-Learning Project

Milwaukee, Wisconsin

What began as a simple example of high quality instruction evolved into a deep service-learning experience for two fifth grade classrooms and the library media specialist at Hayes Bilingual Elementary School in Milwaukee.

School librarian Tomás Kelnhofer and two fifth grade teachers at Hayes used a project-based learning framework to investigate the Kinnickinnic River. They implemented a service-learning experience in partnership with Friends of Milwaukee's Rivers, Sixteenth Street Community Health Center, The Park People of Milwaukee, and University of Wisconsin – Milwaukee School of Architecture and Urban Planning. Fifth-grade students also engaged the rest of the school in portions of this project, as they sought to increase awareness of the effect of pollution on our environment. Through their advocacy efforts, a team of educators was recruited to increase the use of service-learning as an instructional pedagogy at other grade levels next year.

Most students at the school are Latino. Teachers provided for differentiated involvement and addressed diversity throughout the project to broaden students' understanding of themselves and their community. The project involved a high level of coordination between the school and Friends of Milwaukee Rivers and Sixteenth Street Health Center. They worked together to organize an art project from junk collected during a spring cleanup, collaboratively researched issues, and developed an action plan to address needs in multiple ways. The sculpture they created was used as an outreach tool to educate the public about why they should care about cleaning up the Kinnickinnic River, one of three major rivers that empty into Milwaukee Harbor.

The project began within the context of an ecological anthropology unit on the nearby Kinnickinnic River, with service-learning elements being incorporated during instructional planning. The unit focused on the relationship between Milwaukeeans and this urban river over the course of time. At the beginning of the unit, many students reported that they didn't even understand that it was a river, as in their neighborhood, it looked more like a drainage ditch and was often used as a dumping ground for garbage.

The students started by investigating essential questions to build background knowledge. They teamed up with local river experts, a nearby high school, and other concerned citizens to sample and monitor the water quality of the river and look for trends in river health. Students examined a broad range of topics, from environmentalist movements and wildlife and habitat conservation to traditional ecological knowledge and best practices. Students researched articles and other web resources on related topics at differentiated reading levels, which were placed in a Moodle course for students to access online. The information they acquired was used in class discussions to further their learning and address ethical issues related to the environmental problems. These classroom discussions continued in online discussion groups in the Moodle course.

The project covered several subject areas, including science, language arts, social studies, math, and technology. Students kept science notebooks and built reflection into their data collections. They used technology to gather information for their research, enter data in spreadsheets, analyze infor-

mation in graphs, and communicate in written documents. Students developed PowerPoint presentations to synthesize and convey learning throughout this unit. They discussed the ethical issues of polluting the river and learned about the history of the river. In collaboration with community-based organizations and a high school located on the river, students explored the river in canoes and did water quality testing. Students continued to assess the effectiveness of their project throughout implementation. As the experience continued, students worked to keep the community safe from dangers around the river, as well as help reduce the waste polluting the river.

Fifth graders had a great deal to say about all they learned during the Kinnikinnic River service-learning experience. They analyzed how their learning was more effective because of the service-learning process, the effect it had on student attendance, and how they felt valued as community members due to their work. Their comments included:

- *"Service-learning makes school more interesting."*
- *"We learned a lot more. We learned a fun way, not just sitting in the chair and doing normal stuff."*
- *"Almost no one is absent anymore unless they're really sick."*
- *"We learned about all of our subjects, and now people know that it's a river and is something important to our environment. Many people used to think it was just a place to throw garbage."*
- *"We want the city to use less salt on the roads. Salt hurts the river, because the runoff goes into the storm drains and causes animals to die."*
- *"We like to help our community. If we get it cleaned up, the health center is going to help us build a bikeway so we can have picnics by the river."*
- *"Service-learning helps our learning because we learn how to cooperate and work in groups."*

In addition to these advocacy efforts, students helped design the layout for rain gardens at Cleveland Park, created informational signs about the benefits of rain gardens, and placed informative stickers on storm drains to educate the public about how to keep chemicals out of the river. Their long-range goal is to build a natural filtration system along the river and have a bike path developed as a cooperative effort between community agencies and a local health clinic so the community can easily access a picnic area that will be established.

S-L Background

What High Quality Service-Learning Looks Like

Research indicates a significant variation in outcomes related to service-learning unless practice is of high quality. Based on the results of this research, the service-learning field collaboratively developed a set of eight standards and 35 indicators to guide high quality practice. When these standards and indicators are met, research predicts that service-learning experiences will yield greater student engagement; increased academic achievement; stronger civic knowledge, skills, and dispositions; and positive social-emotional outcomes.

The K-12 Service-Learning Standards for Quality Practice[3] were developed through a series of "reactor panels" convened nationwide by the National Youth Leadership Council and RMC Research Corporation. The panels were comprised of representatives from every sector of the service-learning field: students, teachers, administrators and other education leaders, policy makers, staff from community-based organizations, community members, and others interested in service-learning. Each of the standards and indicators are grounded in service-learning research and has been shown to consistently lead to positive outcomes. To achieve optimal outcomes, each of these standards should be embedded into every school service-learning experience.

3 *K-12 Service-Learning Standards for Quality Practice,* National Youth Leadership Council, 2008.

K-12 Service-Learning Standards for Quality Practice

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.

Provide experiences that reach high levels on the duration and intensity meter to break through surface understandings of an issue to find the root of the problem. Conduct service-learning during concentrated blocks of time across a period of several weeks or months, allowing sufficient time and intensity to address identified community needs and achieve learning outcomes through Investigation, Planning, Action, Reflection, and Demonstration/Celebration.

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.

Use service-learning as "the glue" ... an intentional instructional strategy with clearly articulated learning goals that help students transfer knowledge and skills from one setting to another. Service-learning is formally recognized in school board policies and student records.

Film Clip:

Implementation of this standard is depicted in the scene from the movie *Finding Nemo* where a group of predators are in the midst of a "twelve-step" meeting. They are sharing their commitment to refrain from eating fish when Marlin and Dori swim up. The scene ends with Dori getting a nosebleed, bringing out the natural instincts in the shark, overriding all of his best intentions. This clip demonstrates the deep connections that can be made between academic content (prey/predator relationships, balance of ecosystems, etc.) and relevant issues in the community (human impact on the ecosystem, pollution, extinction of species, etc.).

Create active links in forming diverse partnerships that are mutually beneficial. Meaningful partners share a common vision and are connected through regular communication, collaboratively developing and implementing plans to meet common goals, and viewing each other as valued resources.

Partnerships

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

Indicators:

1. Service-learning involves a variety of partners, including 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.

Film Clip:

The movie *Apollo 13* can be used to demonstrate the indicators in this standard in the scene where the astronauts are returning home. As each of the stakeholders does his or her part to bring their shared vision to reality, the visual of the earth in the triangular window provides an excellent metaphor for reciprocal partnerships that communicate on a regular basis to develop and implement plans to meet common goals.

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.

Develop projects that "have a heart" … create a personal connection, encourage students to care about underlying social issues, are personally relevant, and have outcomes that are obtainable and valued.

Amplify youth perspective. Provide opportunities for students to lead with their words and actions, generating ideas and making decisions throughout the process, including planning, implementation, and evaluation.

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 decision-making 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 decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Film Clip:

The typical fears educators have related to this standard are depicted in the scene from *Jimmy Neutron* when the youth discover their town is completely devoid of parents. Unlike well-implemented youth voice, the youth go wild in this scene with absolutely no guidance or boundaries from adults. Use this clip to open a discussion about how to encourage youth voice by providing adult guidance as needed while providing meaningful opportunities for youth to lead.

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 decision-making.
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.

Promote an understanding of multiple perspectives and embrace the richness of diverse viewpoints we encounter. Learn to "see" through others' eyes and develop mutual respect for different points of view. Help students to develop interpersonal and group decision-making skills as they learn to value diversity and to recognize and overcome stereotypes.

Film Clip:

Deep understanding of the diversity standard is opened up by discussing the performance by deaf students of the song "Imagine" in the television series *Glee Club*. After watching the clip, discuss the perspectives of the Glee Club students who joined in the song, the adults watching the performance, and the deaf students who were performing. How might this experience have felt to the deaf students? What subtle message is sent by the students in joining their performance?

Provide multiple layers of ongoing, cognitively challenging reflection that prompts more advanced thinking skills and causes students to dig deeper, examining a variety of issues that make up the "soil" of our communities, and uncover preconceptions and assumptions in exploring their roles and responsibilities as citizens.

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. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning 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.

Film Clip:

The goal for reflection to engage students in deep critical thinking and going beyond surface-level analysis is depicted in the scene from *Patch Adams* at the very beginning of the movie where Patch is encouraged to look beyond the obvious and "see what no one else sees."

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. 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 policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Keep your bearings by utilizing an ongoing process of collecting evidence of progress from multiple sources. Use this evidence to continually improve the service-learning experience. Share evidence of progress toward goals and outcomes by communicating with the broader community.

Continuous Improvement

As you proceed with developing your understanding and quality implementation of service-learning, it is important to remember that this is a learning journey. Any change worth seeking is worth investing in, and service-learning is no different. While this pedagogy is a complex process and takes time to learn how to use effectively, service-learning yields tremendous results that are well worth the investment of professional time and energy. The rubrics on the following page offer guidance for educators seeking to continuously improve their service-learning practice as they journey from novice to advanced practitioner

Rubric for Continuous Improvement of the Service-Learning Experience[4]

	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 non-existent. 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 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.

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4 *K-12 Service-Learning Standards for Quality Practice,* National Youth Leadership Council, 2008.

Rubric for Continuous Improvement of the Service-Learning Experience[5]

	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 *Service-learning 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 nonverbal 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.

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5 *K-12 Service-Learning Standards for Quality Practice,* National Youth Leadership Council, 2008.

Service-Learning Instructional Planning Guide

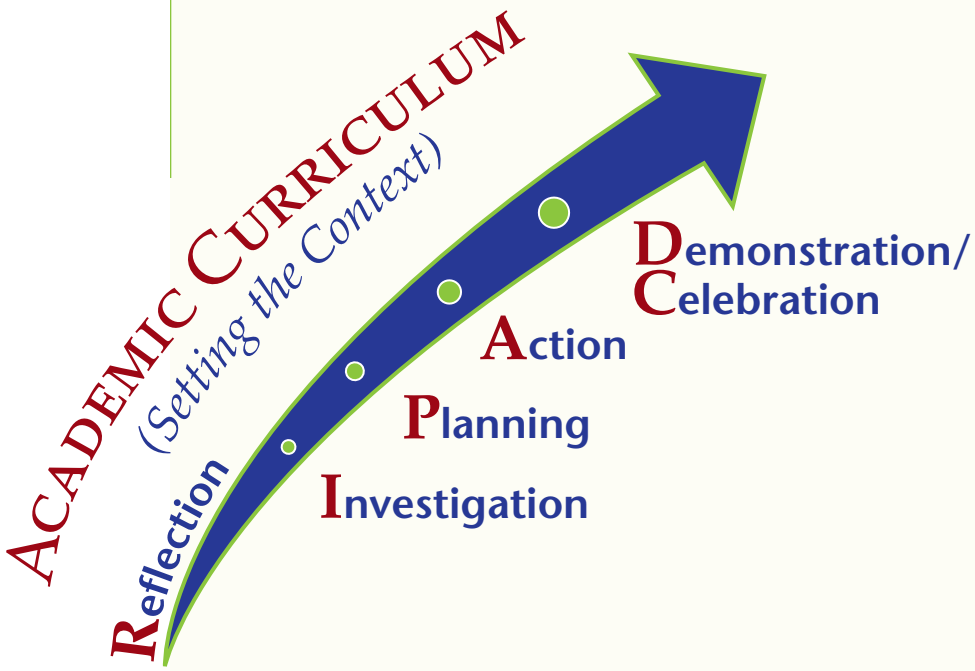
As you work to implement high quality service-learning in your classroom, remember the following guidelines:

- **Start from where you are** – Find your comfort zone and find ways to incorporate service-learning into your instructional practices.
- **Start small** – Give yourself permission to be a novice practitioner.
- **Seek continuous improvement** – Gather evidence on the quality of your service-learning practice and continue to grow your skills over time.

The pathway to high quality service-learning begins with the premise that effective service-learning is an outgrowth of the classroom curriculum. A service-learning experience is designed as a civic outcome stemming from the intentional application of knowledge gained through formal instruction as a means to furthering student mastery of the content.

In planning units that incorporate an academic service-learning experience, it is important to remember that this process is cyclical rather than linear in nature. You will need to revisit your plans as you work to incorporate students' ideas and the issues that are important to them. Youth ownership is a significant component to securing buy-in, which leads to a higher level of engagement and participation in learning. As you mesh student issues with your instructional goals, you will be able to identify opportunities for your instruction to support and facilitate their work in meaningful ways.

As the diagram below shows, each piece of the planning process is filtered through the instructional lens that you set in place at the beginning of the unit by identifying the performance standards and instructional content to be delivered. The Instructional Plan provides the outline for skill development and instructional context for the academic service-learning experience. Once you have set the context, the sequence outlined along the arrow depicts the IPARDC process, which comprises the five core elements in a quality service-learning experience. It is important to note that reflection isn't a single step within the process; it is to be incorporated throughout the service-learning experience.



