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Critical Cotnponents that Support Learning & Service: Evaluation of Funded Programs

Learn & Serve Ohio

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Critical Components that Support Learning & Service

Evaluation of Funded Programs

Learn & Serve Ohio

2004-2005

TO: Service-Learning Grantees

FROM: Charlotte Jones-Ward / Frank Aquila

Please take a few minutes to complete this external evaluation of your service-learning program funded by the Ohio Department of Education Learn and Service Office.

We realize that this is a different type of report; nevertheless it is mandatory. This evaluation is being e-mailed to you as well as being sent by regular mail.

The extensive Essential Elements component is part of a national effort. While you may not initially see a connection to your program, we hope that this will eventually become evident. If you have any problems completing this form call Jennifer Dodd (440) 364-0160, Frank Aquila (216) 523-7133 or Charlotte Jones-Ward (614) 466-8920.

Please complete this evaluation and return no later than June 30, 2005.

Sincerely,

Charlotte Jones-Ward   Frank Aquila
Program Director, Learn & Serve Ohio   Program Evaluator, Learn & Serve Ohio

INSTRUCTIONS:
Check off the box that indicates the level of service provided by your program. Include any comments on the provided lines, or on the back of the page.

_____

School Name

_____

Person completing this form

Phone (_____) _____

Return to: Frank Aquila/Jennifer Dodd
             Cleveland State University
             2121 Euclid Avenue
             Rhodes Tower, Room 1408
             Cleveland, Ohio 44115

Service Learning Evaluation

CHARACTERISTICS OF STUDENTS

Number of students in your program: _____

Gender: Number of males: _____   Number of females: _____

Number of beneficiaries (those receiving service): _____

Race (please write number of students in your program):

_____ White/Caucasian	_____ Asian
_____ African/American	_____ American Indian
_____ Hispanic/Latino	

School level (indicate all that apply):

_____ Primary (K–4)	_____ High school (9–12)
_____ Intermediate/Middle (5–9)	

Project Category:

_____ Human Service	_____ Public Service
_____ Education	_____ Other _____
_____ Conservation/Environment=	

Project History: (check one)

_____ New project   _____ Expansion of an existing project

_____ Continuation of an existing project

Project Scope: (check one)

_____ one or more classrooms	_____ school-wide
_____ grade-wide	_____ district-wide

Type of School District: (check only one)

_____ Urban	_____ Suburban
_____ Rural	_____ Small Town

DATA

Provide the best estimates to each of the following questions:

1. _____ Total number of hours of volunteer service (each student X hours provided)

2. List the different types of service-learning activities:

   _____

   _____

3. Description of the Project:

   How was the project connected with the curriculum? (Check all that apply)

_____ English/Language Arts	_____ Math	_____ Family & Consumer Science	_____ Service Learning Class
_____ Career Exploration/Awareness	_____ Science	_____ Social Studies	_____ Interdisciplinary
_____ Guidance/Counseling	_____ Other (describe): _____		

4. _____ Average in-class hours/per week spent in reflection.

5. What strategies and/or materials were used to give students opportunities to reflect on the meaning of their service activities?

   _____

   _____

CHARACTERISTICS OF SERVICE RECIPIENTS

Who are the Service recipients? _____

Why was this group selected? _____

In what ways were diversity issues addressed before, during and after the project? _____

