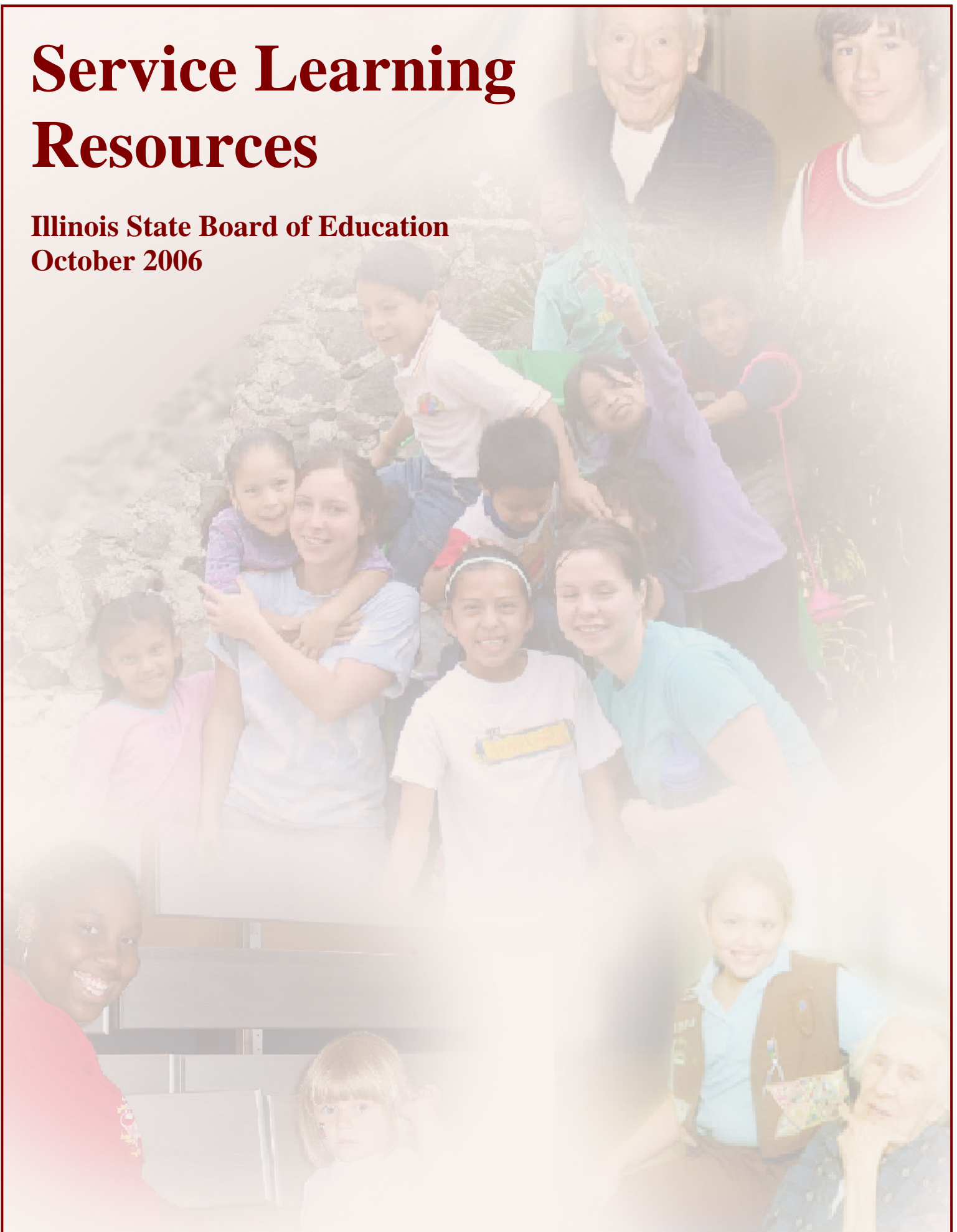


# Service Learning Resources

Illinois State Board of Education  
October 2006



## **What is Service Learning?**

**An innovative teaching and learning methodology which integrates curricular concepts and community service in order to enrich learning through practical application, teach civic responsibility, encourage critical thinking, and strengthen communities.**

Adapted from National Commission on Service Learning and Minnesota Department of Education

- Service learning is applicable and effective in all disciplines and at all grade levels.
- Service learning is a successful form of teaching all groups of students.
- Service learning is NOT indentured servitude or mandatory volunteerism
- Service learning is encouraged, allowed and supported by the No Child Left Behind Act in Titles I, III, IV, V and VII. Title V specifically provides the opportunity for federal funding for service learning.

