

A close-up photograph of several hands being painted with bright colors like green, red, blue, and yellow. The hands are of different skin tones, and the paint is applied in thick, expressive strokes. The background is blurred, showing more hands and paint.

SERVICE-LEARNING HANDBOOK FOR EDUCATORS

This handbook is designed to guide educators through the service-learning process and support you in facilitating quality experiences with students. Use it to plan your service-learning experience.

The Service-Learning Action Plan is the student equivalent to this handbook.

*For more information and resources on service-learning visit
www.nylc.org*



STAGE 1: IDENTIFYING OUTCOMES

FOUR STAGES OF SERVICE-LEARNING



What outcomes do you want for your students? What outcomes do you want for the community? What issues are pressing in the community? What skills do you want students to gain? (E.g. social-emotional, life-skills, leadership, etc.)

For Students:

- 1.
- 2.
- 3.

For Community:

- 1.
- 2.
- 3.

STAGE 2: DETERMINING EVIDENCE

What would it look like if students reached their outcomes? What will have changed in the community?

For Students:

1.

2.

3.

For Community:

1.

2.

3.

A self-assessment might look like a rubric, for example:

Outcomes below:	Level 1: Novice	Level 2: Introductory	Level 3: Experienced	Level 4: Advanced
<i>Eg; Collaboration</i>	<i>Student/s participates in activity.</i>	<i>Student/s shares ideas in discussion with others.</i>	<i>Student/s takes ownership of one dimension of the activity.</i>	<i>Student/s plans activity, includes others, follow through with action.</i>

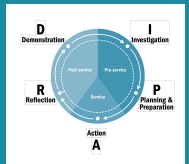
STAGE 3: THE SERVICE-LEARNING CYCLE

IPARD (Investigation, Planning & Preparation, Action, Reflection, & Demonstration)

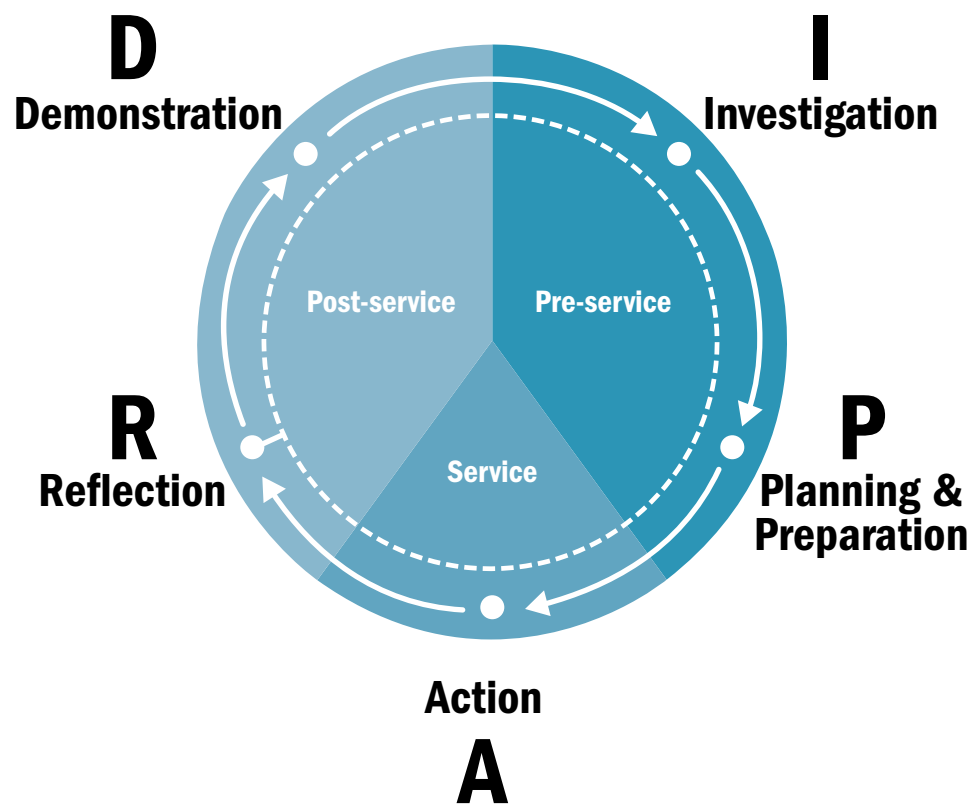
How will you help students go through the IPARD service-learning process? What materials or resources will you use?