_____

_____

**Answer the following questions based on your best estimate of
what occurred in your service-learning program:**

	STRONGLY AGREE	AGREE	NEITHER AGREE OR DISAGREE	DISAGREE	STRONGLY DISAGREE
1. Involvement in service-learning has improved the students' attitudes toward school.	❑	❑	❑	❑	❑
2. Service-learning is an effective way to enrich the education of all students.	❑	❑	❑	❑	❑
3. Service-learning makes academic knowledge relevant to the "real world."	❑	❑	❑	❑	❑
4. The experiential method used with service-learning is an effective method of teaching core curricular subjects.	❑	❑	❑	❑	❑
5. Students involved in service-learning did better on proficiency tests than did those not involved.	❑	❑	❑	❑	❑
6. Service-learning has revitalized me and my commitment to work with youth.	❑	❑	❑	❑	❑
7. Students believe that they can make a difference in their community.	❑	❑	❑	❑	❑
8. Students find it personally rewarding to meet real needs in the community.	❑	❑	❑	❑	❑
9. Those involved in service-learning had a lower drop-out rate.	❑	❑	❑	❑	❑
10. Attendance was better for those involved in service-learning.	❑	❑	❑	❑	❑
11. There were fewer discipline problems with students involved in service-learning than with non-service-learning students.	❑	❑	❑	❑	❑

PROGRAM MANAGEMENT:

Did you meet your program goals and objectives? ❑ yes ❑ no

If not, explain the problem, indicating the assistance you need to be successful: _____

_____

Success story: Please indicate a success story for your program which we may use in the annual report (send news articles or pictures separately to Frank Aquila):

_____

_____

_____

Essential Element 1

Effective service-learning establishes clear educational goals that require the application of concepts, content and skills from the academic disciplines involves students in the construction of their own knowledge.

a) Examination of teacher lesson plans – written surveys, interviews; b) Student surveys – interviews

KEY

LEVEL 1: More like community service with an occasional element

LEVEL 2: Has some but not all of the Essential Elements of service-learning

LEVEL 3: Meets the needed Essential Elements for service-learning

LEVEL 4: Represents an exemplary or idealistic level of practice

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1.1
Outcomes are clear and linked to curricular objectives

❑ LEVEL 1	❑ LEVEL 2	❑ LEVEL 3	❑ LEVEL 4
Learner outcomes are vague and only loosely related to the central curricular objectives.	Learner outcomes are more clearly stated and at least one is linked to a central curricular objective.	Multiple learner outcomes, expressing high expectations for student achievement are clearly stated and explicitly linked to the central curricular objectives.	Level 3 plus accommodates learner outcomes that exceed the boundaries of pre-established curricular objectives.

Examples: Teacher lesson plans, written surveys, interviews

Explanation: _____

_____

_____

1.2
Activities stimulate the acquisition and application of course concepts and skills

❑ LEVEL 1	❑ LEVEL 2	❑ LEVEL 3	❑ LEVEL 4
The activities relate only incidentally to central class objectives and are an add-on to the regular course.	The activities are designed to relate to central disciplinary content and students are asked to apply at least some core concepts and skills in the service work.	The activities directly relate to central objectives. Deep application of core concepts and skills is elicited by the service in reflection of it.	Level 3 plus the service work stimulates the acquisition and use of a wider range of skills and concepts.

Examples: Review teacher lesson plans for evidence of curriculum integration, interviews

Explanation: _____

_____

1.3
High levels of thinking and the construction of knowledge are promoted

❑ LEVEL 1	❑ LEVEL 2	❑ LEVEL 3	❑ LEVEL 4
Students are not asked or required to use more than lower level thinking skills to carry out the service project.	Students must access and interpret some new information and perspectives in order to carry out the service work.	Students are required to apply higher level thinking skills and more complex information to produce new meaning, understanding and solutions	Level 3 plus students apply higher order thinking to increasingly complex situations.

Examples: Evidence of applications across disciplines

Explanation: _____

_____

_____

1.4
Students are required to communicate information and ideas

❏ LEVEL 1	❏ LEVEL 2	❏ LEVEL 3	❏ LEVEL 4
Students are rarely asked or required to summarize or community information and ideas in either written or oral form and then only to the teacher.	Students may employ both written and oral means of communication but on an infrequent basis and with a limited range of audience – usually just to the teacher.	Students use multiple methods of communications (oral, written, graphic) on an ongoing basis for multiple purposes and with diverse audiences.	Level 3 plus students promote dialogue with an understanding among diverse audiences.