## **The Importance of Service Learning**

“An education that teaches you to understand something about the world has done only half of the assignment. The other half is to teach you to do something about making the world a better place.”

Johnetta Cole, Former President, Spelman College

"Our community believes that high stakes testing and student achievement are important. As a community, we also want to focus on leadership, character, and civic development. Service learning lets us do it all"

Beverly Hiott, Service-Learning Coordinator, Spring Valley, SC

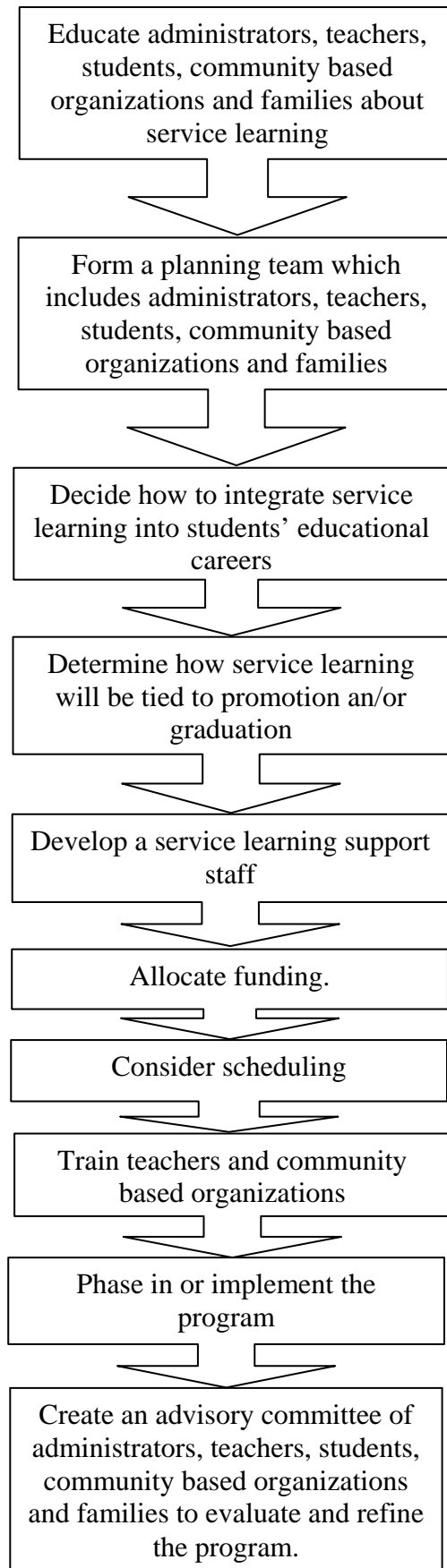
### **Service learning has been shown to**

- reduce student disengagement
- increase motivation
- improve students' sense of responsibility
- provide a real-life context for learning and show students the practical importance of what they are learning in school
- prepare students for citizenship, thereby promoting the public purposes of education
- improve higher level thinking skills
- increase academic achievement including grade-point average and standardized test scores
- develop students' intrapersonal skills
- reduce student violence and sexual activity
- strengthen student's future careers through exploration of different fields and development of workplace skills
- increase community support for schools

## **Best Practices Implementing a Service Learning Program**

- Execute a public education campaign, focusing on administrators, teachers, students, families and community based organizations (CBOs) prior to planning a service learning program. Continue this campaign throughout implementation of the program.
- Involve all affected parties – administrators, teachers, students, families and CBOs – in the planning process.
- Structure service learning to be an integrated, intentional part of the curriculum. Focus on service learning as a process which naturally takes place in the classroom throughout a student's education, not as a requirement of a certain number of service hours.
- Emphasize sustained and committed service. Develop a program which has students work in-depth on one project rather than briefly on multiple projects.
- Make service learning a commitment and a priority at the administrative level
- Provide adequate support for teachers in the form of professional development, funding, flexible scheduling and service learning support staff at the district and school level.
- Form strong community partnerships.
- Recognize that service learning is an effective way to meet many state learning standards. Provide schools and teachers with examples of how to integrate learning standards and service learning

## Implementing a Service Learning Program



## Planning and Development Guide Service Learning Program

Service learning affects a wide array of people, groups and organizations. Each of these parties plays a crucial role, and their support is necessary for service learning to be effective.