Step of IPARD	Student Activities
Launch	<i>Provide students an overview of the Service-Learning Cycle.</i>
Investigation	<p><i>How will you help students assess community needs? (See pages 6-9 of the handbook.)</i></p> <p><i>If you have a pre-determined service project, how will you encourage students to investigate root causes of the community need?</i></p>
Planning & Preparation	<i>How will you help students prepare for their action? For example, develop timelines and a budget. (See pages 11-12 of the handbook.)</i>
Action <ul style="list-style-type: none"> • Indirect • Direct • Advocacy 	<p><i>How will you help students TAKE ACTION about the issue they have identified? (See pages 13-14 of the handbook.)</i></p> <p><i>How will you facilitate problem-solving throughout the process?</i></p>
Reflection	<i>How will you help students reflect on their experiences? (See pages 15-19 of the handbook.)</i>
Demonstration	<i>How will you help students show what they learned throughout their service-learning experiences? (See pages 20-21 of the handbook.)</i>

STAGE 3: THE SERVICE-LEARNING CYCLE

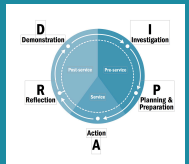


This diagram of the Service-Learning Cycle is designed to be repeated with each new service-learning experience.



The questions that follow build on the foundation of Stages 1 and 2. Activities should lead towards mastery of the outcomes listed in Stage 1 as well as the knowledge needed to master those skills.

STAGE 3: THE SERVICE-LEARNING CYCLE INVESTIGATION



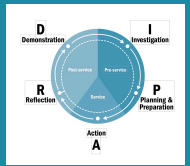
Through research and inquiry, students identify a genuine community need and its root causes.

How will students identify, investigate, and research a community issue?

Questions to consider:

- What community will students serve (world, nation, neighborhood)?
- What is the community need?
- What research should students do to know it is a genuine need?
- What additional skills may students need to develop?
- Who are possible community partners, either individuals or organizations that are also invested in this issue?
- If you have a prior idea or direction for the project, how will you guide students to feel invested in this issue?
- How will you come to a consensus of one community need?
- How feasible is the project? What are some potential barriers? Who can help students overcome those barriers?

STAGE 3: THE SERVICE-LEARNING CYCLE INVESTIGATION



Identify Needs

Examples:

Conduct Surveys

Students can design surveys to gather information on important issues in their communities. Creating survey questions, deciding how to administer the survey, and collating the resulting information, analyzing what the data show, and deciding how to act on that data can provide important real-world experiences.

Audiences they might consider surveying include:

- Community members or organizations
- Teachers and other school staff
- Young people

Collaborate with Existing Programs

Have students find a partner organization who is already working to address needs in your community. Existing programs have the structure, resources, and contacts to help students develop a successful project.

For example:

- Community education
- Park and recreation boards
- Service organizations
- Nonprofit organizations
- Local and national government agencies

Identify Key Issues

What are the important issues facing your city or state, or nation? Students can list some of these issues by reviewing headlines in local or national media to identify issues of local and global importance.

Conduct Interviews with Experts

Invite community elders and experts for interviews or discussions with students to explore issue areas. By preparing thoughtful questions, recording and analyzing the information, students find areas of need they and their partners can address.

Conduct Focus Groups

Have students convene a small group of young people, community members, and/or others and facilitate a discussion on important issues in the community. Students can ask questions similar to those you would ask in a survey, but phrase them to allow more open-ended responses. Make sure not to influence the conversation, but use follow-up questions and prompts to keep discussion lively and organic. Record responses for later analysis.