Examples: Examine types of reflective activities used – variety, time spent, how often they occur

Explanation: _____

_____

1.5
Students connect to state or local standards

❏ LEVEL 1	❏ LEVEL 2	❏ LEVEL 3	❏ LEVEL 4
The teacher does not intentionally connect student activities to a state standard.	The teacher partially connects student activities to the fulfillment of a state or local standard.	The teacher directly connects the student activities to the fulfillment of a state or local standard.	Level 3 plus service-learning is publicly acknowledged and frequently used as a teaching methodology to utilize in fulfilling many of the state or local standards.

Examples: Examine service activities for connections with graded course of study and/or proficiency outcomes

Explanation: _____

_____

Essential Element 2

In effective service-learning, students are engaged in tasks that challenge and stretch them cognitively and developmentally.

2.1
Service tasks are challenging and promote development

❏ LEVEL 1	❏ LEVEL 2	❏ LEVEL 3	❏ LEVEL 4
Students are essentially spectators, or, at most, assistants to others who are the primary providers of service.	Students take on developmentally appropriate tasks requiring them to apply existing knowledge and skills in relatively familiar settings and roles.	Students are engaged in challenging tasks that stretch them – physically, cognitively, socially and/or ethically – in new roles and/or in unfamiliar settings.	Level 3 plus students are increasingly able to identify external and internal factors that impose limits on what they can do or be, and devise strategies to expand these boundaries.

Examples: Activities are developmentally appropriate for students; what did they do? what did they learn?

Explanation: _____

_____

Essential Element 3

In effective service-learning, assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met contact and skills standards.

KEY	LEVEL 1: More like community service with an occasional element	LEVEL 2: Has some but not all of the Essential Elements of service-learning	LEVEL 3: Meets the needed Essential Elements for service-learning	LEVEL 4: Represents an exemplary or idealistic level of practice
3.1 **Assessment is integrated with instruction**	❑ **LEVEL 1** Learning is expected, but goals are not spelled out and assessment is informal or by a single method such as a concluding interview.	❑ **LEVEL 2** The learning goals are an integral part of the program design, and are clearly communicated at the outset along with expected performance standards. ("Here's what you must do to get an 'A' ".)	❑ **LEVEL 3** Assessment of student learning is consciously employed as a dynamic instructional (not just evaluative) tool that contributes to the quality of the experience. Emphasis is placed on giving students the insight and tools to assess, demonstrate and articulate in a variety of ways, the things they are accomplishing.	❑ **LEVEL 4** Levels 2 and 3 plus special emphasis on assessing and articulating learning that goes beyond, or in a different direction than what was anticipated. Unique ways to communicate to others what is being learned are devised.

Examples: This Element is connected to Element 1. If the curriculum connection is missing, it will be difficult to determine appropriate assessment criteria

Explanation: _____

_____

_____

Essential Element 4

Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community and have significant consequences for themselves and others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
4.1 **Service goals are clearly stated**	❑ **LEVEL 1** The goals are not written and/or are unclear to students.	❑ **LEVEL 2** One or more service goals are specified, but the over-arching goal is unclear to students. (For instance, students may know that they will befriend an elderly person, but see no reason to examine the larger concept of aging and the role of institutionalized care in our society.	❑ **LEVEL 3** The task-specific goals of the service project have been developed with the assistance and with the agreement of all the participants.	❑ **LEVEL 4** Level 3 plus the goals of the service project have been developed with the assistance and with the agreement of all the participants.

Examples: Did students understand goals of the project: can they state them? Do they match teacher's written goals?

Explanation: _____

_____

_____

4.2
Address a genuine need

❑ LEVEL 1	❑ LEVEL 2	❑ LEVEL 3	❑ LEVEL 4
The identified need may be of minor consequence, or, even if significant, not understood to be so by all participants.	The identified need is of some importance to those who are involved as providers or recipients of service.	The identified need is genuine, is significant, and recognized as important by both the students and community at large.	The identified need is of deep and urgent importance to the community (i.e., rebuilding after a natural disaster or working to solve a long-term community concern.

Examples: What is the need? How was it identified? By whom?