- *Administrators* are responsible for providing support to teachers and schools. This support can come in the form of funding, transportation, training, and flexibility. Without this support, service learning is very difficult to implement.
- *Teachers* are a key vehicle for service learning. It is the teacher who will actually implement service learning in the curriculum and lead students through the various steps which make service learning an effective learning experience.
- *Students* are one of the main reasons for benefactors of a service learning program. They are given a great amount of the responsibility for carrying out service learning projects. A service learning program needs to be designed so that students can succeed within its framework
- *Families* play a key role in all aspects of students' education. In service learning, as with all other aspects, their support is crucial.
- *Community Based Organizations* provide the context in which service learning occurs. Without CBOs to act as partners, a service learning program cannot function. Properly trained, enthusiastic CBOs add an important dimension to service learning. CBOs can also be a source of funding, training and transportation.

To ensure that these parties support service learning it is important to educate them about what service learning is and involve them in the planning process.

- *Administrator* education should focus on the fact that service learning is an effective teaching and learning strategy which can raise test scores and improve school environments, not simply a method of encouraging volunteerism.
- *Teacher* education should focus on assuring teachers that service learning is not an added duty or an additional curricular requirement, but a new method of carrying out existing requirements. Teachers should receive guidance to aid them in integrating learning standards into a service learning curriculum. Teacher education could take the form of conferences, in-services and informational literature.
- *Student* education should convey to students their role in service learning and the ways in which service learning will enhance their education. Students should be given a clear understanding of the difference between volunteerism and service learning. Student education could take the form of informational literature and service learning orientations.
- *Family* education should relay the difference between service learning and volunteerism. It should illustrate the ways in which service learning will enhance students' education. It should also make clear what will be required of students in

- a service learning program. Family education could take the form of informational literature, service learning orientations and discussion forums.
- *Community Based Organization* education should make clear the difference between service learning and volunteerism. It should emphasize how service learning will benefit CBOs and clarify the role CBOs will play. CBO education could take the form of informational packets sent out to all area CBOs which include an interest survey to gauge the willingness of CBOs to become involved in a service learning program. Interested CBOs should receive further training before the program is implemented.

After all parties have been educated, actual planning for a service learning program can begin. Assemble a group of administrators, teachers, students, families and CBOs to serve as a planning committee.

Service learning programs can take on many forms. The ideal format of a service learning program depends on the unique needs and resources of a school or district. However, several overriding guidelines apply to all programs.

- The experience of performing service does not, on its own, lead to learning. It is important that service learning programs be designed within the context of a classroom so that teachers can facilitate the process and ensure learning.
- Service learning can be done in the form of class-wide projects or individual projects, but should not take the form of requiring students to complete a certain number of service hours and expecting them to do so independently. The process should be guided by a teacher at every step.
- Service learning should be used as a means of meeting state learning standards.

With these guidelines in mind, the planning committee can begin to make decisions which will shape the service learning program

- Decide how to integrate service learning into students' educational careers.
  - An effective method is to set a certain number of service learning hours or projects which must be integrated into various classes at each grade level. These classes should be those that are taken by all students to ensure that all students receive the service learning experience. Teachers then become responsible for implementing appropriate projects.

For example,

5th grade - (15 hours)

6th grade - interdisciplinary team project (20 hours)

7th grade - interdisciplinary team project (20 hours)

8th grade - interdisciplinary team project (20 hours)

9th grade - U.S. Government (20 hours)

10th grade - English (15 hours)

11th grade - science (15 hours)

- Another option is to provide a course - elective or required - which focuses solely on an individual service learning project. Students in this course would develop and carry out their own project. Course requirements might include a research paper on the background of the project, an oral presentation, analysis of data and a final product which

details concepts and skills learned. All steps of this process would be facilitated by the course instructor.

