

2012



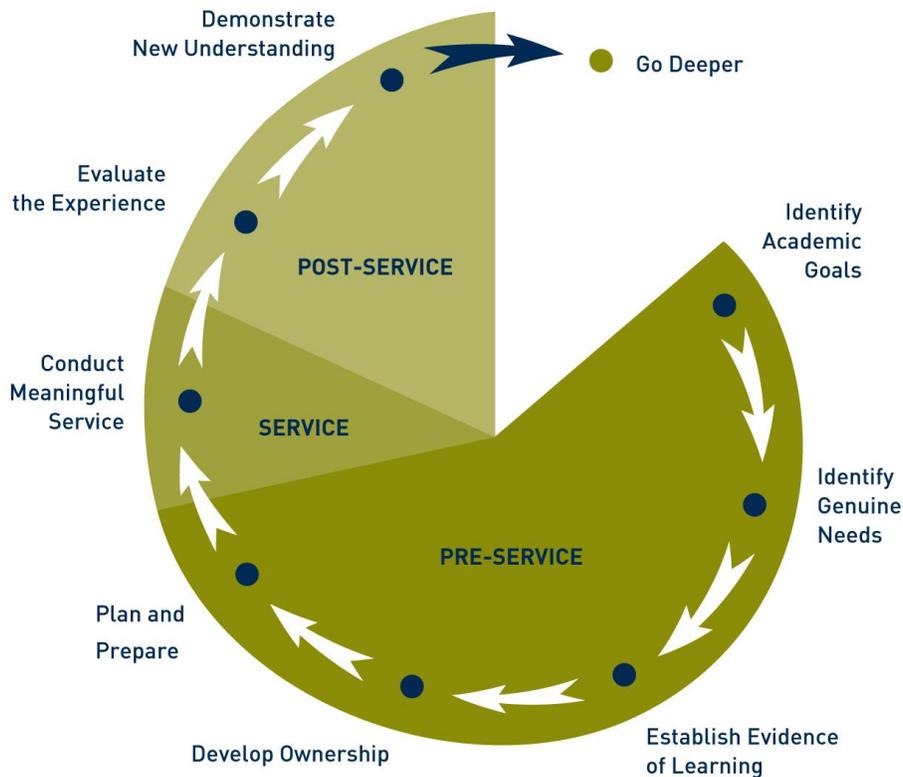
“Never forget that you are one of a kind. Never forget that if there weren't any need for you in all your uniqueness to be on this earth, you wouldn't be here in the first place. And never forget, no matter how overwhelming life's challenges and problems seem to be, that one person can make a difference in the world. In fact, it is always because of one person that all the changes that matter in the world come about. So be that one person.”

- R. Buckminster Fuller (1895-1983);
Architect, engineer, inventor

[SD Service Learning Toolkit]

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The Service-Learning Cycle



Pre-service

1. Identify academic goals. Whether you are a service-learning novice or veteran, the inventories and reflective questions in this section guide you in laying the groundwork for effective service-learning. In outlining your academic obligations to your students, youth learning goals, the resources you have available, and potential barriers to overcome, you'll set the stage for what your students will achieve through their service-learning experiences.
2. Identify genuine needs. Community mapping and other processes help young people explore their communities and connect with other people to recognize relevant issues, assess resources, and discover what's important to themselves and their community.
3. Establish evidence of learning. How will you know if students are achieving the learning outcomes that you've identified for their service-learning projects? This is your opportunity to engage students in linking specific academic objectives to their planned

service and identifying the actions they will need to take to meet both their service goals and their learning goals.

4. **Develop ownership.** For a service-learning project to be as successful as possible, service-learning coordinators, classroom teachers, students, and community partners should all have a sense of engagement, investment, and ownership. To develop this, participants evaluate what they bring to the experience and set goals, laying a sustainable foundation on which they can build.
5. **Plan and prepare.** Using proven methods and tools, teachers and students collect relevant information, develop their project, engage in the necessary training, build vital partnerships, and gather the necessary resources to implement their ideas about how to improve their communities.

Service

6. **Conduct meaningful service.** Through participating in interesting and engaging service activities that meet classroom objectives while addressing a genuine need, students are ensured of a meaningful service experience.