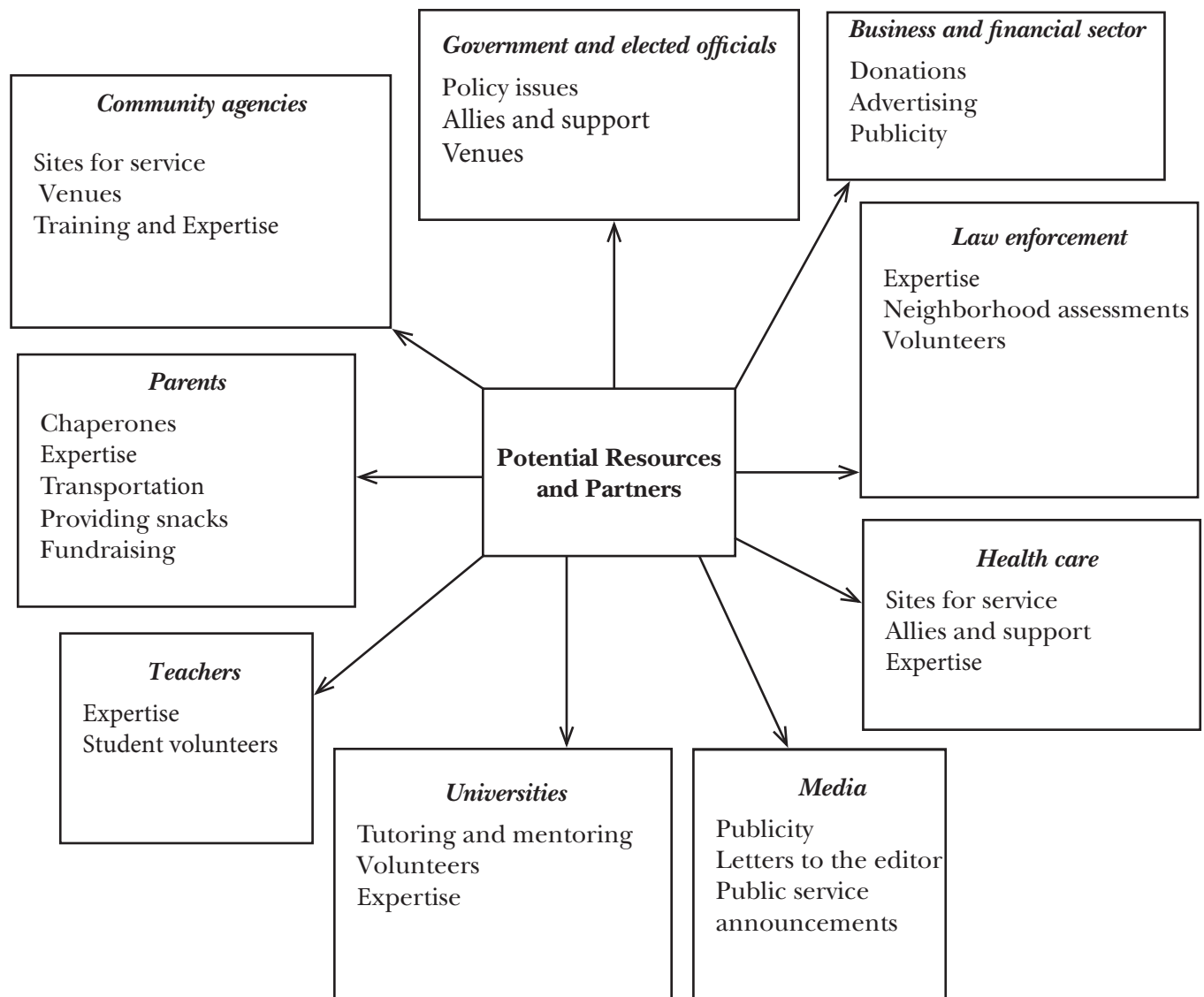
STAGE 3: THE SERVICE-LEARNING CYCLE

INVESTIGATION



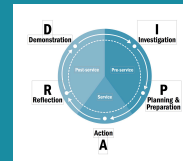
Mapping Community Resources

Every community has resources. This handout helps students identify resources in their community. Create a resource map, like the example below, so that students can brainstorm potential partners.