- Determine how service learning will be tied to promotion and/or graduation
  - Determine the total number of hours required for graduation/promotion and ensure that these hours are built into the curriculum. Service learning should be a part of school curriculum, not an outside requirement.
  - Account for students who transfer into the school or district
  - Decide what will happen if a student passes a course with a built in service learning component, but fails the service learning component itself.
  - Determine who will keep track of student's completion of requirements.
- Put together a service learning support staff at the district and school level.
  - The size of a school district will dictate the best structure of this support staff in terms of the responsibilities and placement. In all cases, it is important to have staff members at each level.
  - District level:
    - The Service Learning Director for a district should be no more than two direct reports away from the superintendent.
    - Larger districts may want to employ an overall director, and directors for both components of service learning (a community involvement director and a learning director).
    - If funds allow, it is beneficial to have a staff member in charge of grants.
    - The district level staff should
      - train school level service learning staff and teachers
      - work with an advisory committee (same structure as the planning committee) to evaluate and improve the program
      - develop community partnerships
      - seek funding
      - align service learning with state standards
      - oversee and be a source of support for school level staff
  - School level
    - If funds allow, each school should have a service learning coordinator that provides support for teachers. This person should
      - work with teachers to develop their projects
      - educate and guide teachers in implementation of service learning
      - take care of teachers' logistical needs
      - depending on services provided at the district level, work with CBOs and apply for grants.
    - If there is not funding for a service learning coordinator at each school, lead teachers or master teachers who have experience in service learning may serve in the Service Learning Coordinator capacity part time. In this case, more support would need to be provided at the district level
    - Teachers cannot, by themselves, take care of all of the details of a service learning project while running a classroom. School level



support staff is necessary so that teachers are not overburdened by a service learning program.

- Allocate funding for
  - support staff
  - training and professional development
  - grants for individual school projects
- Consider scheduling. Block scheduling is the format most conducive to service learning. If block scheduling is not an option, make scheduling flexible enough to accommodate projects that require time periods longer than the typical class.

Once decisions have been made, and the framework for the program has been laid out, take steps to ensure that implementation will be a smooth process.

- Train teachers and service learning staff **BEFORE** the program is implemented. It may be beneficial to phase-in the program. Train select teachers and have them implement service learning in their classes. The next year, these teachers can serve as lead teachers and mentor another set of teachers who go through training and implementation. Ideally, lead teachers should either volunteer to serve in this capacity or receive a stipend.
- Conduct an orientation for interested CBOs to assist them in becoming effective service learning partners.

Implement the program. Continue training and education of teachers, students, families, and CBOs for the duration of the program.

The planning committee can now become an advisory committee. This committee should evaluate and refine the program regularly.

## **Best Practices Conducting a Service Learning Project**

- Develop the project thoroughly, being sure to tie it to classroom activities, student interest, state standards and then needs of the community.
- Formulate clear curricular objectives which the project will meet.
- Identify a clear community need to which project will make a genuine, committed contribution.
- Communicate goals, objectives and expected roles to all involved parties.
- Involve students in all stages of the process. In doing so, require students to develop responsibility.
- Engage in student-teacher roles that differ from the traditional norm.
- Reserve time for reflection and evaluation throughout the entire process. This should be done by both teachers and students, individually and in groups, formally and informally.
- Make a clear, strong connection between classroom curriculum and services being performed.
- Be sure that students are equipped with the necessary knowledge and tools before starting the project. Provide continued guidance, training and supervision throughout the project.
- Allow student the opportunity to learn new skills, challenge themselves, think critically, and apply knowledge learned in classroom during the service period.
- Recognize, celebrate and be sensitive to diversity.
- Provide recognition for student achievement and contribution.

# Planning Guide

## Service Learning Project

**Planning a service learning project involves four main components: Preparation, Action, Reflection, and Assessment**

### **Preparation**

#### **Identify a project.**

- Recognize what the community needs and ways in which you can meet those needs.
- Make use of community resources for ideas, assistance, sponsorship and expertise.
  - business people
  - personal contacts
  - community groups
  - public agencies (library, forest service)
- Clarify the extent to which the community partner will be involved in the process.
- Be sure your project will allow you the opportunity to include
  - integrated learning
  - high quality service
  - student voice
  - collaboration between community and students
  - student responsibility
  - evaluation
  - reflection

#### **Set goals and objectives.**

- Aim to have high learning as well as high service.
- Create a written objective for service. Include
  - benefits to the student
  - benefits to the community partner
- Create a written set of learning goals.
  - Align these goals with state standards.
  - Establish a connection between the project and the curriculum.
  - Include what students will know, understand and be able to do at the end of the project.
  - Remember that what students learn from these projects and how they learn it may not be the same as in the traditional classroom.
  - Strive to include multiple learning opportunities, for
    - application of course concepts
    - high level thinking
    - directed and random communication of information

- integrated assessments
- development of personal and interpersonal skills
- identification, organization, and allocation of resources
- understanding of complex relationships
- use of a variety of technologies