Explanation: _____

_____

_____

4.3
Service tasks and their consequences are significant

❑ LEVEL 1	❑ LEVEL 2	❑ LEVEL 3	❑ LEVEL 4
Students provide assistance with useful, but routine tasks that would otherwise be handled by the individual or agency being helped.	Students assist with tasks that provide unique assistance that requires special skills and/or knowledge and are central to the mission of the agency or life of individuals.	Level 2 plus students perform tasks which add new dimensions to previous efforts and provide assistance that most likely would not be provided without the help of the students.	Level 3 plus students work toward providing a lasting solution to the community need being addressed.

Examples: 1) Surveys and focus groups with students; 2) Surveys and interview with site supervisors; 3) Parent responses

Explanation: _____

_____

Essential Element 5

Effective service-learning employs formative and summative evaluation in a systematic evaluation of the service effort and its outcomes.

5.1
Evaluation of Service Outcomes

❑ LEVEL 1	❑ LEVEL 2	❑ LEVEL 3	❑ LEVEL 4
Evaluation is an after-thought, with no formal plan for how and when it will take place.	The evaluation plan is developed by the teacher and consists of gathering information and impressions at the completion of the service via questionnaire, interview, discussion or paper. It is summative only and not used to improve the project.	An evaluation plan is crafted before the project begins and students have a strong voice in its design and implementation. The evaluation occurs before, during and after service and is used to monitor and improve the project and to make recommendations for future projects.	Students, teachers and when appropriate, community members, are all involved in the evaluation. Evaluation results are shared with interested audiences including community groups, parents and school faculty.

Examples: 1) Evidence of a plan: What is and is not included?; 2) Who is in charge of evaluation?; 3) How will information/data be collected? By whom?; 4) How will information/data be used?

Explanation: _____

_____

_____

Essential Element 6

Effective service-learning seeks to maximize student voice in selecting, designing, implementing and evaluating the service project.

KEY	**LEVEL 1:** More like community service with an occasional element	**LEVEL 2:** Has some but not all of the Essential Elements of service-learning	**LEVEL 3:** Meets the needed Essential Elements for service-learning	**LEVEL 4:** Represents an exemplary or idealistic level of practice
6.1 **Encourage student voice**	☐ **LEVEL 1** Students perform assigned tasks within a project designed and directed by the teacher.	☐ **LEVEL 2** Students make choices from options suggested by the teacher.	☐ **LEVEL 3** Students have significant voice in selecting, designing, implementing and evaluating the service-learning project.	☐ **LEVEL 4** Same as Level 3 plus, in some cases, it is possible and appropriate for the service project(s) to be entirely student designed, directed and implemented with advice and assistance from the teacher and others available as needed.
Examples: Describe the role you think students had in designing the service-learning project	**Explanation:** _____ _____ _____			

6.2 **Promotes teacher role as facilitator**	☐ **LEVEL 1** Teacher directs and controls nearly all aspects of the service and learning.	☐ **LEVEL 2** Teacher defines most aspects of service and learning but increases opportunities for student decision-making as s/he deems appropriate.	☐ **LEVEL 3** Teacher acts as mentor, coach, motivator and facilitator, while students define significant aspects of service and learning.	☐ **LEVEL 4** Teacher inspires, respects and encourages efforts that are student-directed in nearly all aspects of the service and learning.
Examples: Describe the role you had in designing your class' service-learning project	**Explanation:** _____ _____ _____			

Essential Element 7

Effective service-learning values diversity through its participants, its practice and its outcomes.

The term "diverse" is here intended as broadly as possible; it refers to human variety in terms of personal identity, experience (e.g. educational, work or personal experience), and capacity/access to resources. These categories may very likely overlap, they are not intended as labels to "box in" a service-learning participant, but rather to recognize the richness s/he brings to the shared service-learning activity.