Introduction and Overview

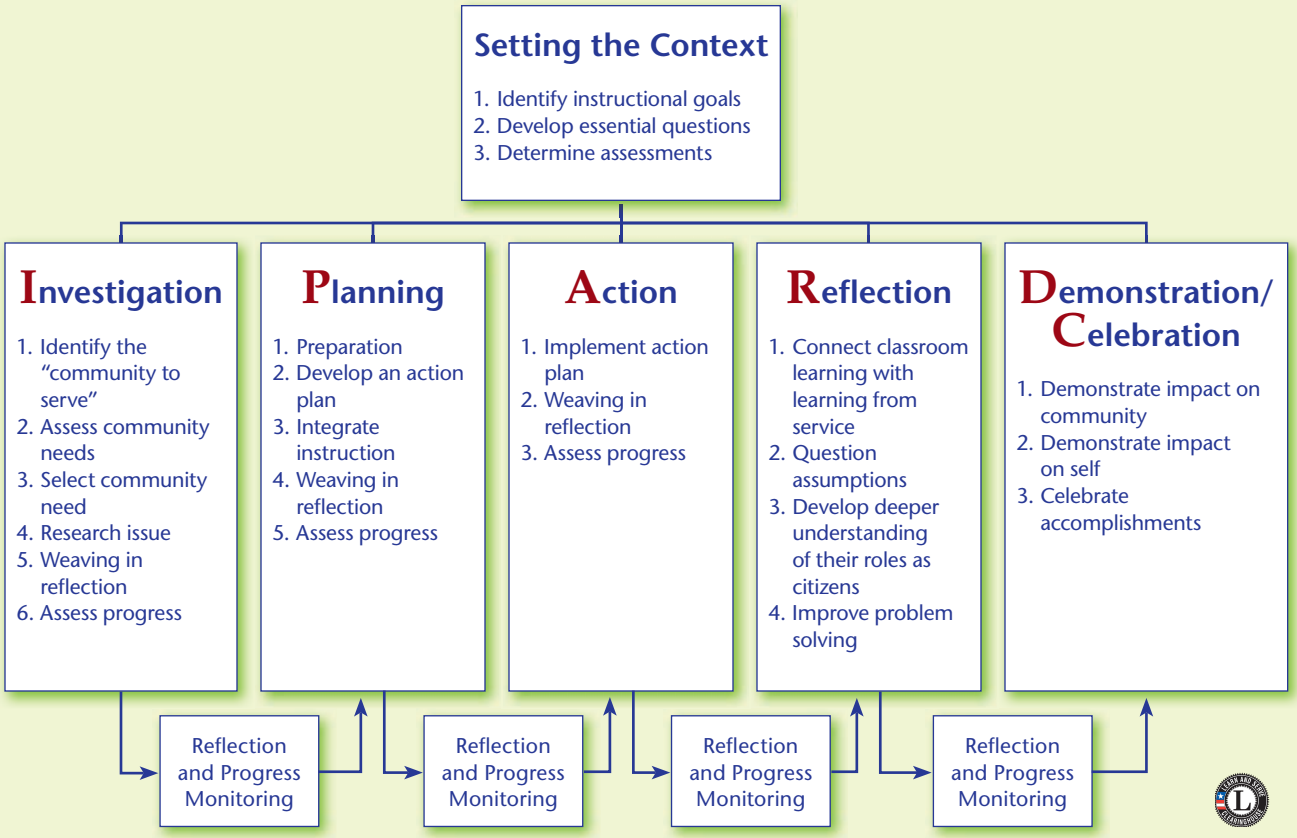
This guide provides a sequence for implementing high quality service-learning experiences based on the National K-12 Service-Learning Standards for Quality Practice. Research shows that service-learning experiences that incorporate these standards and indicators result in positive academic, civic, and social-emotional outcomes. In high quality service-learning practice, the standards and indicators are met throughout the implementation process, which includes five components:

- Investigation
- Planning
- Action
- Reflection
- Demonstration/Celebration

Duration and Intensity

When one teacher learned that duration was important, she stopped to think about her current practice. She had let the students choose an issue of importance to them, and they decided they wanted to reduce the incidence of rape in their community. Students studied the incidence rates and the research on how to prevent rape. They established a campaign and made people aware of cell phone programming that would alert authorities immediately if there was an imminent problem, and they sponsored an awareness night. The teacher realized that they never followed through to see whether their strategy had worked, whether others actually programmed the cell phones and knew what to do in a dangerous situation, or if the incidence of rape declined in their community. Working with the students, the teacher brainstormed what the class needed to do to identify the impact of their efforts. The students designed the studies, carried them out, and then, when they found only limited impact, developed additional strategies that were more powerful.

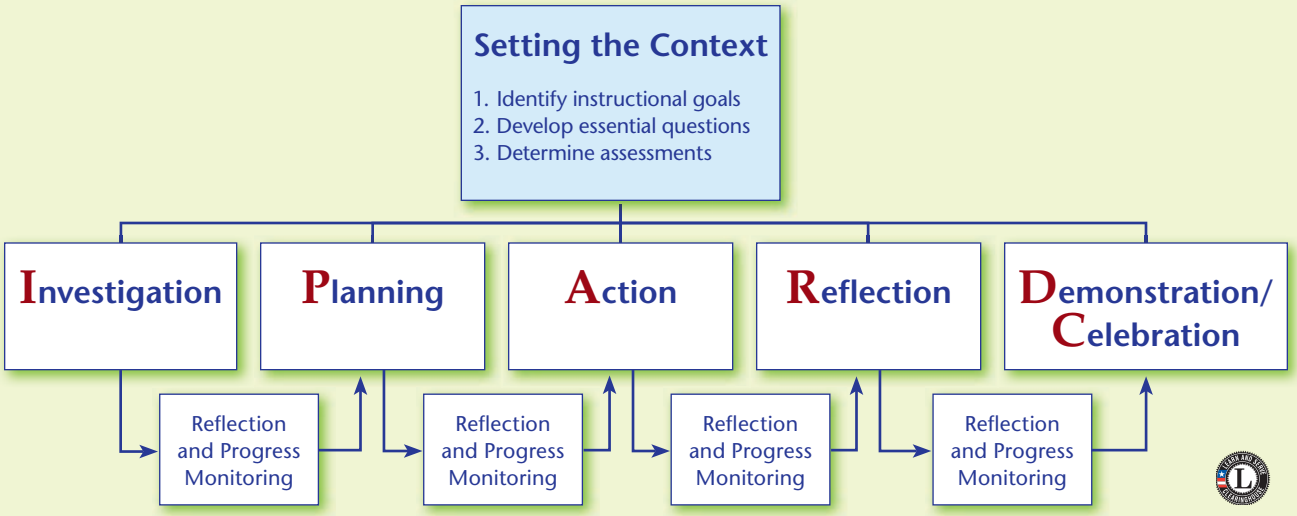
Using the IPARDC process as the framework within which your students will design and carry out their service-learning experience, this guide will help you to blend instruction in core academic skills to intentionally achieve your intended goals. The first section walks you through the entire IPARDC process from start to finish. Within each section are suggested questions and resources for guiding students through each step, including segments of planning worksheets and tips for ensuring that each phase meets the K-12 Service-Learning Standards for Quality Practice. Following this section you will find the complete instructional planning and student planning worksheets, which can be used by both you and your students in designing any service-learning experience. As you proceed through the design and implementation of a high quality service-learning experience, you will work your way through the following process:



1 Setting the Context[6]

While there are a number of ways you and your students may come up with ideas for a service-learning project, it's important to always filter it through your instructional lens. Academic service-learning is a pedagogy that effectively teaches core academic skills. Think of this process in the same way you design any instructional unit. You may decide to explore a set of skills based on a particular "teachable moment," a current issue in the community, or because of the timing or sequence of your curriculum.

However you decide to embark on teaching a set of skills, the first step to a quality service-learning experience is to identify your instructional goals. This type of planning, known as backward curriculum design, asks teachers to intentionally plan the desired outcomes for instruction prior to engaging students in learning. As the saying goes, "If you don't know exactly where you're headed, then any road will get you there." This guide seeks to incorporate service-learning as an effective method leading to student mastery of the core academic standards. Once you know where you're going instructionally, service-learning will become one of the pedagogies you'll turn to again and again to teach those skills.



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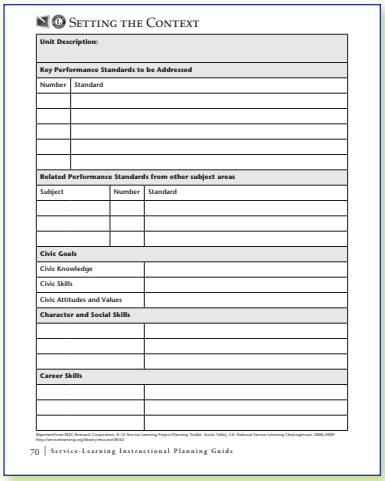
Develop the framework

Like any instructional strategy, service-learning helps students meet identified instructional goals. Before students identify a community need, it is important for the teacher to identify the essential questions and performance standards that will be addressed in this curriculum unit. This process forms the academic context for the skills that will be applied through the service-learning experience.

Identify instructional unit and the relevant performance standards

The first step in planning a unit infused with a service-learning experience is to consider how your unit is laid out and which standards will be addressed. Most curricula cover a lot of breadth, but service-learning is best used for depth of skill development. When considering this form of instruction, identify the most important concepts you want students to grapple with in-depth and design a service-learning experience with those concepts and skills in mind. With practice, you'll learn how to balance direct instruction with service-learning to cover all material. New practitioners are encouraged to start small as you work to increase your comfort level with this pedagogy.



SETTING THE CONTEXT

Unit Description:		
Key Performance Standards to be Addressed		
Number	Standard	
Related Performance Standards from other subject areas		
Subject	Number	Standard
Civic Goals		
Civic Knowledge		
Civic Skills		
Civic Attitudes and Values		
Character and Social Skills		
Career Skills		

Reprinted from RMC Research Corporation, K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. http://servicelearning.org/library/resource/8412

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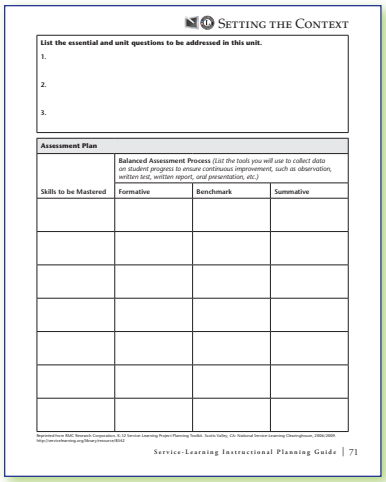
Link to Curriculum

Harborside Academy is an expeditionary learning high school in Kenosha Unified School District. Students participated in an expedition on the 1918 influenza pandemic to the modern-day projected avian influenza pandemic. Students in biology class were placed in stakeholder positions (school district, community government, state government, private citizen) and asked to plan for a pandemic. Students were asked to consider questions from various perspectives, such as, "How would schools deal with prolonged absences?" Students were then asked how they would get the word out to the community.

The service became meaningful and personally relevant in part due to the onset of the swine flu outbreak last year. The outbreak occurred right after we had completed our project/expedition on the pandemic of 1918. Students determined that postcards could be sent out to the community to reinforce the three main objectives of the health department: cover your cough, wash your hands, and stay home if you're sick. The postcards were made available in both Spanish and English. Students used pandemic preparedness survey information and class discussion to identify groups within the community who might be adversely affected by the influenza pandemic. School-age children and the at-risk population (elderly living alone and in assisted living centers, as well as those who don't necessarily read the paper or watch television) were chosen as the focus of the "Get the word out" campaign. The populations identified were given simple readable information for prevention. The students felt great satisfaction in knowing that they had the ability to "make a difference" based on information they had learned in class.

Kenosha, WI

Begin by framing the service-learning experience within the context of a specific instructional unit. Several related standards from other subjects can be readily identified for each unit as well, creating an excellent opportunity for cross-disciplinary work. You may also find it helpful to identify the civic knowledge, skills, and dispositions that will be addressed, along with any character education or social skills curriculum and career or workplace skills. Students should understand your core expectations at the beginning of the unit, should be involved in identifying the skills they need to acquire throughout the unit, and should monitor their progress toward mastering those skills.



SETTING THE CONTEXT

List the essential and unit questions to be addressed in this unit.

1.

2.

3.

Assessment Plan

	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.)*		
Skills to be Mastered	**Formative**	**Benchmark**	**Summative**

Reprinted from: RMC Research Corporation. K–12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. http://servicelearning.org/library/resource/8542

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Teacher Worksheet, p. 71

Brainstorm essential and unit questions related to the topic

High quality teaching calls for more than didactic instruction, which often fails to move students beyond basic knowledge and comprehension. To prepare students for success in the 21st century, we need to move them toward deeper levels of understanding. Essential questions focus on key concepts that help students make sense out of the world around them. They provide the "So what?" for your unit, pointing the way toward key inquiries within a subject. They give purpose to the learning and provide a context in which to engage students in rigorous inquiry, complex thinking, and problem solving. Essential questions open the door to meaningful service as an application and extension of learning into real-world, unpredictable settings.

The essential and unit questions help define the instructional tasks and topics to be addressed. They may also introduce relevant questions or issues you hadn't previously considered covering in the unit. What are the big-picture concepts that you want students to know, understand, and/or wrestle with? These questions should be open-ended, prompt deeper thinking, and address the core concepts rather than discrete facts that form the "So what?" of learning. Examples of essential questions might be:

- Are human needs more or less important than the needs of the environment?
- What is our responsibility to others in our community?
- How does the financial welfare of individuals affect the whole community?
- How does literature affect people's opinions?
- What impact do stereotypes have on the social and economic health of our community?
- In what ways is the Civil War still being fought today?