STAGE 3: THE SERVICE-LEARNING CYCLE

INVESTIGATION



How to Develop an Effective Survey

Objective

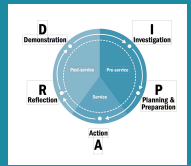
Surveys help students collect data to make informed decisions about the community need. Post-service surveys can help students track progress towards addressing outcomes identified in Stage One (see page 1).

Directions

- Considerations for students:
 - ✓ Who do they want to gather information and opinions from? (Other students, teachers, and/or parents? Community members such as business owners, local government employees, and/or neighbors?)
 - ✓ If they like to gather information from more than one group of people, will they administer the same survey or will they use different surveys for different groups?
 - ✓ What type of data will they gather? Qualitative data, quantitative data, or both?
 - ✓ Where and when will they administer the survey? Will it be online or in person?
 - ✓ Do they need permission from anyone to administer the survey?
- Best practice in conducting surveys is to keep them shorter. Ten to fifteen questions, tend to elicit greater response rates.
- Help students develop unbiased and open-ended questions.
- Test the survey out on a group of five to ten people. Ask for feedback on the content, format, and framing of the survey; then make any necessary changes and improvements to the survey before administering it.
- The service-learning planning team should also decide what identifying information they would like to collect from survey respondents. While many survey respondents like to fill out surveys anonymously, you could provide a space for respondents to write in their name and contact information if they would like to be contact for a follow-up interview.
- Share the following with survey respondents before they complete the survey:
 - ✓ The purpose of the survey
 - ✓ The estimated time it will take to complete the survey
 - ✓ Who to direct questions to/who to contact if they would like to ask questions
 - ✓ A deadline for completing the survey
- Students should look for general trends as well as atypical results in survey responses and discuss what type of conclusions can be reached from this data.

STAGE 3: THE SERVICE-LEARNING CYCLE

PLANNING & PREPARATION

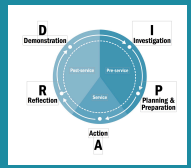


Based on initial research, students identify a realistic and meaningful service project with clear goals, timeline, roles, and follow-up.

<p><i>Questions to consider:</i></p> <ul style="list-style-type: none"> • Planning and preparing requires students to work as a team. What activities will help them communicate and collaborate effectively? • Issues can often be complicated and have different viewpoints. How will students incorporate multiple viewpoints in their service? • How will students communicate with community partners and peers throughout the project? • Planning and preparing requires students to work as a team. What activities will help them communicate and collaborate effectively? • What are the short- and long-term service goals? (see Student Service-Learning Action Plan.) • What is the timeline? • What resources do they need for the project? • How will students ensure they are meeting the service goals? 	<p>What activities will you participate in to plan and prepare for your project?</p>
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STAGE 3: THE SERVICE-LEARNING CYCLE

PLANNING & PREPARATION



Creating An Effective Timeline

Describe the activities that will take place for the service-learning project. Activities may include planning meetings, developing materials to use in the project, marketing or advertising, holding an event or a celebration, etc.

Here are some questions to keep in mind when creating a timeline. When will students...

- begin their work?
- conduct additional research?
- hold meetings?
- conduct team-building?
- recruit additional partners
- work on fundraising?
- begin marketing/advertising/public relations?

Month	Activities	Individuals Involved

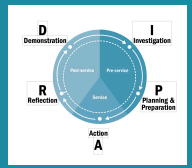
Also consider these questions:

What deadlines do students need to set for specific parts of the Service-Learning Cycle?

When does their project need to be completed?

Is there extra scheduled time in case of unexpected problems?