## **Work out Logistics**

- *Budget*
  - Determine which parts of the project will require funding and estimate the cost.
  - Identify sources of funding.
    - community partner sponsorship
    - grants
    - business sponsorship
    - fundraising
- *Liability*
  - Discuss all liability issues with the proper administrator.
  - Complete the necessary liability paperwork.
    - permission slips
    - drivers insurance
    - site/agency insurance
    - student emergency information to have on site
- *Scheduling, Structure and Timeline*
  - Determine how much time will be needed for each component of the project.
  - Determine if time needs to be blocked (longer than the normal class period). If so, you may need to partner or collaborate with other teachers.
  - Plan how you will integrate the project into your class time.
  - Set a start and end date for onsite activities, classroom instruction and reflection.
  - Be aware of the timeline and scheduling needs of your community partner.
- *Supervision*
  - Determine if the student to teacher ratio is sufficient given the difficulty of the project and student ability.
  - Secure additional supervision if necessary.
- *Transportation*
- *Demonstration of final project*
  - Remember it is important to allow students to reflect and celebrate upon what they have done. This needs to be planned before the project is completed.
  - Determine the method of demonstration.
  - Ensure demonstration will include and connect classroom concepts and project activities.
  - Formulate a guest list for demonstration.

- parents
- community partner
- other students and teachers
- news media
- district level staff
- chamber of commerce

**Complete any necessary pre-project training.**

- Be sure that the roles of all participants are clearly defined and understood.
- Assess student understanding of the following areas and review as needed.
  - effective communication
  - problem solving
  - cooperation
  - appreciation for community and diversity
  - safety and workplace rules
  - expectations of community members
- Make sure students understand the cultural background of the community they will be working with.
- Be sure that community partners understand where to go for help with challenges with students as well as the philosophy behind the program.
- Assess students' current knowledge, skills and abilities (KSAs).
  - Determine what KSAs students will need to carry out the project.
  - Equip students with all necessary KSAs.

**Action**

**Implement the project.**

- Review plans at each stage and determine if
  - the timeline is realistic
  - there are unforeseen needs
  - students are responding positively
  - the community partner is responding positively
  - there is a strong connection between service and learning
- Make adjustments as necessary, allowing students to be a part of this process.

**Reflection**

**Make this an ongoing process both during and after the project.**

**Make reflection open ended but guide students to consider**

- *the project in terms of*
  - goals and objectives (learning and service)
  - personal contributions
  - skills and knowledge gained
  - skills and knowledge needed
  - the possibility of a second project
  - the most difficult and most rewarding aspects
- *the ways in which this project influenced their*

- self-confidence
- understanding of personal strengths and weaknesses
- understanding of personal values
- assumptions about social, political and economic issues
- tolerance of people from different backgrounds
- ability to cope with stress and real life difficulties
- understanding of business standards
- written communication skills
- verbal communication skills
- ability to lead a group
- role as a team member
- capacity for independent learning
- methods of dealing with conflict

**Utilize the “What? So What? Now What?” method in a variety of reflection activities.**

- *What* – students objectively consider what happened during the project
  - Who was served?
  - What were the critical events?
  - What was the final outcome?
- *So What* – students analyze the experience
  - What skills did you learn?
  - How was the experience different than you expected?
  - What did you like about the experience?
  - How could the task have been completed more effectively/efficient?
  - How did the project address a pressing community need?
- *Now what*- students contemplate broader implications of the experience
  - What is the root cause of the issue the project addressed?
  - How can you apply what you learned in this project to the rest of your life?
  - What follow up is needed?

**Create varied reflection activities.**

- Different people reflect most effectively using different strategies.
- Embrace diversity in background and experience.
- Suggested formats for reflection include
  - posed questions
    - teacher asks questions
    - students silently reflect
  - group discussion
  - journal writing
    - “What? So what? Now what?”
    - free write
    - letter to self, written at beginning of project, read upon culmination and responded to in journal
  - research paper

- letters of recommendation for future students or CBOs
- student-student interviews
- a lesson designed to teach others about the experience
- videos documenting the experience
- newsletter
  - compile skills, personal reflections and pictures
  - distribute to involved parties
- issue report
  - focus on the issue addressed by the project
  - analyze the issue
  - develop a report of the key players, what is currently being done what can be done, etc.

**Culminate reflection with a celebration.**

- Recognize students' achievements.
- Demonstrate the final product.
- Focus on both skills learned and the final outcome.
- Invite the CBO to be a part of this celebration.

**Evaluation** – This step depends very heavily on the project, the age of students and the learning goals targeted.

**Make learning the focus of evaluation.**

- Tie evaluation very closely to learning objectives.
- Students do not get credit simply for performing the service. Learning and applying skills are the desired outcomes of this process and should be the subjects of evaluation.