Determine how skills will be assessed

It is important to be *intentional* about the academic skills you address through service-learning rather than use the experience merely as a way to justify the use of instructional time. A good litmus test is to ask yourself, "Am I going to assess student progress on mastering the identified skills?" If students have already mastered the skill or if you don't plan to assess student progress, you probably aren't intentionally teaching it. For example, you might identify letter writing as a skill that students will use in a particular project. A high quality service-learning experience would be designed so that students will learn how to write effective letters through the process of investigating and taking action on an issue. Rubrics or other forms of assessment would be used to measure student progress, students would have opportunities to apply their letter writing in new situations, and mastery would be determined based on criteria set prior to the experience.

In backward curriculum design, once the learning objectives have been identified, the next step is to determine which core skills will be assessed and then develop a balanced assessment process for measuring progress toward those goals. In the worksheet below, identify the skills students will be held accountable for in this unit and the assessment tools that will be utilized in gathering evidence of progress throughout the experience.

TIPS

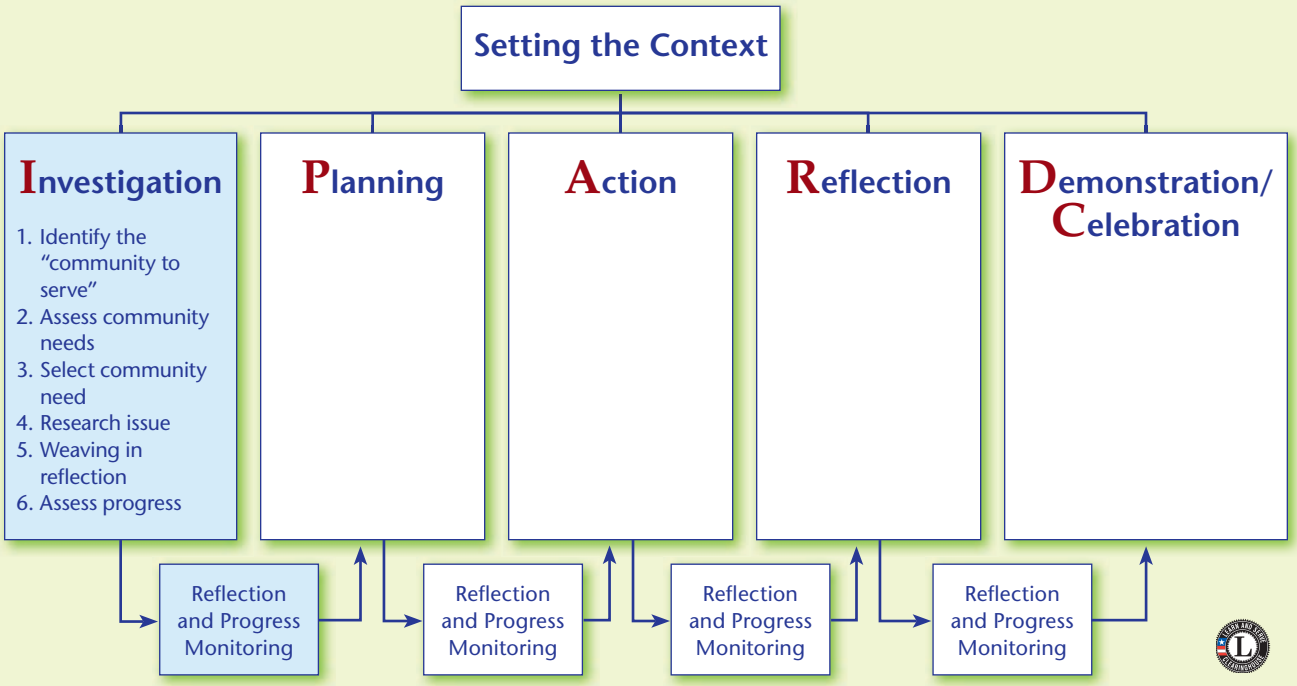
Questions to guide instructional decisions as you prepare for Investigation:

- What is the overall purpose of the service-learning experience? What impacts do you hope the experience will have on students and the community they serve?
- How will you facilitate student choice of the community they want to serve?
- What activities and resources will you provide to help students assess community needs?
- How will you use the criteria of relevance to academic learning, urgency and importance, student interest/engagement, and efficacy to help students select the issue for the project?
- What content standards and benchmarks will students master through their work on the project?
- What civic and other learning goals do you hope to meet within the project?

2 Investigation

Now that you know where you're headed with your instruction, it's time to engage students in designing a meaningful experience to meet your identified goals. Investigation is the lynchpin to a high quality service-learning experience. By guiding your students through a rich process of assessing, researching, and analyzing community needs, they'll be better prepared to make a lasting impact on their community.

Before your students can embark on this process, however, it's critical to introduce them to the instructional plan you developed in "Setting the Context." By making them aware of instructional goals and expectations, students are more likely to take ownership of the learning process. Sharing the context for the service-learning experience also more deeply infuses the learning and service components.



Identify the "community" to serve

Investigation begins with determining which community to use as a focus for this service-learning experience. Depending on your instructional goals, you may want to identify the community for your students or you may want to let them decide. For example, if you have planned to incorporate service-learning into a unit on nutrition, you may want your students to focus on their local community. Alternatively, you may opt to allow students to determine whether they want to focus on their neighborhood, city, or other definition of community. It's important to help them identify a community in which they will be able to obtain measurable results over the course of their project.

Assess Community Needs

A number of effective approaches can help students identify authentic needs in the community. One effective way to engage students in an assessment of community assets and needs is to conduct a youth forum. The youth forum may take place within your classroom or may be expanded to include other classes, community partners, parents, or other school staff.

The youth forum provides space for a structured dialogue that lets students voice their ideas for change and identify ways to turn their ideas into action. Ideally, the forum would include members of the community and other stakeholders who can form and grow meaningful partnerships with students over the course of the service-learning experience.

Using the Issues Forum Process outlined on p. 38, lead students in conducting a forum to identify community needs and potential project ideas. The forum is one mechanism through which students can identify resources and authentic needs in their community. The purpose of this activity is to familiarize young people with their community, as well as identify the issues or areas in which they would like to bring about positive change. Students will also align their project ideas with the instructional objectives as a tangible way to apply and demonstrate mastery of skills. This provides students with ownership of the learning process, making the purpose for learning what it should be: to benefit their skill development, not "to get a good grade."

TIPS

Questions to guide instructional decisions during Investigation:

How will you help the students identify a community problem?

- Youth Forum
- Neighborhood Walk
- Newspaper Investigation
- Other?

How will you help students develop investigation or research skills?

- Teach them how to construct and administer a survey and analyze results?
- Teach them how to search the Internet, identify sources, and convey information?
- Teach them how to interview others?
- Teach them how to be good observers and documenters?

How will you come to consensus on the one or two community issues to address?

- Decision-making criteria?
- Consensus building?
- Dot voting?
- Other?

How will you ensure that the project has:

- A link to curricular objectives?
- Urgency and importance?
- Sufficient duration and intensity?
- Measurable outcomes?
- Student interest and engagement?
- Efficacy?

The outcome of this process is to:

- Identify a core set of issues that students would like to address.
- Begin to form community partnerships that could help students address the identified issues.
- Understand resources in the community available to help students carry out service-learning projects.

As identified in the *K-12 Service-Learning Project Planning Toolkit*, following are other options often used by teachers to guide students in this process:

Neighborhood Walk

In this type of community mapping activity, 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

Issues Forum Process

Invite Community Partners

Invite local business representatives, parents, local government officials, representatives of community organizations, or other members of the community who may be interested in this topic to join your class in conducting an issues forum.

Introduce students and community members to the concept of the Issues Forum. Explain that the forum will help students identify community needs and plan for how they might take positive action on issues that matter to them. Frame the forum by describing the topics/themes identified in your initial instructional planning process.

Determine Community Assets

Divide into small groups. Ask each group to develop a common definition of "community." You may wish to define this for them, depending upon the focus of the unit. The definition can be as narrow as your school or a specific neighborhood, or span the globe. If you are using one definition for the entire class, post that on large paper at the front of the room. If you are allowing each small group to determine its own definition as a way of focusing their work, provide each group with a large sheet of paper to write their definition on.

Next, ask groups to create a community map of what their community (based on their definition) currently looks like. Groups should identify all physical locations, as well as the resources, people, and societal elements that contribute to the community's existence. This may be done as a physical map, conceptual map, or other visual representation of the community. The key is for students to depict all possible elements that merge to form this community and, where possible, identify how these assets overlap, connect with each other, and create gaps.

Identify Community Issues

After creating their community maps, ask groups to identify any issues or problems that exist within this picture. Examples might include neglect of physical property, groups that are unable to collaborate, lack of financial resources, etc.

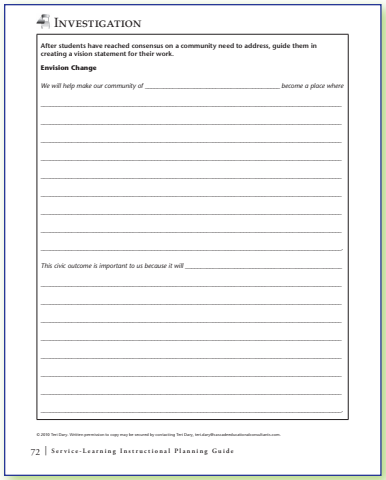
in need? Are there places for the elderly to sit? Are there homeless people sleeping on benches?). Community mapping activities such as the Neighborhood Walk often lead to selection of issues such as working with the environment, the homeless, senior citizens, hospitals, and other agencies in the neighborhood. Younger children may use a school mapping activity to investigate issues around the school, such as students pushing in line at the water fountains, students not engaged in activities on the playground during recess, or a need for handicap-accessible entry into the school.

- **Newspaper Investigation**
  "Collect newspapers for a week or two before 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, and working with children of prisoners, helping infants, and so forth."

Meaningful Service

Eighth-grade Mahone Middle School students in Spanish 101 classes not only wrote a book, but they did it in two languages. As part of a service-learning project, students picked a topic, wrote, and illustrated a bilingual children's book while keeping in mind the essential questions of the unit: what makes a good book? Who can benefit from translated reading materials? The project helped students master vocabulary and grammar concepts as well as technology skills as they put their books together. The books were donated to the children's ward at local hospitals as well as the Ronald McDonald House. This project allowed the eighth-grade Spanish teachers the opportunity to address learning outcomes in building vocabulary, verb usage, sentence structure, noun-adjective agreement, punctuation, pronunciation, intonation and storytelling techniques. This project was an opportunity for students to choose a topic of interest and develop their skills in discussing and writing in the target language. Students also drew on their knowledge and experience with technology through the use of computer software and accessing websites. The community for this project was the larger Kenosha community (local children being treated in local hospitals) as well as the larger Wisconsin and even global community of sick children served by the Ronald McDonald House in Milwaukee. The students learned that there are many bilingual children in the community who could benefit from a bilingual book. The service was meaningful to the students because they were challenged to think of a topic that would be both interesting to them personally and of interest to a child receiving treatment in a hospital. The visible outcome of the project was a self-authored and illustrated children's book written in both English and Spanish.

Kenosha, WI



INVESTIGATION

After students have reached consensus on a community need to address, guide them in creating a vision statement for their work.

Envision Change

We will help make our community of _____ *become a place where*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

This civic outcome is important to us because it will _____

_____

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_____

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Student Worksheet, p. 72

Select a Community Need Based on Criteria

Through a collaborative decision-making process, target one issue to address in this instructional unit. You may want to combine ideas from several groups, or let small groups address separate issues.

Using the list of issues generated through one of the above brainstorming methods, students will come to consensus on what community need they would like to address. Because it is important that the service-learning experience be relevant and personally meaningful for each student, it is helpful to work toward consensus building rather than simple decision-making processes such as voting. In voting, at least a few students will be likely to lack ownership in the identified issue. They may become disengaged from the process, reducing the impact on their academic, social-emotional, and civic outcomes.

A variety of decision-making processes can guide your students through consensus building. It's important to help your students make informed decisions by using a set of criteria through which each idea will be measured. The following set of questions may help guide the process. By consensus, students can eliminate issues that don't meet the proposed criteria:

- Do we have evidence that this is a meaningful need in our community?
- Does this issue require us to apply the skills we are accountable for?
- Is this an issue that we'll be able to have a measurable impact on?
- Does everyone in our class agree that this issue is meaningful?

After students have reached consensus on a community need to address, guide them in creating a vision statement for their work.

Research Issue and Explore Alternative Solutions

Next, guide students in researching the identified issue and exploring alternative solutions. In this process, it is important that they understand the issue from multiple perspectives by gathering information on the issue's history and attempts to resolve it, and exploring root causes of the problem. Students also need to collect evidence on the effectiveness of previous solutions and how this issue is affected by and impacts other aspects of the community.

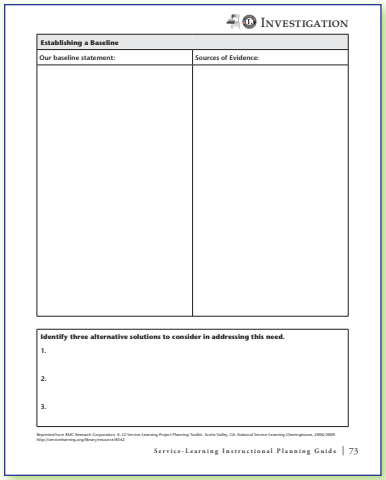
The questions below may help students research the identified issue. You may elect to assign specific questions to small groups as a collaborative research project, with small groups sharing results with the whole group as the class works to develop a list of alternative solutions to explore. It will be important to feed this process with Internet access and other resources to inform your students' information gathering.

Use this framework to guide your students in researching the issue they identify.

- What are the underlying causes of the issue in the community?
- How do various stakeholders in the community view the problem? What other perspectives might help provide insight into the issue?
- How does this issue affect other aspects of the community? How does it impact other issues or how might it affect things that are working well?
- What is happening in the community as a result of these issues?
- Who has tried to address this issue in the past?
- What solutions have they tried?
- What worked? What didn't work?