KEY	LEVEL 1: More like community service with an occasional element	LEVEL 2: Has some but not all of the Essential Elements of service-learning	LEVEL 3: Meets the needed Essential Elements for service-learning	LEVEL 4: Represents an exemplary or idealistic level of practice
7.1 **Diversity is discussed and valued**	❑ **LEVEL 1** Diversity is rarely considered as more than an afterthought either in preparing for service, doing it, or reflecting on it.	❑ **LEVEL 2** Diversity is appreciated, but only discussed when students happen to bring it up. It is not an intentional part of the curriculum.	❑ **LEVEL 3** Diversity is one lens through which service work is always examined and consideration of it is planned for in the curriculum.	❑ **LEVEL 4** Diversity is discussed by all involved in the service work, included in the reflection and problem-solving not only regarding the service project itself but examining deeper issues relating to equity and justice in society.
Examples: 1) Number of participating students; 2) Number of adult volunteers; 3) Ethnicity of participants	**Explanation:** _____ _____ _____			
7.2 **Communication with diverse individuals is fostered**	❑ **LEVEL 1** Communication and interaction occurs only incidentally and accidentally, being neither discouraged or encouraged.	❑ **LEVEL 2** Communication is encouraged at the comfort level of each participant. There are no deliberate attempts to assure or facilitate interaction.	❑ **LEVEL 3** Goals related to diversity are established. The teacher encourages communication, particularly through service projects that require ongoing interactive work.	❑ **LEVEL 4** Students embrace diversity is an asset to the program and seek out ways to insure interaction between and respect for all persons involved.
Examples: Describe your interactions with individuals at your service site.	**Explanation:** _____ _____ _____			
7.3 **Participation by diverse groups is encouraged**	❑ **LEVEL 1** Service work is characterized by relatively homogenous groups helping others very much like themselves.	❑ **LEVEL 2** Participation with diverse groups or individuals occurs largely through one group helping another group with whom they would not typically interact (e.g., student helping elders).	❑ **LEVEL 3** Service work involves diverse participants working together.	❑ **LEVEL 4** Service work involves a wide variety of community participants and groups working together in a sustained relationship.
Examples: 1) Characteristics of students involved: a) ethnicity, b) economics, c) conditions of handicapping.	**Explanation:** _____ _____ _____			

Essential Element 8

Effective service-learning promotes communication and interaction with the community and encourages partnerships and collaborations.

KEY	LEVEL 1: More like community service with an occasional element	LEVEL 2: Has some but not all of the Essential Elements of service-learning	LEVEL 3: Meets the needed Essential Elements for service-learning	LEVEL 4: Represents an exemplary or idealistic level of practice
8.1 **Teachers and students are knowledgeable about community resources**	❑ **LEVEL 1** Teachers and students have little experience with or knowledge of community resources and potential partnerships.	❑ **LEVEL 2** Teachers and students are knowledgeable about several key resources and potential partners in the community.	❑ **LEVEL 3** Teachers and students have a rich knowledge of community resources and a range of ideas for potential partnerships.	❑ **LEVEL 4** Level 3 plus students and teachers have become resources to others sharing their knowledge within and outside the school.
Examples: Describe the level of knowledge teachers & students have about community resources	**Explanation:** _____			

8.2 **Contact with community resources or partners is cultivated**	❑ **LEVEL 1** There is only minimal contact between teacher, students and any service partners. The teacher sets up the project and the students implement it.	❑ **LEVEL 2** One or two individuals or representatives of community groups have interacted with the teacher and students to help set up and/or serve as consultants to the service project.	❑ **LEVEL 3** Ongoing partnerships have been established with one or more community groups to work on the fulfill the service and learning goals.	❑ **LEVEL 4** Individuals and community groups come to view the school as a regular community partner and resource. They understand that student learning and skills can be applied to help alleviate needs and solve community problems.
Examples: Describe the level of contact you had with your community partner during this project: Was this level adequate?	**Explanation:** _____			