STAGE 3: THE SERVICE-LEARNING CYCLE PLANNING & PREPARATION



Creating A Budget

1. Are additional resources needed for this project? If yes, are they in-kind (materials) or cash?

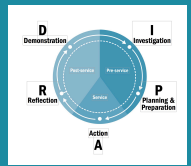
2. What resources do students already have for the project?

Based on these needs, help students create a budget in the chart below.

Description of Expense	Cost	In-Kind Donations (transportation, meeting space, etc.)
Estimated Total Budget:		

STAGE 3: THE SERVICE-LEARNING CYCLE

ACTION



Students implement the plan through direct, indirect, or advocacy-based service. Throughout the action, students collect evidence of their project and impact.

Questions to consider:

- What service actions will students take to make an impact on the community?
- How will they address the root causes of the identified community need/issue?
- How will they document their service activities?

What action activities will be part of the project?

The service component of a service-learning project usually falls into one of three broad categories:

Direct Service

These activities involve establishing personal contact with people in need.

Examples: working with senior citizens to create oral histories, tutoring younger participants, and delivering meals to people with physical limitations.

Indirect Service

These activities channel resources to the area of need, rather than working directly with the recipients of the service. Students may have little or no direct contact with the service recipients.

Examples: writing children's books to be donated to a homeless shelter, raising funds to protect an endangered species, and collecting supplies for a community recovering from a hurricane.

Advocacy

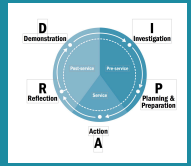
These activities involve students lending their voice and talents to help eliminate the causes of a specific problem. In a sense, this is also a form of indirect service.

Examples: making a presentation to the city council in support of a specific policy, launching a PR campaign about a health issue, and mobilizing community support for public policy.

Large projects may incorporate several service components, covering two or even three of these categories. For example, a school-wide project to address hunger could include work at a food shelf (direct), a canned-goods drive (indirect), and championing policies that help low-income families (advocacy).

STAGE 3: THE SERVICE-LEARNING CYCLE

ACTION



Documenting Service

Documenting the who, what, when, where, and why during a service-learning cycle provides valuable information for the service underway and the future. By recording what was done in a variety of ways, students have material to draw on for reports, news articles, community impact statements, and more.

Writing

- Students can keep a journal or learning log, writing about each time they participate in the service activity. These logs can be an invaluable source of documentation of the time invested, daily activities, and records of what worked well and what needed better planning or adjustments.
- They can ask community partners to keep a log of their activities as well, recording their own observations.

Data Collection

- Students can keep track of data relevant to the service-learning project. For example, how many emergency kits were created? How many flyers distributed? How many meals prepared? How much money was spent or saved?
- If appropriate, ask service recipients and community partners to fill out an evaluation form and ask students to compile the results. This allows them to see others' perceptions.

Multimedia Recording

- Taking photographs to document what students have contributed or accomplished is a powerful way of remembering and sharing what happened. Photographing people involved, special events, products created, service sites, and more can help students tell the story.
- Video, too, can bring service activities to life and become an important means of sharing what happened with others and extending the learning.
- If the service involves sensitive subjects or privacy considerations, make sure students are aware of issues and limitations involving recording names, images, and other information before they begin their service activities.

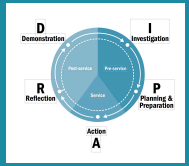
Interviewing

- Interview partners during the service-learning project and record their observations to ensure their perspectives are considered and available for later analysis.

Drawing

- Sketches, charts, and diagrams can also assist in describing service-learning activities.

STAGE 3: THE SERVICE-LEARNING CYCLE REFLECTION



Through a variety of cognitively challenging activities, reflection takes place at every stage of the cycle to assist in understanding the connection between what is being learned and the action taken.