Reflection

In one middle school, students decided that they should hold a community health fair for migrant farm workers, restaurant workers, and others who did not have health care through their employers to acquaint them with services available in the community. The students were asked to document the problem, so they initially conducted online research to identify health care access issues. The teacher asked how they knew that these issues applied to their own community, so the students interviewed farm workers and restaurant workers to determine what their health care needs were and what it would take for them to come to a health fair. In speaking to the community members, students realized that they could not hold the fair during the working day and that many of the needs had to do with children's immunization, which is required when children move into a new school. Students reoriented the content of the fair to address children's needs and to discover low-cost alternatives for the uninsured workers. They identified resources within the community for free or low-cost health care, especially for children, and were able to have many health care providers come to the fair and vaccinate children for free. They were also able to get free screenings for cholesterol and blood sugar, and free nutritional advice. As part of their follow-up activities, they investigated health care policies and established a campaign to advocate for health care reform, writing letters to their legislators that expressed their opinions.



INVESTIGATION

Establishing a Baseline	
Our baseline statement:	Sources of Evidence:

Identify three alternative solutions to consider in addressing this need.

1.

2.

3.

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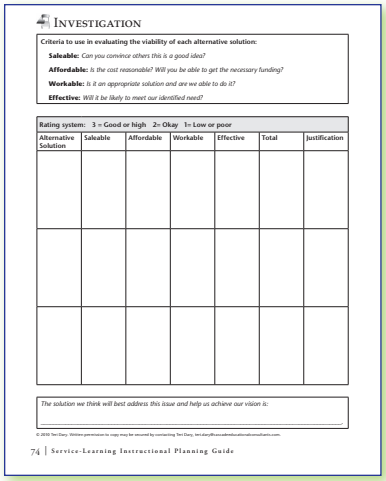
Student Worksheet, p. 73



INVESTIGATION

Criteria to use in evaluating the viability of each alternative solution:

Saleable: *Can you convince others this is a good idea?*

Affordable: *Is the cost reasonable? Will you be able to get the necessary funding?*

Workable: *Is it an appropriate solution and are we able to do it?*

Effective: *Will it be likely to meet our identified need?*

Rating system: 3 = Good or high 2= Okay 1= Low or poor

Alternative Solution	Saleable	Affordable	Workable	Effective	Total	Justification

The solution we think will best address this issue and help us achieve our vision is:

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Student Worksheet, p. 74

Establishing a Baseline

List the baseline information to document the problem. The baseline information should be quantifiable so you can revisit and see your impact at the end of the project.

Examples:

- Currently, our school has 50 pounds of trash every day and no recycling.
- Currently, the incidence of children at the homeless shelter with a Vitamin D deficiency is 50%.
- Currently, 90% of students at our school think that bullying is a big problem.
- Currently, 2 senior citizens in the local independent living center know how to use e-mail.

Once students fully understand the issue and implications of any actions they decide to take, have them identify three possible solutions to the problem.

Using the decision-making criteria outlined in the Student Worksheet on p. 72, ask students to assess each of the proposed solutions. Guide students in discussing how they ranked each solution. Build consensus around the solution that the whole class is most comfortable with. For older students, you may want to have small groups develop a proposal to present to the rest of the class in making the case that their solution best meets the identified need. Younger students can evaluate the top three solutions as a whole class, using consensus building to determine the solution the class will pursue.

The decision-making process outlined in the Student Worksheet on p. 72 will help develop consensus on the most viable solution to pursue in this service-learning experience. Enter one alternative solution in each row. Assess each solution using the criteria below. Include comments that justify the ratings for each solution. Add the numbers for each solution to rank the three alternatives according to how viable each alternative is for this project.

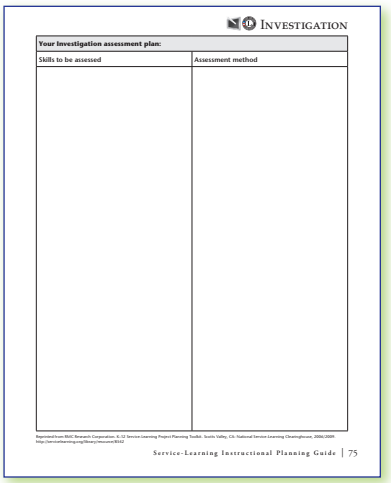
Weaving in Reflection

All phases of service-learning should have a reflection component. You can weave reflection in during investigation activities or while assessing progress at the end of the phase. Examples of reflection activities can be found on the National Service-Learning Clearinghouse website (www.servicelearning.org). Sample activities from the publication Connecting Thinking and Action: Ideas for Service-Learning Reflection, found on the Clearinghouse website include:

- ***If I Had a Million Dollars:*** This is a fun way for students to think about community problems that are important to them by using a pie chart and dividing up their funds for philanthropic purposes.
- ***What Worked and How Did I Do?:*** In this activity, participants examine their own behaviors in helping the group come to consensus, and investigate ways to persuade others.

Progress Monitoring

How will you know you were successful in the Investigation phase? What assessment tools will you use? You might consider using assessments such as a checklist of research skills acquired, a rubric to assess collaboration and group problem-solving skills, having students write an essay on steps for effective decision making, or an assessment of interview skills.



INVESTIGATION

Your Investigation assessment plan:	
Skills to be assessed	Assessment method

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Teacher Worksheet, p. 75

YOUTH VOICE

In one elementary school, students were asked to solve problems they identified within their school and its immediate surroundings. First grade students reported that kindergartners were running in the hall and that this running made the hallways unsafe. The teacher asked the students to document the problem, which they did by counting and graphing the number of running incidents during several timed periods during the day. The teacher then asked the students to brainstorm the potential reasons why the kindergarteners may be running and what solutions might address these reasons. Students initially said that the kindergartners were running because they were lost and they needed hallway signs. They solicited names for the hallways from the kindergartners, held an election to name the hallways, and made signs for the hallways. When they measured the incidence of running again, the first-graders found that the problem was not solved. They then studied how speed was controlled in society and came up with the idea of licenses for the students. They brainstormed what should be on the licenses and composed a letter to a nearby hardware store to request the materials needed to make licenses. They created a license for every kindergarten student and then measured the incidence of running once again. The first day after the licenses were issued, the running had stopped. However, the running resumed the next week, when many kindergarteners either misplaced their licenses or realized there were no negative consequences for running. Back at the drawing board, the first-graders then devised other possible solutions. The teacher allowed the students to choose solutions and to make mistakes until they finally solved the problem. In so doing, the teacher covered many reading, writing, math, and social studies standards. At the end of the year, the students scored high on all measures of academic and civic engagement and felt that learning was fun.

Program
12.30 Feelings Round
12.45 Business
Break
2.50 - 3.50
3.50 - 4.10
2
Angela:
Peter
Shirley
4.10 - 4.30 Break
4.30 - 5.30
5.30 - 5.50
3
Karen:
James
Fatos
6.00pm Finish

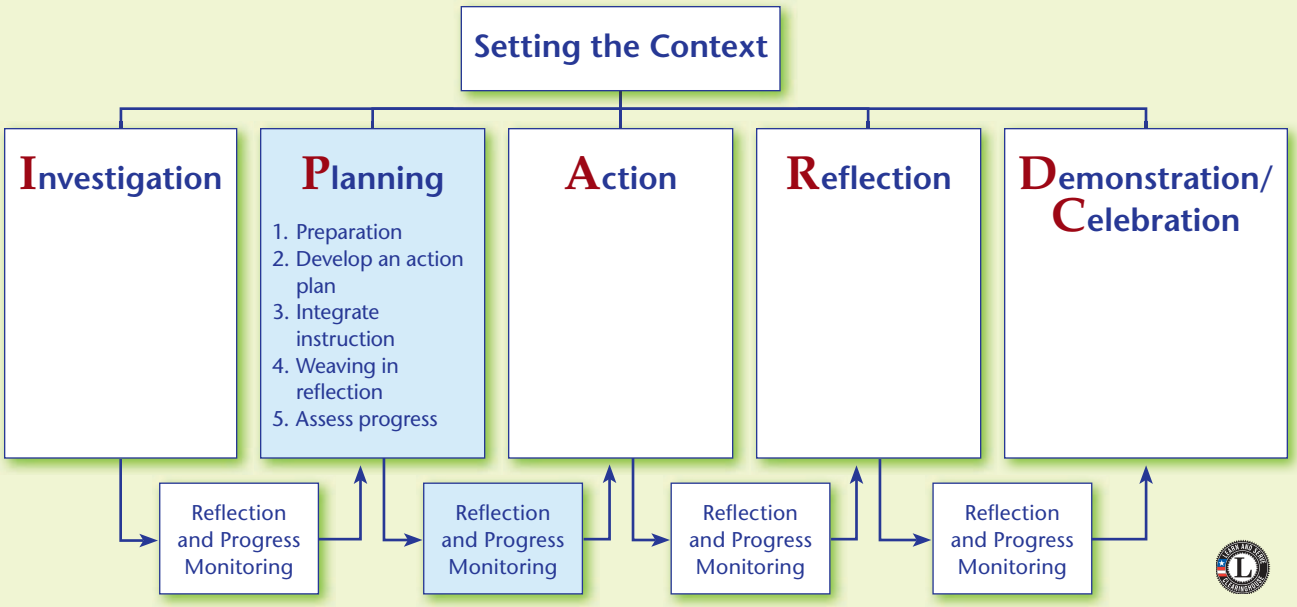
At a high school in Philadelphia, the community partner assisted the teacher in helping students to develop a short community survey asking middle school students and community members to identify the top five problems facing their neighborhood and community. The students identified multiple problems and narrowed their interests down to two: helping children who were in the foster child system due to abuse or neglect, or helping young people avoid underage drinking. The community partner then arranged for guest speakers on the two topics. The guest speakers on the foster care system included an agency representative who worked to place foster children and a person who had been a foster child and now was a successful lawyer and child advocate. The guest speakers on underage drinking included a community agency representative who discussed the extent of the problem and a physician who discussed how drinking affects the brain and impairs driving ability. After the speakers presented to the class, the students engaged in a dialogue about what to do and what they could best affect in the time they had available within the school year. They decided to see what they could do for foster children. The community partner helped the students brainstorm by reviewing a survey of foster children's needs, and the students also conducted Internet research and interviews of children living in a homeless shelter. The students found out that the children often were rescued in the evening or nighttime and removed from the setting with only the clothes they were wearing, so in the new setting, they had only used clothing and little of their own. The students decided that the foster children needed to have their own things, so they developed a service project to collect used suitcases to give to the workers who rescued the children. In addition, they collected stuffed animals and storybooks, and raised money to buy T-shirts and other clothing of various sizes.

Investigation

Philadelphia, PA

3 Planning

In the second phase of a service-learning experience, students work with community partners as they design and implement their service-learning project. In this phase, you and your students will determine the nature of the specific service to be provided, develop an action plan to integrate academic skills with the service project, reflect, and conduct progress monitoring.



Preparation

As you prepare students for a successful service-learning experience, be sure to always be watchful for opportunities to let students lead. Nurture youth voice throughout the experience, offering significant opportunities for students to make decisions about their project from start to finish. Your role as a teacher, and that of other community partners, is to guide effective decisions and offer resources and support to inform those decisions along the way.

Students Develop an Action Plan

Once students have fully explored the issue they want to address, they'll begin to shape their project. This strategic planning process guides students in planning and implementing a service-learning project within the instructional setting. Notice that the plan asks students to also consider the skills that they will learn and apply throughout this project, encouraging their active participation in improving and evaluating their academic performance. Transparency in the learning process will help increase student ownership in their learning, deepen understanding of the skills they are developing, and increase transfer of learning as students use these skills in new situations. This document will be a work in progress throughout the project, with additions and revisions to be made as students reflect upon and adapt their work to the realities of project implementation.

TIPS

Questions to guide instructional decisions during Planning:

What specific service will 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 students and the community?
- Will it successfully address the area that you measured to establish the baseline of the problem?

How will you facilitate student decision making about the specific type of service to be provided and the division of labor needed to implement the project?

- 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 (e.g., communicating with others, conducting experiments, 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?

What content standards and benchmarks will be met as students plan and provide the service?

- What civic goals will the project address?
- What civic knowledge, skills (e.g., informed decision making, listening, expressing opinions) and dispositions (e.g., tolerance, sense of responsibility for others, believing they can make a difference in the world) will be acquired?
- 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)?

How can you ensure that the community partners are part of the vision, planning, and preparation phases?

- How will community partners help facilitate youth voice and decision making?
- How will community partners be meaningfully engaged in ways that are mutually beneficial?
- What strategies will be used to maintain regular ongoing communication?

How will you weave reflection activities into this component?

What types of assessment will you use to determine progress toward meeting specific service-learning project goals and learning objectives while students work on this phase of the project?

Measure Progress

Challenges: Before a project begins, it's a good idea to think about any obstacles that might be encountered. Small details like getting permissions, arranging for buses, or encountering resistance to change may cause difficulties along the way. Thinking about each specific task in your list of steps and planning for solutions to obstacles before they occur can make your efforts more proactive.

Reflecting on Process

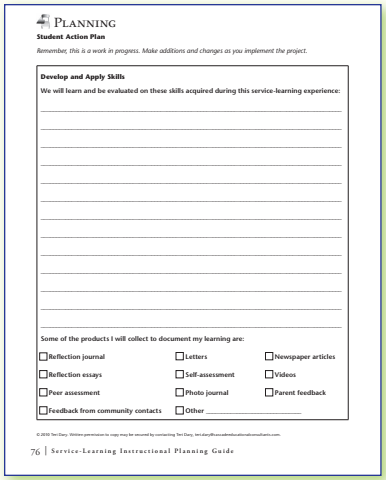
It's important to reflect not only on the progress you're making toward meeting the identified outcomes, but also to look at how you're getting there.