**Use a wide range of assessments.**

- Observe students “in-action” and note how well they apply concepts to the real world.
- Consult with CBO about student performance.
- Use some of the reflection activities as assessment (i.e., grade research paper or issue report).
- Apply a rubric to each learning objective.
- Have students complete a written project which proves their mastery of each learning objective using evidence from the project.
- Administer a “traditional” test which tests the skills students were to have acquired.

## **Appendix**

- School Service Learning Coordinator: Job Description
- Funding Service Learning Projects: Suggested Starting Points for Seeking Funding
- Periodic Evaluation of a Service Learning Program: General Rubric
- Service Learning Informed Consent Form
- Project Evaluation: Community Based Organization
- Project Evaluation: Student Response
- Partnership Agreement: Between School and Community Based Organization



# School Service Learning Coordinator

## Job Description

Adapted from descriptions at Boise State University and Hyde Leadership Public Charter School

Please note that the duties and responsibilities are dependent on the district's support staff structure. The duties and responsibilities listed below will not apply to all Service Learning Coordinator positions.

**SUMMARY** The service learning coordinator is responsible for overseeing all service-related events, activities, programs; providing comprehensive support services; and fostering the school's service learning program

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other duties may be assigned.

- Conduct orientations for students to increase their understanding of service learning
- Conduct informational meetings for parents about service learning
- Provide service learning training for teachers
- Assist teachers in developing service learning projects
- Develop partnerships with community based organizations
- Educate participating community agencies to ensure a quality service learning experience
- Arrange for necessary transportation for service learning projects
- Complete necessary risk management and liability paperwork
- Apply for grants to fund service learning projects
- Track student progress and completion of service learning requirements

### QUALIFICATIONS

- Bachelor's degree in related area (education, social sciences, student development, etc.)
- Two years of experience with service-learning, community service, or other forms of innovative education
- Excellent skills in leadership, motivation, and supervision
- Outstanding communication skills, including conflict resolution, public speaking, and technical writing
- Commitment to fostering civic responsibility
- Articulated understanding of service learning

# Funding Service Learning Projects

## Suggested Starting Points for Seeking Funding

### **The Corporation for National and Community Service**

Searchable database

Tracking Tool

Includes a peer review process

<http://www.nationalservice.org/egrants/>

### **National Service Learning Clearing House**

Searchable database of Awards, Scholarships, Funders, Grants

[http://www.servicelearning.org/resources/funding\\_sources/index.php](http://www.servicelearning.org/resources/funding_sources/index.php)

### **W.K. Kellogg Foundation**

Provides grants in the areas of Health, Food Systems and Rural Development, Youth and Education, and Philanthropy and Volunteerism

<http://www.wkkgf.org/default.aspx?tabid=63&ItemID=6&NID=41&LanguageID=0>

### **National Service-Learning Partnership**

Grant Database

[http://www.service-learningpartnership.org/site/PageServer/PageServer?pagename=tr\\_funding](http://www.service-learningpartnership.org/site/PageServer/PageServer?pagename=tr_funding)

### **State Farm**

Provides funding for programs that support its Education Excellence Initiative

<http://www.statefarm.com/foundati/foundati.htm>

### **The National Education Association**

Searchable grant database

<http://www.neafoundation.org/grants.htm>

### **School Funding Center**

Searchable grant database

<http://www.schoolfundingcenter.com>

### **ING Financial Services**

13 Awards for teachers implementing innovative programs in their classrooms

[http://www.ing.com/us/about/connect/education/unsung\\_heroes.html](http://www.ing.com/us/about/connect/education/unsung_heroes.html)

### **The Council for Corporate and School Partnerships**

<http://www.corpschoolpartners.org>

### **All State**

Grants for programs that teach tolerance to youth, end hate crimes, alleviate discrimination.