Questions for educators to consider:

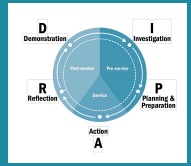
- How will you ensure that reflection is cognitively challenging?
- How will reflection activities vary to support multiple intelligences (spatial, linguistic, kinesthetic, interpersonal, intrapersonal, musical, logical-mathematical, linguistic)?
- How will diverse team members' strengths and needs be considered in the development of reflection strategies?
- How will you reflect before, during and after the service-learning process?
- What strategies will you use to incorporate challenging reflection opportunities through the service-learning experience?
- How will you use reflection as a guide for improvement?
- How will you ensure that reflection goes beneath the surface and that you are thinking deeply about complex community problems and alternative solutions?

Example Reflection Activities for Interactors:

- write a poem, story, essay, article, or speech;
- create a podcast or video;
- analyze service data, create graphs, flowcharts, puzzles;
- act out a skit, dance, plan, or create art;
- create a presentation, website, bulletin board, mural, cartoon, poster, scrapbook, or model;
- write and perform a song;
- discuss as a small or large group, interview beneficiaries of services, teach others, or interview each other;
- complete a self-assessment.

How will you support student's reflection?

STAGE 3: THE SERVICE-LEARNING CYCLE REFLECTION



Driving Question

What strategies will you use incorporate challenging reflection opportunities throughout the service-learning experience?

Description

While reflection resides in the post-service portion of the Service-Learning Cycle, reflection should be happening throughout the entire cycle. 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.

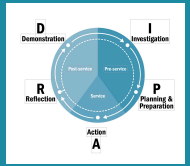
Quality service-learning reflection:

- includes a variety of verbal, written, artistic, and non-verbal activities to demonstrate understanding and changes in students' knowledge, skills, and/or attitudes.
- occurs before, during, and after the service experience.
- prompts students to think deeply about complex community problems and alternative solutions.
- encourages students to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
- encourages students to examine a variety of social and civic issues related to their service-learning experiences so that they understand connections to the community.

Considerations:

- How will students reflect before, during, and after service?
- How will they use reflection as a guide for improvement?
- How will diverse team member strengths and needs be considered in the development of reflection strategies?
- How will you ensure that reflection goes beneath the surface and students are thinking deeply about complex community problems and alternative solutions?

STAGE 3: THE SERVICE-LEARNING CYCLE REFLECTION



Multiple Intelligences

Offering high-quality reflection opportunities helps students foster deep thinking about their service-learning experience. They stop and consider their feelings, their assumptions, and how their service relates to what they're learning in the classroom.

Reflection can be prompted in many different ways. The following suggested reflection activities are presented according to the eight areas of intelligences, as defined by Dr. Howard Gardner of Harvard University.

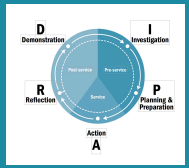
Linguistic - Have Students:

- Write an article for a newspaper or newsletter.
- Create a podcast or public service announcement.
- Write a story or play.
- Write a poem.
- Read about complementary topics.
- Write an essay presenting the issue from several points of view.
- Summarize what the group has learned, verbally or in writing.
- Develop guidelines for future volunteers/service-learning participants.
- Take part in a debate on issues related to the project.
- Write and/or give a speech.

Logical/Mathematical - Have Interactors:

- Collect and analyze data about the service-learning project.
- Create graphs and charts to illustrate data.
- Create a timeline or flowchart of service-learning project.
- Create puzzles.
- Design a maze illustrating the various steps of the project.
- Design an opinion poll or survey to learn about other participants' perceptions of project; graph or chart results.

STAGE 3: THE SERVICE-LEARNING CYCLE REFLECTION



Bodily/Kinesthetic - Have Students:

- Act out a skit that explains perceptions.
- Create a dance expressing emotions involved.
- Put on a puppet show or play.
- Complete an art or craft project involving hands-on work, such as sculpting.
- Make up cheers.
- Make a video.