- How is your understanding of the knowledge and skills being taught in this unit increasing?
- What are some ways to show you are learning the skills identified?
- How are the skills you're learning connected to your service-learning project?
- How are you working collaboratively with your community partner?
- What are some ways you might communicate more effectively with your community partner and/or the community?
- How might your class work more effectively together?
- How can you increase your leadership and the leadership of others in your class?
- How are your views about your community changing?
- How can we take our work to the next level?
- What other changes might help solve this issue?
- Who else might we be able to get involved in our efforts?

- **Integrate Instruction**
  As preparation and planning proceed, design the instruction that supports the project and moves students toward mastery of the identified standards. The instructional strategies that will support skill development are woven into student exploration of the topic. As students develop skills, they will identify, plan, and implement their service-learning

Progress Monitoring

In one high school service-learning class, students established teamwork as a goal for a service-learning project in which they worked with children of prisoners. After students set the goals, they developed an assessment rubric that would determine how well each of the goals was being reached. Every few weeks, students assessed their individual and group efforts, then discussed how well they were doing, whether they were on target to reach their goals, whether the teamwork group process was working, and how they could improve. This self-monitoring led to establishing clear expectations, conflict-resolution skills, and more goal-driven behaviors.



PLANNING

Student Action Plan

Remember, this is a work in progress. Make additions and changes as you implement the project.

Develop and Apply Skills

We will learn and be evaluated on these skills acquired during this service-learning experience:

Some of the products I will collect to document my learning are:

- ☐ Reflection journal
- ☐ Letters
- ☐ Newspaper articles
- ☐ Reflection essays
- ☐ Self-assessment
- ☐ Videos
- ☐ Peer assessment
- ☐ Photo journal
- ☐ Parent feedback
- ☐ Feedback from community contacts
- ☐ Other _____

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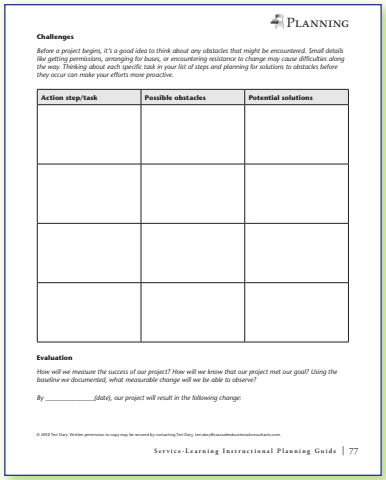
Student Worksheet, p. 76



PLANNING

Challenges

Before a project begins, it's a good idea to think about any obstacles that might be encountered. Small details like getting permissions, arranging for buses, or encountering resistance to change may cause difficulties along the way. Thinking about each specific task in your list of steps and planning for solutions to obstacles before they occur can make your efforts more proactive.

Action step/task	Possible obstacles	Potential solutions

Evaluation

How will we measure the success of our project? How will we know that our project met our goal? Using the baseline we documented, what measurable change will we be able to observe?

By _____(date), our project will result in the following change:

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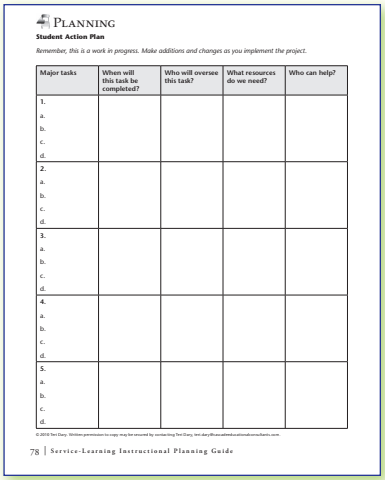
Student Worksheet, p. 77



PLANNING

Student Action Plan

Remember, this is a work in progress. Make additions and changes as you implement the project.

Major tasks	When will this task be completed?	Who will oversee this task?	What resources do we need?	Who can help?
1. a. b. c. d.				
2. a. b. c. d.				
3. a. b. c. d.				
4. a. b. c. d.				
5. a. b. c. d.				

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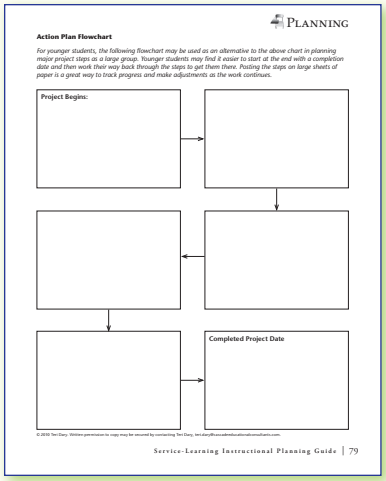
Student Worksheet, p. 78



PLANNING

Action Plan Flowchart

For younger students, the following flowchart may be used as an alternative to the above chart in planning major project steps as a large group. Younger students may find it easier to start at the end with a completion date and then work their way back through the steps to get them there. Posting the steps on large sheets of paper is a great way to track progress and make adjustments as the work continues.

Project Begins:

Completed Project Date

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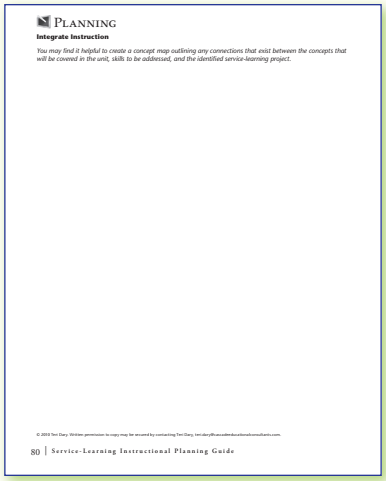
Student Worksheet, p. 79



PLANNING

Integrate Instruction

You may find it helpful to create a concept map outlining any connections that exist between the concepts that will be covered in the unit, skills to be addressed, and the identified service-learning project.

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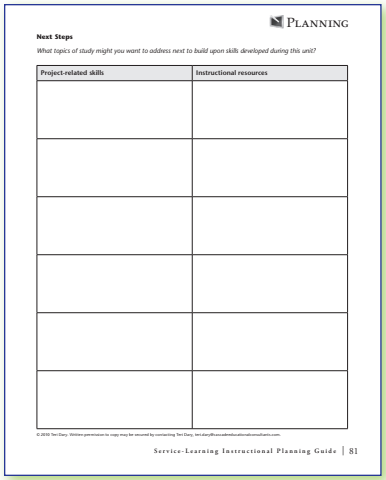
Teacher Worksheet, p. 80

project. This project may continue beyond the current unit of study, incorporating new skills acquired in subsequent units. Your role is to implement instruction that strengthens and facilitates students' work while allowing them to construct meaning and build their own skills. Always be on the lookout for opportunities to step back and let students take leadership roles. Youth ownership propels the project forward and develops students' leadership skills while engaging students in a rigorous, relevant learning process.



PLANNING

Next Steps

What topics of study might you want to address next to build upon skills developed during this unit?

Project-related skills	Instructional resources

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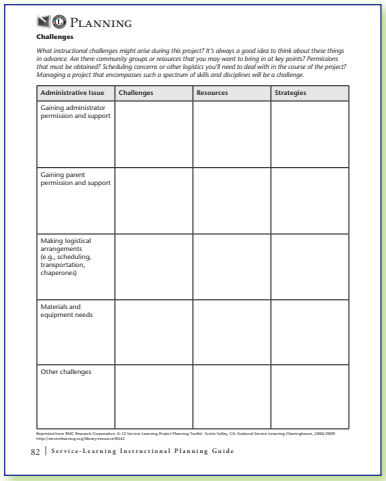
Student Worksheet, p. 81



PLANNING

Challenges

What instructional challenges might arise during this project? It's always a good idea to think about these things in advance. Are there community groups or resources that you may want to bring in at key points? Permissions that must be obtained? Scheduling concerns or other logistics you'll need to deal with in the course of the project? Managing a project that encompasses such a spectrum of skills and disciplines will be a challenge.

Administrative Issue	Challenges	Resources	Strategies
Gaining administrator permission and support			
Gaining parent permission and support			
Making logistical arrangements (e.g., scheduling, transportation, chaperones)			
Materials and equipment needs			
Other challenges			

Adapted from RMC Research Corporation, K–12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. http://servicelearning.org/library/resource/8542

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Student Worksheet, p. 82

Next Steps

What topics of study might you want to address next to build upon skills developed during this unit?

Use the chart on Student Worksheet, p. 79 as a guide to plan instruction that will support your students' project and meet your instructional goals as they carry out their Action Plan. You can add columns, such as a "Completed" or an "Assignments" column, so you can denote when instruction has been completed.

Challenges

What are the different instructional challenges that might arise mid-project? It's always a good idea to think about these things in advance. Are there community groups or resources that you may want to bring in at key points? Permissions that must be obtained? Scheduling concerns or other logistics you'll need to deal with in the course of the project? Managing a project that encompasses such a spectrum of skills and disciplines will be a challenge. Students will need strong organization and project management skills.

Weaving in Reflection

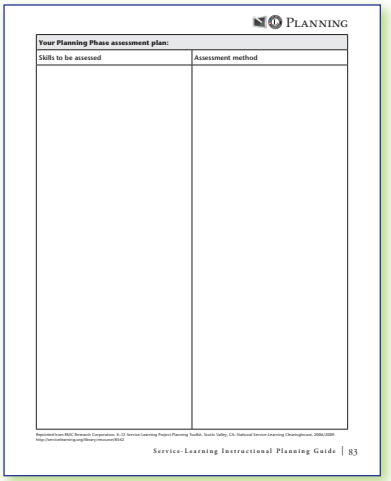
Remember that all phases of service-learning should have a reflection component. You can weave your reflection in as part of the investigation activities or you can reflect on progress at the end of the phase. Examples of reflection activities can be found on the National Service-Learning Clearinghouse website. 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 phase better?" The outer circle listens, and then summarizes what was said. The outer circle then responds to the question, "What would we tell 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 process they used to plan their service-learning project. Then ask them to list the steps they'd take to plan a vacation, buy a car, or plan a party, 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, and use the same sorts of assessments (how will you know you were successful?).

Progress Monitoring

How will you know you were successful in the Planning phase? What assessment tools will you use? You might consider using assessments such as a rubric to assess collaboration and group problem-solving skills, a peer or self-assessment of their group's action planning process, a checklist of steps completed, or asking students to write an essay about their plans for conducting a service project.



PLANNING

Your Planning Phase assessment plan:	
Skills to be assessed	Assessment method

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Service-Learning Instructional Planning Guide | 83

Teacher Worksheet, p. 83

Partnerships

In September of 2008 two teachers in Clintonville, Wisconsin, were continuing the yearly tradition of reading the local newspaper weekly to their third grade students. During the first weekly reading, the teachers and students came across a letter to the editor from a local resident. In the letter, the individual questioned why the time capsule buried at city hall in 1978 had not yet been dug up, though it was intended to be unearthed after twenty-five years. The students calculated that this project was five years overdue. Students spent the year working with City Council to dig up the capsule and engage the community in preserving their town history.

This project helped students learn 1) the process of citizen action, 2) the value of local history and the idea that local people have to care about their history in order to preserve it, 3) written communication skills, 4) knowledge of local government structure, 5) oral communication skills, 6) budgeting skills, and 7) calendar skills. Additionally, this project covered standards and benchmarks in social studies, language arts, and math. Finally, teachers noted that students learned to transfer skills from one setting to another through role-playing and successful skill attainment.

Before contacting community members, students participated in role-play situations to prepare them for the phone and in-person contacts they would be making in order to accomplish tasks. Students also came to realize that when you communicate well, such as writing a clear and organized letter asking for information, that that form of communication is successful and can be used in the future for similar purposes. The reward of their successful communication taught them the value of their methods. They not only have an awareness of communication methods, but they also have the tried and true skills to use those methods on their own.

The local radio station was happy to be one partner in the project. The project provided them a local "hot topic" to report on. They trained the Promotions Committee on how to make a radio commercial. A few local businesses joined in on the project when the class purchased decorations, ordered a cake, and designed the plaque for the site. The city of Clintonville's elected officials were important partners as the class shaped a shared vision for the project. Local business leaders came into the classroom and helped the Promotions Committee design and create media advertising. Communication was maintained via phone, email, and written correspondence. Partnerships were crucial to the success of this project!