8.3 **Communication, clear roles and outcomes and established among partners**	❑ **LEVEL 1** Communications is irregular and unplanned, sometimes resulting in confusion around roles and responsibilities and intended service outcomes.	❑ **LEVEL 2** The roles, responsibilities and service outcomes are discussed and agreed upon between partners at the outset of the project and/or reviewed at the end.	❑ **LEVEL 3** Roles, responsibilities, procedures for handling conflict and other major issues are clarified and agreed upon beforehand. Efficient lines of communication remain open between partners. Feedback and discussion is planned and encouraged throughout.	❑ **LEVEL 4** Communication evolves into dialogue and from dialogue emerges new perceptions of roles and responsibilities, with those in the community seeing themselves as significant partners in education and those in schools as significant partners in improving communities.
Examples: Describe the quality of communication among partners	**Explanation:** _____			

Essential Element 9

Students are prepared for all aspects of their service work including a clear understanding of task and role, the skills and information required by the task, awareness of safety precautions, as well as knowledge about and sensitivity to the people with whom they will be working.

KEY	**LEVEL 1:** More like community service with an occasional element	**LEVEL 2:** Has some but not all of the Essential Elements of service-learning	**LEVEL 3:** Meets the needed Essential Elements for service-learning	**LEVEL 4:** Represents an exemplary or idealistic level of practice
9.1 Explores students' prior knowledge attitudes and skills in this area	❑ **LEVEL 1** The project begins with no specific reflection on students' previous learning experiences related to the project area.	❑ **LEVEL 2** Prior to the project, the teacher helps students/class to identify levels of current knowledge skills and attitudes related to the project area. This could be accomplished through discussions, surveys, etc.	❑ **LEVEL 3** Level 2 plus students prepare a presentation based on current levels of understanding related to the project area. This could include oral presentations, art work or written work. The teacher identifies levels of learning from these presentations.	❑ **LEVEL 4** Level 3 plus upon completion of student presentations, the student/class inventories available class resources (knowledge, skills and attitudes) and areas where further preparation/training is needed.

Examples: Pre-test results on relevant knowledge, attitudes, skills, etc.

Explanation: _____

_____

9.2 Orients students to the community and people with whom they will work	❑ **LEVEL 1** Orientation to site and people may take place, if at all, upon students' arrival for project.	❑ **LEVEL 2** Prior to the project the teacher and/or a representative from the community shares information about the agency, the people they serve and community needs.	❑ **LEVEL 3** Level 2 plus students continue to search for information and expand their understanding via their own contacts and through research conducted throughout the project.	❑ **LEVEL 4** Levels 2 and 3 take place within a course of study providing a broader perspective of social/political issues (poverty, aging, pollution, discrimination, homelessness, etc.) that are manifested in the specific project in which they are engaged.

Examples: Describe the type of orientation provided for students

Explanation: _____

_____

9.3 Prepares for any relevant safety issues	❑ **LEVEL 1** The teacher provides safety information to students before the project begins (at school or on-site)	❑ **LEVEL 2** The teacher provides safety briefings for students and parents as an integral part of the instructional plan.	❑ **LEVEL 3** Based on presentations students and teachers identify possible safety hazards and plan together on how to minimize possible risks.	❑ **LEVEL 4** Based on student research the class develops a risk management plan for the project. This may be reviewed by a knowledgeable expert and approved by the teacher administrator and community partner.

Examples: Describe the type of safety preparation given to students: Was this level adequate?

Explanation: _____

_____

9.4
Prepares students for their role as it relates to the expectations of community partners

❑ **LEVEL 1**	❑ **LEVEL 2**	❑ **LEVEL 3**	❑ **LEVEL 4**
The teacher outlines general expectations to class before the projects begin (either in the classroom or upon arrival at site).	During class time, the teacher and/or community representatives assign specific roles and tasks to be performed by the students.	The teacher, community partner and students cooperatively develop an agreement concerning students' roles and tasks.	Students draft cooperative agreement that is signed by students, community partner and teacher and which is open for review, development and expansion.

Examples: Describe the role students had in determining their role in the service activity: Was this level adequate?

Explanation: _____

_____

Essential Element 10 Student reflection takes place before, during and after service, uses multiple methods that encourage critical thinking, and is a central force in the design and fulfillment of curricular objectives.