Visual - Have Students:

- Create a slide presentation.
- Develop and post a bulletin board about the project.
- Create a website.
- Make murals, collages, or banners.
- Make cartoons, collages, photos, drawings, or paintings of the issues and the emotions it elicits.
- Find or create objects that symbolize the service-learning project.
- Create a poster or a public service announcement using a symbol to bring awareness to the issue.
- Make a model or other three-dimensional representation of the experience.
- Create a mobile with symbols of the project or experience.

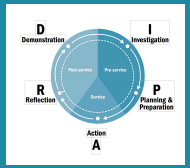
Musical - Have Students:

- Create and perform a musical display.
- Write a song and/or sing about the experience.
- Play a musical instrument.
- Find a song that conveys some aspect of their experience.
- Vocally or instrumentally, improvise about the experience.
- Create a jingle about the issue.

Interpersonal - Have Students:

- Discuss the experience in pairs or small groups.
- Interview community partners and beneficiaries of services.
- Participate in online discussion groups.
- Teach others what they have learned.
- Train others who will participate in the project.
- Work on a team to conduct library or Internet research.
- Hold a panel discussion.

STAGE 3: THE SERVICE-LEARNING CYCLE REFLECTION



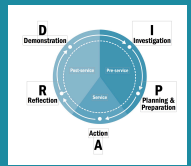
Intrapersonal - Have Students:

- Write in a journal.
- Write a personal essay or op-ed piece about their experience or the issues involved.
- Create a scrapbook or memory box.
- Be interviewed.
- Make a self-assessment of the project.

Naturalist - Have Students:

- Conduct a research project — analyze an issue and make recommendation for change.
- Find a symbol in nature that represents their experience.
- Verbally or in writing, Interactors report observations at the service-learning site.
- Brainstorm and then categorize ideas for next steps.
- Investigate a related problem.
- Create a collection of items.
- Design a museum-like exhibit.

STAGE 3: THE SERVICE-LEARNING CYCLE DEMONSTRATION



Have students showcase learning and community impact to stakeholders and supporters while making recommendations for sustainability and expansion.

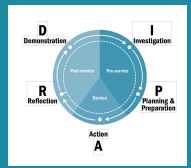
Questions to consider:

- How will students demonstrate their knowledge?
- How will they demonstrate how they have developed or grown as a result of the project?
- How will they celebrate their accomplishments?
- How can they gain closure on their efforts while still remaining inspired to take further action?
- If the project is continuing, how will they start the Service-Learning Cycle again?
- If the project is ending, how will they either pass on their work to others or inspire others to take action?
- What is their recommendations for future service?

How will students demonstrate what they have learned?

STAGE 3: THE SERVICE-LEARNING CYCLE

DEMONSTRATION



Examples

The best demonstrations leverage information, artifacts, stories, and data to tell the story of the project and the work that has been done. Share the following ideas with students so they can share their experience more broadly with the local, national, or worldwide community.

Events

Events could range from formal informational gatherings to large celebrations or parties. Use events to showcase what has been accomplished thus far, and encourage attendees to support future efforts. Do not forget to give attendees advance notice of your event and remember there are a lot of logistics that need to be considered when planning (food, space, entertainment, budget, prizes, etc.).

Portfolio or E-portfolio

A portfolio is a comprehensive report of the project from start to finish. Portfolios can be created individually or as a team, either online or as physical documents. A web page makes a great portfolio because it allows the team to share their story, give live updates, and share with others how they can get involved.

Present at a Conference

Conferences present wonderful opportunities to demonstrate to a new audience. It is important to remember that submission deadlines for presentations and workshops are often many months before the event.

Share with the Media

Sending a press release to television, radio, and newspaper outlets is essential for widespread attention. Remember that media channels are always looking for a good story, so you need to be strategic and creative when reaching out.

Social Media

There is no better way for information to travel than through social media. The most creative and unique posts always travel the fastest. Pictures and videos that affect people on an emotional level through humor, inspiration, or shock get people talking and thinking critically about an issue.

Reach out to a Community Leader

Who makes the decisions related to the issue? Is there a politician or community leader that would benefit from hearing about the experience? Tell the story through letters or set up a meeting to discuss the issue at hand, and what they can do to help the efforts.