Clintonville, WI

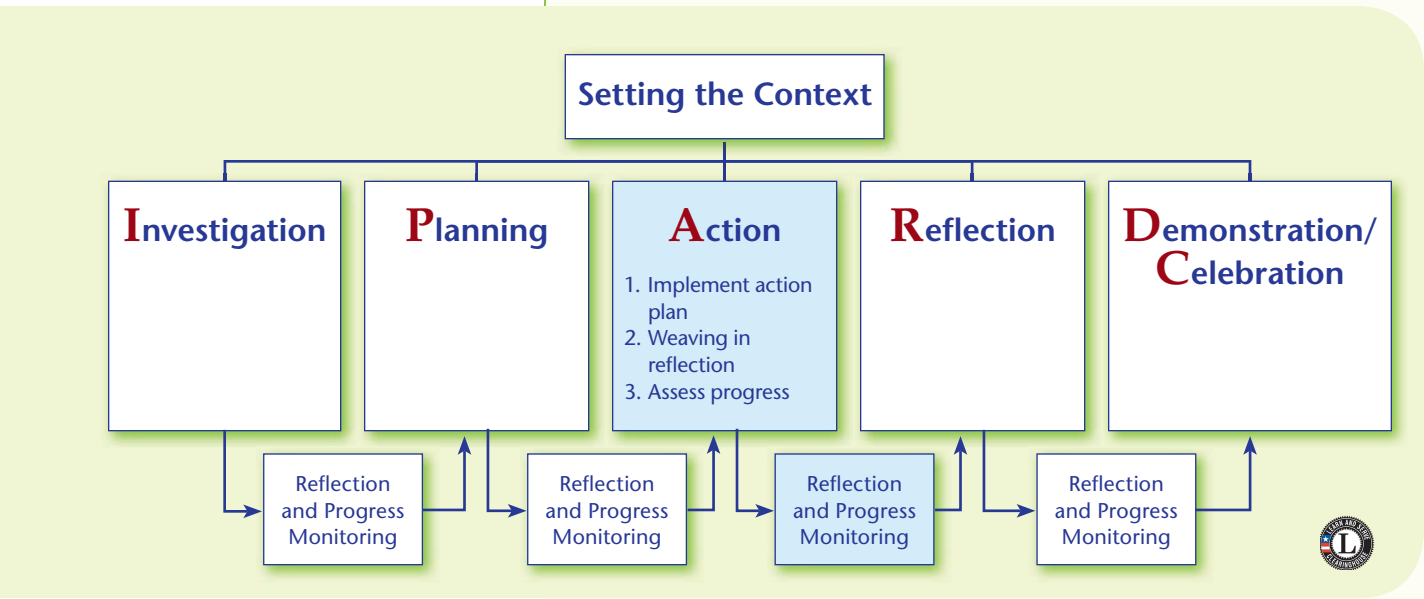
Fourth and fifth grade students decided to conduct a spring service-learning project that would benefit their local historical park. Some students customized and presented a play by a local author about the history of their area, while others served as tour guides for the park. To prepare students for the project, teachers engaged in several activities, including identifying the Virginia Standards of Learning in literacy, communications, history, and citizenship that the project would meet; forming partnerships with park staff, members of the historical society, and the original author of the historical play; planning lessons to teach students about the story, script writing, and public speaking; and familiarizing the children with the park. In collaboration with the service-learning coordinator, teachers also completed several logistical tasks, such as obtaining parent permission for park visits, scheduling transportation and chaperones, arranging a class visit from the author of the historical play, requesting parent assistance in making costumes, organizing children's storyboards, and writing a coherent script.

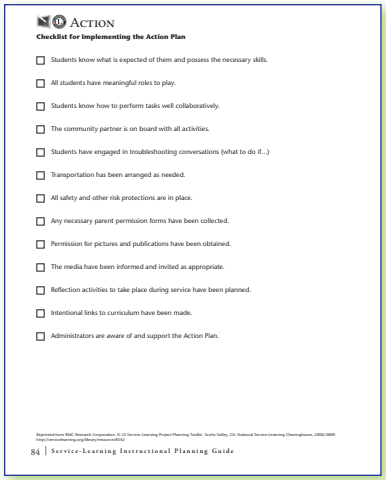
Planning

Wirtz, VA

4 Action

The Action phase is the culmination of all that students have learned through their service-learning experience thus far. This phase will typically intertwine with the Planning phase as students take steps to complete their project while continuing to monitor progress and make necessary revisions to their plans. It's important to guide students in carrying out tasks, collecting evidence, analyzing progress, and making adjustments so students develop critical skills in problem solving and decision making.





Action

Checklist for Implementing the Action Plan

- ☐ Students know what is expected of them and possess the necessary skills.
- ☐ All students have meaningful roles to play.
- ☐ Students know how to perform tasks well collaboratively.
- ☐ The community partner is on board with all activities.
- ☐ Students have engaged in troubleshooting conversations (what to do if...)
- ☐ Transportation has been arranged as needed.
- ☐ All safety and other risk protections are in place.
- ☐ Any necessary parent permission forms have been collected.
- ☐ Permission for pictures and publications have been obtained.
- ☐ The media have been informed and invited as appropriate.
- ☐ Reflection activities to take place during service have been planned.
- ☐ Intentional links to curriculum have been made.
- ☐ Administrators are aware of and support the Action Plan.

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Teacher Worksheet, p. 84

Implement Action Plan

Using the Action Plan developed by the group, students work together to revise, add details, and carry out identified tasks. Students will benefit from opportunities to make meaningful decisions throughout this process, and from ongoing reflection about their progress to develop and implement this plan.

Weaving in Reflection

Remember that all phases of service-learning should have a reflection component. During the Action phase, students should have many opportunities of varying types of activities 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 through deliberative dialogue, artistic means, or any of a multitude of different means. Examples of reflection activities can be found on the National Service-Learning Clearinghouse website (www.servicelearning.org). Sample reflection activities include:

- *Create a storyboard:* A storyboard is the device cartoonists, advertisers, and some novelists use to capture phases or tell the story that is unfolding. Students can storyboard their service-learning experience, reflecting on the planning, preparation, and specific action steps.

TIPS

Questions to guide instructional decisions during Action:

In direct service activities, students interact with recipients of service or the physical environment they have targeted for improvement.

- Given the issue identified, what types of direct service activity could the students perform?

In advocacy service activities, students try to address the underlying causes of a social problem by attempting to influence policy makers 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?

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?

How can you ensure that all students benefit from the service activities and that all students find them meaningful?

- How can you ensure that all students' capabilities are utilized in completing the service activity?
- How can you ensure that all students feel ownership of the process?
- How can you ensure that all students feel they are an important part of the project's success?

How can you ensure that all students understand and find mutual benefit with service recipients?

How will community partners contribute to the success of the service-learning experience?

- 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?

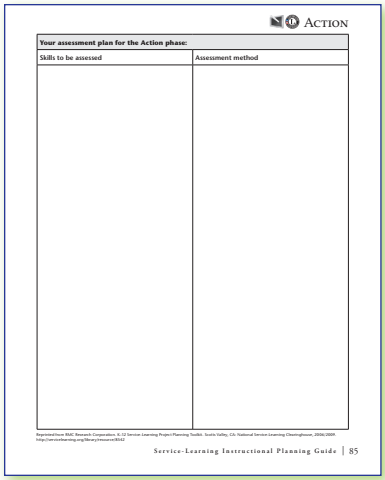
How will you address diversity issues within the service projects, both before, during, and after the service?

- How can you help students identify and analyze different points of view to gain an understanding of multiple perspectives?
- How can you help students understand and value diverse backgrounds of both those offering and receiving service?
- How can you help students recognize and overcome stereotypes?

How will you keep students engaged in the service over time?

How can you implement service-learning so that teachers and other adults also find the service fulfilling?

- *Make a mobile or create another type of metaphor:* Students are often asked to represent their thinking in different ways on tests. This reflection activity can be simple, such as asking, "What type of traffic sign does this experience bring to mind?" which may stimulate such answers as "Yield," "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 about their service-learning experience as a whole or by specific tasks. Use results to revise the next set of activities.



ACTION

Your assessment plan for the Action phase:	
Skills to be assessed	Assessment method

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Service-Learning Instructional Planning Guide | 85

Teacher Worksheet, p. 85

Progress Monitoring

How will you know you were successful in the Action phase? What assessment tools will you use? You might consider using assessments such as a checklist of steps students took to complete a task; peer, self, or community partner assessments; rubrics to assess students' effectiveness in carrying out tasks collaboratively, or documenting progress in a service-learning portfolio.

At a high school in Humble, Texas, seniors participate in a comprehensive, yearlong project that meets all the criteria for high quality service-learning. After participating in service-learning projects through 9th, 10th, and 11th grades, 12th grade students enroll in a Senior Seminar, a capstone service-learning course. During the fall semester, students identify and conduct research on a global social issue about which they feel passionate concern. During the second semester, they work in teams to develop and implement action plans that address the global issue. Action plans must build awareness of the issue, include research, address a community need, and be sustainable after the end of the school year. Specific requirements within the Senior Seminar include:

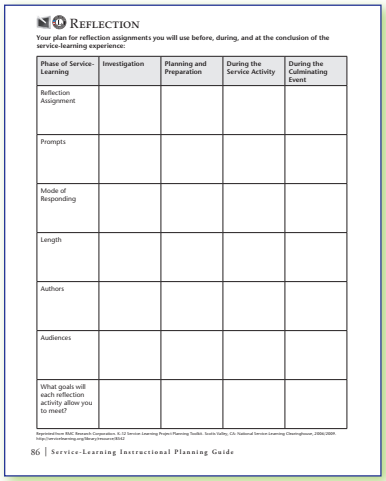
- a formal research paper;
- frequent advisory meetings;
- regular group meetings;
- three oral presentations, including a subtopic speech, social action speech, and a self-portrait (see below);
- reflection assignments, including a social action directory, project selection sheet specifying service-learning objectives mastered or practiced, project design sheet, and project evaluation sheet;
- a journal with at least one entry per week;
- a log of hours spent on designing, planning, implementing, and evaluating the project;
- analysis of group dynamics as they relate to workplace tools;
- a self-portrait completed in a format of the students' choice, including video, poetry, sculpture, painting, or another medium; and
- a portfolio including all of the research project components: academic samples from each discipline, the self-portrait, a wellness plan, career shadowing reflection, and a social action plan.

At the end of the year, students must give a formal presentation using multimedia in which they highlight their individual research and the project itself.

Action

Humble, TX

5 Reflection



Reflection

Your plan for reflection assignments you will use before, during, and at the conclusion of the service-learning experience:

Phase of Service-Learning	Investigation	Planning and Preparation	During the Service Activity	During the Culminating Event
Reflection Assignment				
Prompts				
Mode of Responding				
Length				
Authors				
Audiences				
What goals will each reflection activity allow you to meet?				

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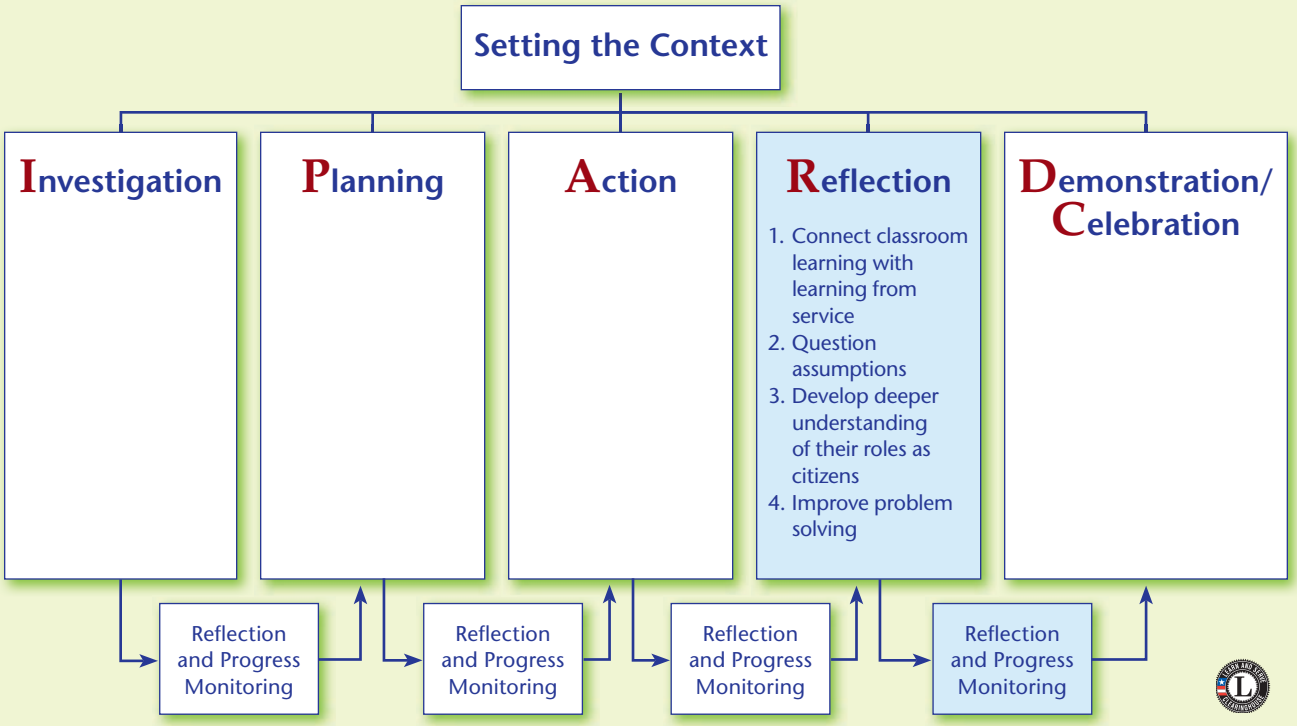
Teacher Worksheet, p. 86

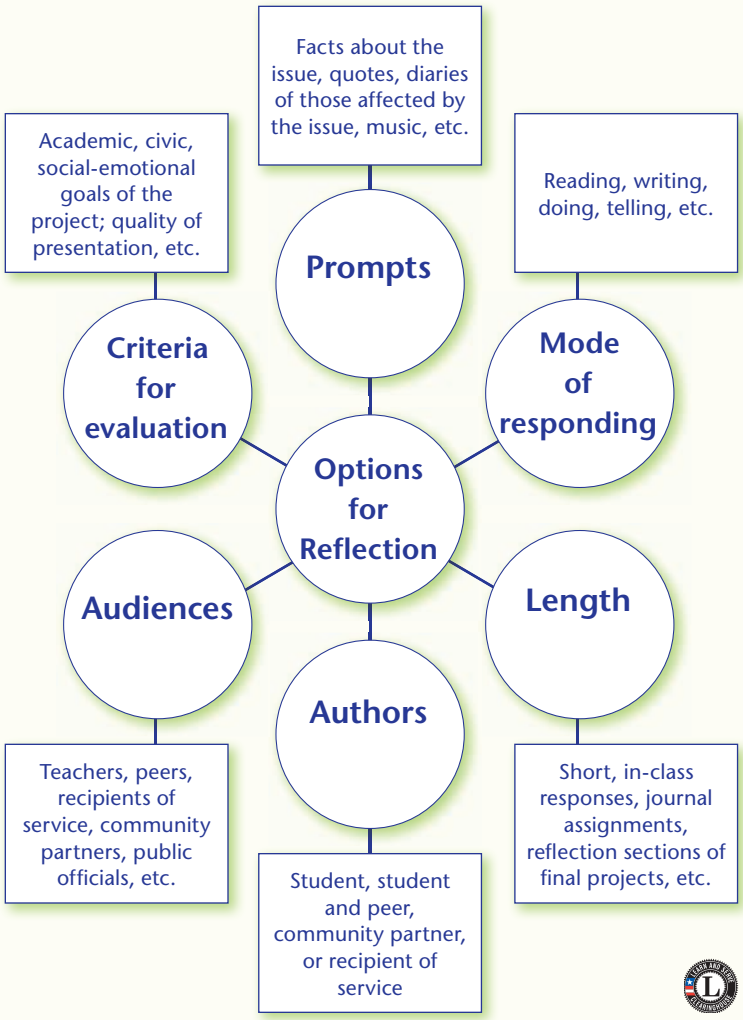
As previously discussed, reflection should be woven through each of the phases. In the reflection phase that occurs after the service, your goal is to name and solidify the learning. During this phase, reflecting on the service-learning experience can encourage your students to:

- Connect classroom learning with learning from service, giving both greater meaning;
- Question their assumptions both about the causes and solutions of social problems and about those different from themselves;
- Improve their problem solving skills; and
- Develop a deeper understanding of themselves and their responsibilities as citizens of a democratic society.