10.1
Reflection occurs before and after service

❑ **LEVEL 1**	❑ **LEVEL 2**	❑ **LEVEL 3**	❑ **LEVEL 4**
Reflection occurs occasionally, usually only at the conclusion of a service event.	Reflection occurs consistently after a service event, but only occasionally and sporadically before and during it.	Reflection occurs regularly before, during and after service as a critical feature of the total service-learning experience.	Same as Level 3.

Examples: Describe the types of reflective activities connected with your service-learning activity

Explanation: _____

_____

10.2
Multiple methods of reflection are used

❑ **LEVEL 1**	❑ **LEVEL 2**	❑ **LEVEL 3**	❑ **LEVEL 4**
One method is used to engage students in reflection (e.g. students keep a journal or do a final student project or have an exit interview with the teacher.)	Two or three methods are used to engage students in reflection.	The use of multiple methods and media (visual, oral, written, artistic) is encouraged within multiple grouping (e.g., with individuals, small groups and whole class.)	Level 3 plus students create their own structures tools and guidelines for reflection.

Examples: Describe the level of reflection connected to your service-learning activity

Explanation: _____

_____

10.3
All participants engage in reflection

❑ **LEVEL 1**	❑ **LEVEL 2**	❑ **LEVEL 3**	❑ **LEVEL 4**
Students reflect only individually (e.g., through a personal journal or by meeting individually with the teacher.)	Students reflect with each other as well as individually.	Everyone involved in the service-learning experience is actively involved in reflection (e.g., students, teachers, adult volunteers, community members; those providing and those receiving service.)	Where appropriate, all groups are not only involved, but occasionally reflect together.

Examples: Describe the types of reflective activities connected with your service-learning activity

Explanation: _____

_____

_____

10.4
Students learn to use higher levels of critical thinking

❑ **LEVEL 1**	❑ **LEVEL 2**	❑ **LEVEL 3**	❑ **LEVEL 4**
Students primarily reflect upon "what happened" of the service-learning program.	Students begin to go past "what happened" to be able to comprehend and analyze their experiences.	Students are able to acquire, evaluate and synthesize learning from their service experience and apply it to their own lives and to the broader community.	Same as Level 3 plus students are able to apply learning to future issues such as social responsibility, public policy and citizenship.

Examples: Describe the meaning students attached to their service activities

Explanation: _____

_____

_____

10.5
Connections are made to curricular objectives

❑ **LEVEL 1**	❑ **LEVEL 2**	❑ **LEVEL 3**	❑ **LEVEL 4**
Reflection exists separately from previously established curricular objectives.	Reflection is designed to provide a connection between the service project and a few of the given curricular objectives.	Reflection is at the heart of the curriculum, critically effecting both the choice of objectives and the means for meeting them.	Level 3 plus reflection extends student learning into realms and to a depth that could not be predicted or required of students.

Examples: Describe the relationship between reflection and curricular objectives

Explanation: _____

_____

_____

Essential Element 11

Multiple methods are designed to acknowledge, celebrate and further validate student's service work.

KEY	LEVEL 1: More like community service with an occasional element	LEVEL 2: Has some but not all of the Essential Elements of service-learning	LEVEL 3: Meets the needed Essential Elements for service-learning	LEVEL 4: Represents an exemplary or idealistic level of practice
11.1 **The public (in and out of school) has opportunities to recognize the positive contributions of youth to the community**	❑ **LEVEL 1** The teacher takes time in class for students to reflect on what they have achieved and to recognize them for their efforts.	❑ **LEVEL 2** Level 1 plus others are invited to class to recognize students' contributions (community partners, administration, parents, community leaders).	❑ **LEVEL 3** Level 2 plus students are recognized outside of class and by wider audiences (student assemblies, media coverage, community events). Type of recognition may include formal recognition on transcripts and invitations to advanced training in a service field.	❑ **LEVEL 4** A new vision emerges of the role of youth in society as a valuable resource to their communities, as providers of and not just recipients of service.

Examples: Describe public efforts to recognize student contributions to the community

Explanation: _____

_____

_____