<http://www.allstate.com/foundation>

### **Coca-Cola**

Supports programs that provide innovative solutions to problems that impeded the current educational system

<http://www2.coca-cola.com/citizenship/foundation.html>

### **Pay it Forward Foundation**

Funds one time projects that embody the “pay it forward” motto

<http://payitforwardfoundation.org/educators/grant.html>

# Periodic Evaluation of a Service Learning Program

## General Rubric

Adapted from Project Service Leadership

General Objectives	Disagree		Neutral		Agree
	1	2	3	4	5
The purpose of the program is clearly aligned with the district's mission					
Data are collected on both academic and service objectives and used to improve the program					
There is a sustained administrative commitment to service learning					
District administrators understand the purpose of service learning					
Diversity is valued and respected					
Service learning is integrated within the curriculum at all stages in a student's education					
Adequate data is collected to measure the effectiveness of the program					

Plans for improvement:

Teacher Support	Disagree		Neutral		Agree
	1	2	3	4	5
There is adequate training provided for teachers					
Service learning resources are readily available to teachers					
Support staff is able to garner adequate funding and settle logistical issues. Teachers are able to focus on instruction					
Teachers are given assistance in creating projects					
Teachers are given the opportunity to collaborate with colleagues					

Plans for improvement:

Academic Learning	Disagree		Neutral		Agree
	1	2	3	4	5
Service learning is accountable to rigorous learning goals					
Service learning is treated as a methodology that can help all students					
The program is clearly aligned with the district's learning standards					
Structured student reflection fulfills curricular objectives					

Plans for improvement

Service Standards	Disagree		Neutral		Agree
	1	2	3	4	5
Students are adequately prepared for the service they are expected to provide					
A true community need is met					
Students develop civic responsibility					
Student awareness of the "real world" is increased					

Plans for improvement

Participant Roles – Teachers, Students, Community Based Organizations	Disagree		Neutral		Agree
	1	2	3	4	5
All participants understand the goal and purpose of service learning					
All participants understand their role in service learning					
The community and the school work together to foster the service learning program					
Students are encouraged and supported in assuming leadership roles in service-learning program implementation					
A variety of means of communication is used to strengthen relationships between participants					
Successful connections between school and community are valued					

Plans for improvement

# Service Learning Informed Consent Form

This is NOT a legal document

Source: California State University, North Ridge

Student Name \_\_\_\_\_

I, \_\_\_\_\_, parent or legal guardian of the above-mentioned student, hereby give permission for my son/daughter to participate in the "Service Learning" program, sponsored by \_\_\_\_\_. I understand that the primary objective of the program is to provide my child with an enrichment opportunity in both the academic and Service-Learning environment. I understand that the "Service Learning" program will take place throughout the academic year.

I hereby authorize "Service Learning" program directors, staff and assistants to engage in the following:

1. To allow my son/daughter to participate in the off-campus "Service Learning" program.
2. To use my son/daughter's name, photograph and quotes in "Service Learning" press releases and publications.
3. To provide transportation for my son/daughter to and from "Service Learning" site throughout the academic year

I certify that I have read and understand the provisions established for the "Service-Learning" program. I agree to discuss these provisions with my son/daughter and to instruct my son/daughter to follow all requirements and guidelines outlined in the program.

I hereby waive, release and discharge any and all claims for damages for death, personal injury or property damage which I may have, or which hereafter accrue to me, against CSUN as a result of my child's participation in the above captioned "Service-Learning". This release is intended to discharge the State of Illinois, the employees of \_\_\_\_\_, their representatives and volunteers, and any other involved private or public agencies from and against any and all liability arising out of or connected in any way with my child's participation in "Service-Learning."

It is further understood that accidents and injuries can arise out of participation in the "Service-Learning" program; knowing those risks exist, nevertheless, I hereby agree to assume those risks and to release and to hold harmless all persons or agencies mentioned above who (through negligence or carelessness) might otherwise be liable to me (or my heirs or assigns) for damages. It is further understood and agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns. I further agree that any \_\_\_\_\_ or Community Based Organization representative is authorized to obtain and authorize emergency medical treatment for my son/daughter, up to and including emergency hospitalization and surgery. I agree to be personally responsible for any related medical expenses. On behalf of my child, and myself I further release the State, \_\_\_\_\_, any other involved private or public agencies and any medical provider of emergency treatment to my child for any related liability. A copy of this agreement shall suffice as original.

**THIS IS A RELEASE OF YOUR RIGHTS. READ CAREFULLY BEFORE SIGNING.**

\_\_\_\_\_  
Parent or Legal Guardian's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent or Legal Guardian (Please print) Emergency

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
Zip

# Project Evaluation

## Community Based Organization

Organization Name \_\_\_\_\_ Contact Person \_\_\_\_\_

Project Dates \_\_\_\_\_ Teacher Name \_\_\_\_\_

Please rate the following (with 5 being the most positive response)