Multiple methods of reflection that challenge students to deepen their understandings are critical throughout the service-learning experience. Reflection should serve as a method for students to gather evidence about their progress toward identified goals as well as the process they are using to get there. A variety of activities should be used regularly, incorporating multiple intelligences (linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist) and using verbal, written, and nonverbal methods. Through reflection, students should be challenged to think deeply about their participation, their understanding of themselves and others, and analyze their relationship to society.

As the following diagram indicates, teachers can create a multitude of reflection activities by varying the elements in the design of the activity.



TIPS

Questions to guide instructional decisions during the Reflection phase:

- What reflection activities could you use to support the academic, civic, and social-emotional learning goals of the service-learning experience before, during, and after completion?
- If you plan to use discussion and journaling, are there forms of reflection you could use or encourage multiple modes of student response? For example, could your students write poetry or fiction about their projects, create paintings, sculpture, or dramatic pieces?
- 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?
- 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 a teacher to make it more authentic?

Diversity

In a collaborative service-learning project between Canterbury Elementary School in Greendale, Wisconsin, and Clarke Street Elementary School in Milwaukee, Wisconsin, fourth grade students partnered together to develop tutoring centers for younger students struggling academically. After initial needs assessments, students were introduced to each other via letter writing at the beginning of the year, and in December met in person. During that in-person meeting, students reviewed needs assessments and discussed the kind of service-learning project they were interested in working on together. Students chose the tutoring center idea and started planning. Over the course of the year, they continued to work together on this project, planned a walk-through to determine what the tutoring centers would look like, and finally, in the spring, launched their centers at both schools. This project brought together students from different backgrounds; Clarke Street School is a school located in the inner city where 97% of the students received free lunch; Canterbury is a suburban school where only about 5% of the students receive free lunch. The students come from completely different backgrounds; however, students do not see that. They saw their pen pals as their friends and as equal to themselves. The students became lifelong friends because of this project. They broke down the stereotypes that are often associated with inner-city schools. The students from both schools had to work with students from different backgrounds from themselves. They had to be respectful of each of their classmates' points of view on different things. The students did a great job of compromising and respecting each other. This project helped students overcome the stereotype that students in inner-city schools do not have as much as those in suburban schools. The students in this project worked together as children/students to work toward a common goal. The students completed interest inventories and work letters back and forth to each other so that they could truly get to know each other as individuals instead of just labeling their partner as "different."

Greendale, WI and
Milwaukee, WI

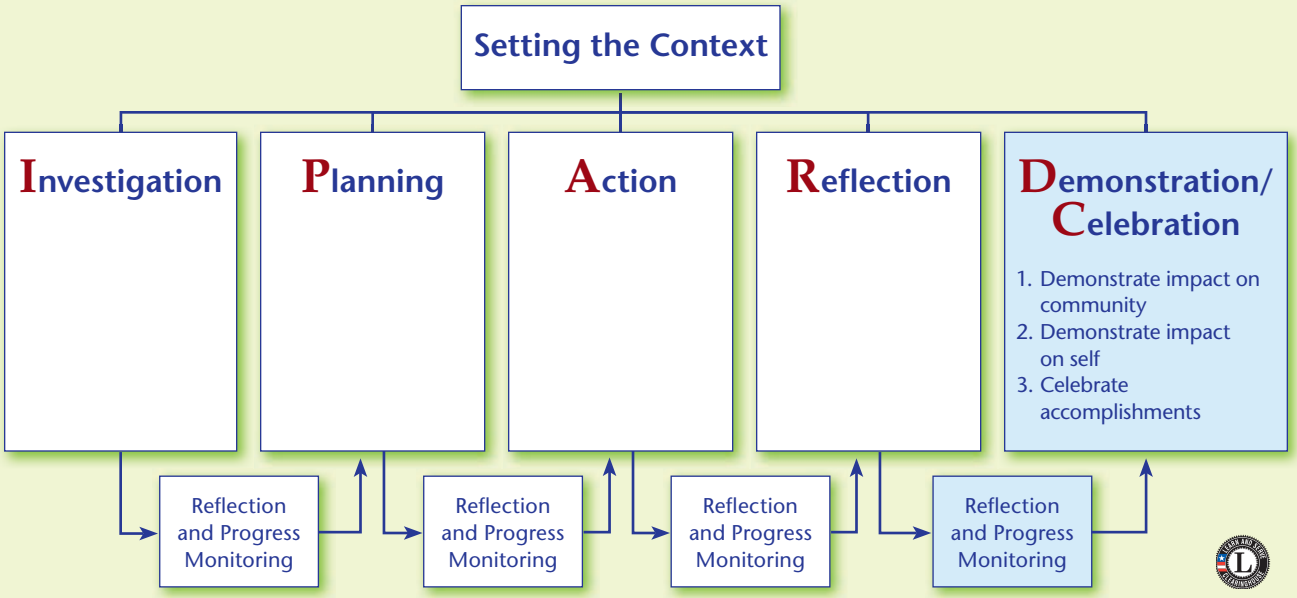
In the Miami-Dade district, the Bureau of Community Services hosts forums each spring for students and community members on issues of importance to the city. Forum topics from recent years have included proposed changes to Social Security law, the Miami Mayoral Election, health care, bullying, and fire safety. In the early part of the school year, students hear presentations by guest speakers from partner organizations associated with the issue, for example, the Gray Panthers. Throughout the year, they carry out an advocacy activity to address the forum topic, such as circulating petitions to preserve the Social Security system. At the forum, a team of students from each school presents their project. These presentations are followed by small group dialogues between students, community partners, and community members attending the forum. Finally, all participants write reflections in which they describe the highlight of the forum, what they learned, what they heard that made them think or surprised them, and what steps they could take next to inform government leaders and policy makers about their issue.

Reflection

Miami, FL

6 Demonstrate Outcomes and Celebrate

Take time to showcase your students' work through a school and/or community-wide event. The recognition will reinforce the skills students learned and celebrate their success. Consider hosting an assembly highlighting community-building work, a community fair showcasing projects, a pictorial essay in the newspaper, or a display in a public area such as a mall or public library. Critical to the success of this step is asking students to reflect on how they can demonstrate the impact they had on themselves and their community.



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 influential others how they impacted the community and how they themselves have changed as a result of their service-learning experience. 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 work. 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 issue. Finally, a high quality demonstration and celebration event engages participants in analyzing and developing potential future 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.

In preparing for the Demonstration/Celebration event, it is important to engage students in analyzing and preparing products that communicate the impact of their work on the community as well as on themselves personally. Using the baseline data obtained during Investigation, work with students to collect evidence of impact on themselves as well as on their community. Then determine which type of event will be most effective to share these outcomes with the broader community.

TIPS

Questions to guide instructional decisions during the Demonstration/ Celebration phase:

- Who should plan the demonstration and celebration and what roles and responsibilities will each participant have?
- What combination of demonstration and celebration activities would be the most meaningful for your students and community partners, and why? How will demonstration be paired with celebration to increase student efficacy?
- What plans for demonstration will best help all your students to meet the academic goals of the service-learning experience?
- 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?
- Which options for Demonstration/Celebration would contribute most to your students' civic and social-emotional learning? Which options would contribute most to the community?
- How will you evaluate the success of the demonstration and celebration events and engage in continuous improvement?

Teachers have several options for Demonstration/Celebration events, including:

Demonstrating Impact on the Community

- Measurement on a neighborhood quality index
- Poster exhibition
- Showcase
- Portfolio fair
- Development of products such as PowerPoints, oral presentations, websites, videos, booklets, before/after pictures of the community
- Testimonials by service recipients

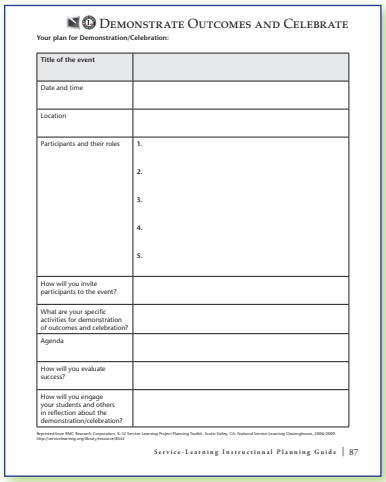
Demonstrating Impact on Self

- Self-portraits
- Autobiographies
- Storyboards
- Pre/post measures of knowledge, skills, and behaviors
- Evaluation of student work by experts, community partners, recipients of service, or panels of judges
- Sharing insights through issue forums

Celebrating Accomplishments

- Recognition at a school-wide ceremony
- Awards
- Tour of the service site to observe progress
- Letters of recognition from community partners, elected officials, etc.
- Service credits on student transcripts
- Creation of a fund to support future service around the issue
- Recognition during a traditional ceremony such as graduation

The purpose of the template Teacher Worksheet p. 85 is to help plan a final event that honors students' achievements, allows them to share what they learned and the impact on the community, and build on their service-learning for the future.



DEMONSTRATE OUTCOMES AND CELEBRATE

Your plan for Demonstration/Celebration:

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

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Teacher Worksheet, p. 87

At WM. H. Turner Technical Arts High School, teachers Chris Kirchner and Jose Ugarte, who work with seniors in the school's Academy of Information Technology and Entrepreneurship, assign a service-learning project designed to improve students' writing ability, information technology skills, and civic dispositions and competencies. Early in the year, groups of students select a particular social issue (in 2003-04, for example, issues ranged from AIDS in Africa, to Miami's civil rights movement, to Social Security). Students investigate the issue, and their research provides the basis for an interview that is conducted with local volunteers and/or community activists. At the same time, students gather documents (e.g., newspaper articles, historical images) related to their issue. Research findings, videotapes of the interviews, and excerpts of documents are woven into a documentary, and the documentaries are refined and presented at a culminating event that includes students, teachers, interview subjects, senior citizens, district administrators, and the district's service-learning staff. Students begin their presentations by acknowledging what they learned from the interview subjects and their project. For example, a student who had interviewed a civil rights volunteer commented, "I learned that history is all around us. It's not just something in books, but it's all around us. We just need to unlock it." Documentaries are shown. At the end of the presentations, in keeping with tradition, students from each group "pass their project on" to a younger student to "keep the legacy going" and donate their videos to an archive in the library for community use.

Demonstration/ Celebration

Miami, FL

Resources and References

Complete Student and Teacher Worksheets

The following pages contain the complete collection of worksheets to guide you and your students in planning and implementing a high quality service-learning experience.

Setting the Context

Unit Description:	
Key Performance Standards to be Addressed	
Number	Standard

Related Performance Standards from other subject areas		
Subject	Number	Standard

Civic Goals	
Civic Knowledge	
Civic Skills	
Civic Attitudes and Values	

Character and Social Skills	

Career Skills	

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http://servicelearning.org/library/resource/8542

List the essential and unit questions to be addressed in this unit.

1.

2.

3.

Assessment Plan			
	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.)*		
Skills to be Mastered	**Formative**	**Benchmark**	**Summative**

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http://servicelearning.org/library/resource/8542

Investigation

After students have reached consensus on a community need to address, guide them in creating a vision statement for their work.

Envision Change

We will help make our community of _____ *become a place where*

_____

_____

_____

_____

_____

_____

_____

_____

_____.

This civic outcome is important to us because it will _____

_____

_____

_____

_____

_____

_____

_____

_____.

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Establishing a Baseline	
Our baseline statement:	Sources of Evidence:

Identify three alternative solutions to consider in addressing this need.

1.

2.

3.