STAGE 4: SELF-ASSESSMENT

How will you, as an educator, self-assess at the end of a service-learning unit?

Reflection

What are your takeaways from the service-learning process?

Evaluation

Did you meet the desired outcomes for students and the community? How do you know?

- If another group were to do a similar project, what resources would they need?

Documentation

What materials were most helpful to you during this project?

Next Steps...

How can you apply what you've learned to do further work? "Now that we know what we know..."

- What work still needs to be done with this issue? (Often this second service-learning experience is a step toward championing a cause, addressing the root cause of an issue.)
- What additional service-learning work could grow out of this experience?

Rubric for Continuous Improvement of the Service-Learning Experience

	Novice	Introductory	Experienced	Advanced
Youth Voice <i>Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.</i>	Educator determines project with very limited or without student input. Task completion is determined and monitored by the educator. Educator evaluates quality and effectiveness of the service-learning experience without student input.	Educator determines project and offers strong guidance in organizing and completing project tasks. Youth are allowed to provide input into decisions, but final determination is made by the educator. Youth have limited opportunities to demonstrate their abilities and decision-making skills.	Educator works with youth in determining project based on standards. All youth work collaboratively to develop project plan and take leadership in carrying out tasks. Educator helps to shape decisions throughout the process, but places primary emphasis on youth voice.	Youth are engaged in generating ideas, identifying learning outcomes, and decision-making during planning, implementation, and evaluation. Youths acquire knowledge and skills to enhance leadership and decision-making and are involved in evaluating the quality and effectiveness of the service-learning experience. Youths and adults are involved in creating an environment that supports trust and open expression of ideas.
Diversity <i>Service-learning promotes understanding of diversity and mutual respect among all participants.</i>	Youths' 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. Youths' 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. Youths' 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 <i>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.</i>	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 youths 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. Youth are prepared for service-related tasks in connection with skill instruction. Project challenges youths 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 <i>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.</i>	Youth and educator follow implementation plans without collecting data to guide decisions. No clear connection exists to specific goals and learning outcomes.	Educator assesses outcomes of learning activities separate from service-learning experience. Educator and youths gather evidence of progress, but do not base decisions on data collected.	Evidence collected provides a picture of youths 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.

² Based on the *K-12 Service-Learning Standards for Quality Practice*. National Youth Leadership Council, 2008.

Rubric for Continuous Improvement of the Service-Learning Experience

	Novice	Introductory	Experienced	Advanced
Duration and Intensity <i>Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</i>	Experience 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 experience 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 <i>Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</i>	Experience uses skills that can be found in the standards, but they aren't the foundation out of which the work 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.	Youths 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. Youths are recognized on school records, but no formal district policy is in place.	The work leads youths toward mastery of more complex skills in a rigorous and relevant curriculum. Instruction assists youths in completion of experience, though the link may not be direct and intentional. Service-learning is an integral part of the academic expectations for youths.	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. Youths construct knowledge through challenging tasks in a rigorous and relevant curriculum. Service-learning is formally recognized in school board policies and student records.
Partnerships <i>Service-learning partnerships are collaborative, mutually beneficial, and address community needs.</i>	Experience is determined and implemented with little involvement from community partners or is grounded in meeting a need for service presented by the community partner or school. A shared vision and collaborative partnership has not been established or maintained.	Partnerships are few in number, weak, or nonexistent. Limited interactions with community partners lead to meeting a minimal community need. Project reflects a partial shared vision with minimal collaborative work between the partners. Service is not reciprocal or of mutual benefit.	Some communication and ongoing interaction with community partners is central to the project. Youths work with partners to develop common goals. More opportunities could be provided to encourage youths 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 <i>Service-learning actively engages participants in meaningful and personally relevant service activities.</i>	Youths 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. Youths do not understand their service experiences in the context of the underlying societal issues being addressed.	Experience 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 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.

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

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