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| • the extent to which this project benefited your organization | 1 | 2 | 3 | 4 | 5 |
| • your satisfaction with the final outcome of the project      | 1 | 2 | 3 | 4 | 5 |
| • communication with the partnering school                     | 1 | 2 | 3 | 4 | 5 |
| • the scheduling of the project to meet your needs             | 1 | 2 | 3 | 4 | 5 |
|  |   |   |   |   |   |
| • your interaction with the teacher                            | 1 | 2 | 3 | 4 | 5 |
| • the teacher's understanding of tasks being performed         | 1 | 2 | 3 | 4 | 5 |
| • teacher preparedness   | 1 | 2 | 3 | 4 | 5 |
| • teacher reliability  | 1 | 2 | 3 | 4 | 5 |
| • teacher helpfulness  | 1 | 2 | 3 | 4 | 5 |
| • overall teacher performance                                  | 1 | 2 | 3 | 4 | 5 |
|  |   |   |   |   |   |
| • student reliability  | 1 | 2 | 3 | 4 | 5 |
| • students motivation  | 1 | 2 | 3 | 4 | 5 |
| • student willingness to learn                                 | 1 | 2 | 3 | 4 | 5 |
| • student preparedness and ability to perform tasks            | 1 | 2 | 3 | 4 | 5 |
| • student creativity   | 1 | 2 | 3 | 4 | 5 |
| • student communication skills                                 | 1 | 2 | 3 | 4 | 5 |
| • student professionalism/on-site attitude                     | 1 | 2 | 3 | 4 | 5 |
| • overall student performance                                  | 1 | 2 | 3 | 4 | 5 |

How did your organization benefit from this experience?

How could your organization have benefited more from this experience?

What are strengths of the service-learning program?

How could the program be improved?

Additional Comments

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Project Evaluation Student Response

Name: \_\_\_\_\_

Community Based Organization : \_\_\_\_\_ Dates of project \_\_\_\_\_

Please rate the following with 5 being the most positive response

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| • Application of concepts learned in class to service learning project. | 1 | 2 | 3 | 4 | 5 |
| • Effect of project on strengthening understanding of course concepts   | 1 | 2 | 3 | 4 | 5 |
| • In class preparation and training for service project                 | 1 | 2 | 3 | 4 | 5 |
| • Time line of project  | 1 | 2 | 3 | 4 | 5 |
| • Interest in project   | 1 | 2 | 3 | 4 | 5 |
| • Meaningfulness of project   | 1 | 2 | 3 | 4 | 5 |
| • Helpfulness of community based organization                           | 1 | 2 | 3 | 4 | 5 |
| • Interaction with community based organization                         | 1 | 2 | 3 | 4 | 5 |
| • Preparedness of community organization                                | 1 | 2 | 3 | 4 | 5 |
| • Communication with community based organization                       | 1 | 2 | 3 | 4 | 5 |
| • Overall satisfaction with experience                                  | 1 | 2 | 3 | 4 | 5 |

Approximately how many hours did you expend working on this project?

What activities did you engage in during this project?

What aspect of this project did you enjoy the most?

What aspects of this project or the program need to be improved?

Would you recommend that the school district partner with this agency again? Why or why not?

Additional Comments:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Partnership Agreement

## Between School (District) and Community Based Organization

Community Based Organization: \_\_\_\_\_

Name

Address

Phone Number

Contact Person

School (School District) \_\_\_\_\_

Name

Address

Phone Number

Contact Person

Number of participating students \_\_\_\_\_ Number of on-site school staff members \_\_\_\_\_

**Description of Project:** (including final product, tasks students will perform and training students will require)

**Intended timeline:** (including training, on-site time, and evaluation)

**CBO Goals and Objectives:**



**School's Goals and Objectives:**

Required Funding and party responsible for obtaining funding

**The Community Based Organization agrees to**

- work with the school to develop a project
- provide on-site guidance and supervision
- assist in training students prior to project
- strive to assist students in meeting their learning objectives
- treat students and school faculty professionally
- communicate effectively and efficiently with students and school
- provide adequate work space and supplies for students to effectively complete project
- evaluate student performance with school advisors
- evaluate the quality of service-learning with school advisors and students
- perform the following project-specific tasks:

**The School (district) agrees to**

- work with the CBO to develop a project
- provide on-site guidance and supervision
- assist in training students prior to project
- strive to assist CBO in meeting their goals and objectives
- communicate effectively and efficiently with students and school
- provide reliable, helpful service
- respect the CBO's policies rules and regulations
- evaluate student performance with CBO
- evaluate the quality of service-learning with CBO and students
- perform the following project-specific tasks:

CBO Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Representative Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Sources

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