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http://servicelearning.org/library/resource/8542

Investigation

Criteria to use in evaluating the viability of each alternative solution:

Saleable: *Can you convince others this is a good idea?*

Affordable: *Is the cost reasonable? Will you be able to get the necessary funding?*

Workable: *Is it an appropriate solution and are we able to do it?*

Effective: *Will it be likely to meet our identified need?*

Rating system: 3 = Good or high 2= Okay 1= Low or poor

Alternative Solution	Saleable	Affordable	Workable	Effective	Total	Justification

The solution we think will best address this issue and help us achieve our vision is:

_____.

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Your Investigation assessment plan:	
Skills to be assessed	**Assessment method**

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http://servicelearning.org/library/resource/8542

Planning

Student Action Plan

Remember, this is a work in progress. Make additions and changes as you implement the project.

Develop and Apply Skills

We will learn and be evaluated on these skills acquired during this service-learning experience:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Some of the products I will collect to document my learning are:

- ☐ **Reflection journal**
- ☐ **Letters**
- ☐ **Newspaper articles**
- ☐ **Reflection essays**
- ☐ **Self-assessment**
- ☐ **Videos**
- ☐ **Peer assessment**
- ☐ **Photo journal**
- ☐ **Parent feedback**
- ☐ **Feedback from community contacts**
- ☐ **Other** _____

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Challenges

Before a project begins, it's a good idea to think about any obstacles that might be encountered. Small details like getting permissions, arranging for buses, or encountering resistance to change may cause difficulties along the way. Thinking about each specific task in your list of steps and planning for solutions to obstacles before they occur can make your efforts more proactive.

Action step/task	Possible obstacles	Potential solutions

Evaluation

How will we measure the success of our project? How will we know that our project met our goal? Using the baseline we documented, what measurable change will we be able to observe?

By _____(date), our project will result in the following change:

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Planning

Student Action Plan

Remember, this is a work in progress. Make additions and changes as you implement the project.

Major tasks	When will this task be completed?	Who will oversee this task?	What resources do we need?	Who can help?
1. a. b. c. d.				
2. a. b. c. d.				
3. a. b. c. d.				
4. a. b. c. d.				
5. a. b. c. d.				

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Action Plan Flowchart

For younger students, the following flowchart may be used as an alternative to the above chart in planning major project steps as a large group. Younger students may find it easier to start at the end with a completion date and then work their way back through the steps to get them there. Posting the steps on large sheets of paper is a great way to track progress and make adjustments as the work continues.

Project Begins:

Completed Project Date

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Planning

Integrate Instruction

You may find it helpful to create a concept map outlining any connections that exist between the concepts that will be covered in the unit, skills to be addressed, and the identified service-learning project.

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Next Steps

What topics of study might you want to address next to build upon skills developed during this unit?

Project-related skills	Instructional resources

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Challenges

What instructional challenges might arise during this project? It's always a good idea to think about these things in advance. Are there community groups or resources that you may want to bring in at key points? Permissions that must be obtained? Scheduling concerns or other logistics you'll need to deal with in the course of the project? Managing a project that encompasses such a spectrum of skills and disciplines will be a challenge.

Administrative Issue	Challenges	Resources	Strategies
Gaining administrator permission and support			
Gaining parent permission and support			
Making logistical arrangements (e.g., scheduling, transportation, chaperones)			
Materials and equipment needs			
Other challenges			

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Your Planning Phase assessment plan:	
Skills to be assessed	**Assessment method**

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Action

Checklist for Implementing the Action Plan

- ☐ Students know what is expected of them and possess the necessary skills.
- ☐ All students have meaningful roles to play.
- ☐ Students know how to perform tasks well collaboratively.
- ☐ The community partner is on board with all activities.
- ☐ Students have engaged in troubleshooting conversations (what to do if…)
- ☐ Transportation has been arranged as needed.
- ☐ All safety and other risk protections are in place.
- ☐ Any necessary parent permission forms have been collected.
- ☐ Permission for pictures and publications have been obtained.
- ☐ The media have been informed and invited as appropriate.
- ☐ Reflection activities to take place during service have been planned.
- ☐ Intentional links to curriculum have been made.
- ☐ Administrators are aware of and support the Action Plan.

Reprinted from RMC Research Corporation. K–12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009.
http://servicelearning.org/library/resource/8542

Your assessment plan for the Action phase:	
Skills to be assessed	Assessment method

Reprinted from RMC Research Corporation. K–12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009.
http://servicelearning.org/library/resource/8542

Reflection

Your plan for reflection assignments you will use before, during, and at the conclusion of the service-learning experience:

Phase of Service-Learning	Investigation	Planning and Preparation	During the Service Activity	During the Culminating Event
Reflection Assignment				
Prompts				
Mode of Responding				
Length				
Authors				
Audiences				
What goals will each reflection activity allow you to meet?				

Reprinted from RMC Research Corporation. K–12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. http://servicelearning.org/library/resource/8542

Demonstrate Outcomes and Celebrate

Your plan for Demonstration/Celebration:

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

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http://servicelearning.org/library/resource/8542

Teacher Reflections

Reflecting on the service-learning experiences you provide for your students is an important step in continuing to grow and deepen your practice. In addition to being more satisfying professionally, becoming a more effective practitioner will result in increased academic, civic, and social-emotional outcomes for your students. Use the pages that follow and the Rubric for Continuous Improvement of the Service-Learning Experience to reflect on your practice.

Date _____ Issue Addressed _____

Subject and Unit Content _____

What strategies did I use that were most effective in the IPARDC process?

Which of the National Standards for Quality Service-Learning Practice did I incorporate into this experience the best?

Which standards do I still need to improve?

What would I do differently if I were to implement this same experience over again?

What am I most proud of about this service-learning experience?

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Teacher Reflections

Date _____ Issue Addressed _____

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What am I most proud of about this service-learning experience?

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Notable State Education Agency Service-Learning Websites

Wisconsin Department of Public Instruction
http://dpi.wi.gov/fscp/slhmpage.html
DPI's service-learning page offers resources for both administrators and teachers, including funding opportunities, presentation and Internet resources, service-learning publications and research, and examples of service-learning projects.

State Education Agency K-12 Service-Learning Network
www.seanetonline.org

Arizona Department of Education
http://www.learnandservearizona.com

California Department of Education
http://www.cde.ca.gov/ci/cr/sl/districttools.asp

Colorado Department of Education
http://www.cde.state.co.us/servicelearning

Florida Learn and Serve
http://www.fsu.edu/~flserve/sl/sl.html

Learn and Serve Hawaii
http://www.k12.hi.us/~svclearn/theoretical.htm

Idaho Department of Education
http://www.sde.idaho.gov/site/learn_serve/service_learning.htm

Illinois State Board of Education
http://www.isbe.net/curriculum/service_learning/html/resources.htm

Indiana Department of Education
http://www.doe.in.gov/servicelearning

Maryland State Department of Education
http://www.marylandpublicschools.org/MSDE/programs/servicelearning

Massachusetts Department of Elementary and Secondary Education
http://www.doe.mass.edu/csl

New York State Department of Education
http://www.highered.nysed.gov/kiap/precoll/service_learn/home.html

Oregon Department of Education
http://www.ode.state.or.us/pubs/eii/servicelearningbrief.pdf

Washington Office of Superintendent of Public Instruction
http://www.k12.wa.us/LearnServe/pubdocs/DistrictPlanningGuide.pdf

Additional Resources

Center for Social-Emotional Education
http://www.schoolclimate.org
The Center for Social-Emotional Education promotes the development of a positive and sustained school climate. The website features resources to guide districts through the process of improving school climate, including the Comprehensive School Climate Inventory, National School Climate Standards, and background information in policy, research, and professional development.

Cesar E. Chavez Foundation
http://www.chavezfoundation.org
The mission of the Cesar E. Chavez Foundation is to maximize human potential to improve communities by preserving, promoting, and applying the legacy and universal values of civil rights leader Cesar E. Chavez. This site provides access to a variety of curricular tools, project planning materials, and examples of service-learning experiences.

Compendium of Assessment and Research Tools (CART)
http://cart.rmcdenver.com/
The Compendium of Assessment and Research Tools (CART) is a database that provides information on instruments that measure attributes associated with youth development programs. CART includes descriptions of research instruments, tools, rubrics, and guides, and is intended to assist those who have an interest in studying the effectiveness of service-learning, safe and drug-free schools and communities, and other school-based youth development activities.

Corporation for National and Community Service (CNCS)
http://www.nationalservice.gov
CNCS is the nation's largest grant maker supporting service and volunteering. Through Senior Corps, AmeriCorps, and Learn and Serve America programs, the agency provides opportunities for Americans of all ages and backgrounds to engage in service while addressing critical community needs. The CNCS website provides information on all of its programs, including grant opportunities, and resources on volunteerism, service-learning, and community service.

Eyler, J., Giles, D., & Schmiede, A. A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflection. Nashville, TN: Vanderbuilt University, 2009.
http://servicelearning.org/library/resource/2228
This guide is a resource for anyone seeking to use critical reflection in service-learning. Drawing upon student testimony on successful reflection, it assists in developing reflection activities for service-learning courses or programs. The authors discuss ways to reflect and learn suited to different learning styles, such as the activist, reflector, theorist, and pragmatist learning styles. Various reflection activities are covered, including reading, writing, doing, and telling. The book includes a reflection bibliography, reflection guides and handbooks, and an interview guide.

GoToServiceLearning
www.gotoservicelearning.org
GoToServiceLearning presents examples of best practice service-learning experiences meeting state-mandated academic standards, each uploaded onto the site according to an easy-to-use searchable template. Here, you will 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. Lesson plans are categorized by topic, academic content, grade level, target population, duration, setting, and place of impact.

England, J., and Spence, J. Reflection: A Guide to Effective Service-Learning. National Dropout Prevention Center, 1999.
This book explores reflections on the process of learning and ways to help facilitate that learning. Reflection on experience is what makes service-learning unique in the world of volunteerism and community service. By focusing on what participants can learn by reflecting on meaningful service, service-learning programs help develop self-directed learners who seek to better understand themselves, others, and the world at large.

Kaye, C.B. The Complete Guide to Service-Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action. Minneapolis, MN: Free Spirit Publishing, 2004.
Containing dozens of activities, ideas, and resources, The Complete Guide to Service-Learning can help teachers engage their students in reaching out and giving back. Author and internationally known service-learning expert Cathryn Berger Kaye presents service-learning—its importance, steps, essential elements, and challenges—within a curricular context.

KIDS Consortium

http://www.kidsconsortium.org

KIDS (Kids Involved Doing Service-Learning) is a nonprofit organization that serves schools and community organizations throughout the country. KIDS staff train and assist teachers, administrators, and community partners as they work with K-12 students to identify, research, and address real community challenges. This site contains information on sample service-learning projects, grant opportunities, and professional development services, among various other publications and resources.

National Issues Forum

http://www.nifi.org/

National Issues Forums (NIF) is a nonpartisan, nationwide network of locally sponsored public forums for the consideration of public policy issues. These forums, organized by a variety of organizations, groups, and individuals, offer citizens the opportunity to join together to deliberate, to make choices with others about ways to approach difficult issues, and to work toward creating reasoned public judgment. Forums range from small or large group gatherings similar to town hall meetings, to study circles held in public places or in people's homes on an ongoing basis. NIF forums are an excellent tool to lead your students through an investigation process during the service-learning experience. Hundreds of issue briefs are available for free download on the NIF website.

National Service-Learning Clearinghouse

http://www.servicelearning.org

Learn and Serve America's National Service-Learning Clearinghouse (NSLC) supports the service-learning community in higher education, kindergarten through grade twelve, community-based initiatives and tribal programs, as well as all others interested in strengthening schools and communities using service-learning techniques and methodologies. The website features fact sheets, sample lesson plans, an extensive resource library, and information on national initiatives related to service-learning.

National Youth Leadership Council

http://www.nylc.org

NYLC's website provides resources from the essentials of service-learning to an extensive database of resources, tools, project examples, and articles. It offers the opportunity to join a network of service-learning schools and districts from across the country. NYLC hosts the National Service-Learning Conference; the largest annual gathering of people interested in service-learning.

Paul Coverdell World Wise Schools Service-Learning Rubric

http://www.peacecorps.gov/wws/educators/lessonplans

The resources available through the Coverdell World Wise Schools program of the Peace Corps range from lesson plans and rubrics to articles and publications. Additionally, the Correspondence Match program puts classrooms in touch with current Peace Corps Volunteers. You'll find innumerable lessons about cultures and countries worldwide, free cross-cultural publications, award-winning videos, stories, folk tales, classroom speakers, and more.

Schumer Self-Assessment for Service-Learning

http://servicelearning.org/library/resource/3676

This self-assessment helps practitioners gather information to improve their service-learning initiatives. The assessment is divided into the following sections: culture and context, philosophy and purpose, policy and parameters, practice and pedagogy, and assessment and accountability. The self-assessment is divided into two parts. Part I is a twenty-three question rapid assessment designed to provide a quick analysis of an initiative's strengths and weaknesses. Part II provides the opportunity to focus attention on specific components of the Part I general questions.

Service-Learning and Assessment: A Field Guide for Teachers
http://servicelearning.org/library/resource/1727
This comprehensive guide for teachers on assessing service-learning, assessment planning, rubrics for looking at student products, KWLs and Anchor tasks, inviting students into the process, how service-learning can demonstrate standards, and planning and reflection tools.

References

RMC Research Corporation. *K-12 Service-Learning Project Planning Toolkit.* Scotts Valley, CA: National Service-Learning Clearinghouse, 2006.

Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes, Excerpted from "Growing to Greatness 2007". Available from the NYLC Resource Center at www.nylc.org. © 2007 National Youth Leadership Council. All Rights Reserved.

K-12 Service-Learning Standards for Quality Practice, National Youth Leadership Council, 2008.

High Quality Instruction That Transforms

A Guide to Implementing Quality Academic Service-Learning

Wisconsin Department of Public Instruction | Tony Evers, State Superintendent | dpi.wi.gov