Post-service

7. **Evaluate the experience.** Students observe the effects of their project on different participants, exchange ideas with peers and community partners, look at the implications of cultural and diversity issues they encountered, and view the project in civic or political terms. Participants analyze their observations to identify the significance of their service experience, comparing their prior knowledge with new understandings of academic content, their own skills and contributions, and the project's impact on the community. Educators and students evaluate how they met academic objectives and service goals.
8. **Demonstrate new understanding.** Students can reach out to other potential community partners – school boards, parent-teacher organizations, media outlets, legislative bodies – to present findings, share community outcomes, and consider possible next steps. This is another time students can practice the new skills and apply the knowledge they've gained through the experience.
9. **Go deeper.** Educators, students, and other participants continue to use their new knowledge and skills to make decisions, solve problems, and grow as engaged learners and contributing members of the community. Students come to understand root issues underlying community needs. It is a natural place in the cycle to begin again, with the question, "Given what we learned, now what?"

Example Service Learning Experience (Page 1) with SD Standards of Quality Service Learning Identified (Page 2 & 3)

Service Learning – Example Project Narrative

Students enrolled in Sociology at local high school came to class on a Monday after a classmate was killed in a car accident over the weekend. The teacher gave them some time to process what had happened by talking about it and asked questions that got them to thinking about teen driver safety.

They did some research and found that the statistics on vehicle accidents with teen drivers were very high in their county. After several discussions on the topic, the teacher asked if they wanted to do something about it. They overwhelmingly agreed that they would like to try. Their goal was to educate every driver and every student within 2 years of driving age in their county (3 schools involved) about safe driving. They did more research into the topic, compared their stats with others counties and states and compared teen driver's license requirements in all states. They interviewed students, parents, law enforcement and driver's education personnel, rules and expectations. They developed charts and graphs about the factors that had contributed to teen accidents and fatalities which were published in the local newspaper. At this point the students went to their county sheriff's department and enlisted their help in developing a project to address the concern.

The students decided to put together workshops to be given to all students at school. They held a parent meeting at which they had a panel of people to talk about the problem from everyone's viewpoint. They developed a brochure to be distributed to each student. They worked with their computer teacher to develop a link from their school website to spread their message. They staged a mock accident near the school at prom time. The planning for the project took place within the sociology class and the teacher gave them half the class each Friday for planning, reporting and reflecting. Assignments were done outside of class and presentations were coordinated by the teacher.

When it came time for the state legislature to meet, there were three bills being considered which dealt with teen driving. With the teacher's help, the students testified at a hearing in the legislative committee. At the end of the session, the bills they addressed went the way they wanted.

The students wrote a skit which addressed their concerns and with the help of the drama teacher and department presented it at the end of the school year. The last day of class in May was a celebration of all that was accomplished.

Example Service Learning Project, *Identified by SD Standards of Quality Service Learning*

Meaningful Service – *Service Learning actively engages participants in engaging, developmentally appropriate and personally relevant service activities.*

Students enrolled in Sociology at local high school came to class on a Monday after a classmate was killed in a car accident over the weekend. The teacher gave them some time to process what had happened by talking about it and asked questions that got them to thinking about teen driver safety.

They did some research and found that the statistics on vehicle accidents with teen drivers were very high in their county. After several discussions on the topic, the teacher asked if they wanted to do something about it. They overwhelmingly agreed that they would like to try.

Link to Curriculum – *Service Learning is intentionally used as an instructional strategy to meet learning goals and/or South Dakota content standards.*

“Sociology is a field of science that studies people, their interaction, and why individuals and societies do the things they do. It is an important area of science because it seeks to understand the very roots of what it is to be human in order to help predict outcomes, help solve conflicts and problems, and to prevent issues from developing in the future.”

-http://www.ehow.com/about_4572573_what-is-sociology.html#ixzz1njY1Daf7

They did more research into the topic, compared their stats with others counties and states and compared teen driver’s license requirements in all states. They interviewed students, parents, law enforcement and driver’s education personnel, rules and expectations. They developed charts and graphs about the factors that had contributed to teen accidents and fatalities which were published in the local newspaper.

Reflection – *Service Learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s society.*

1. **BEFORE:** Students did some research and found the statistics on vehicle accidents with teen drivers were very high in their county. They developed charts and graphs about the factors that had contributed to teen accidents and fatalities which were published in the local newspaper.
2. **DURING:** Although the project narrative does not say specifically, there would have been reflections after the completion of each of the parts of the service project. For example, students would have answered questions such as 1.) How did students receive the workshops? 2.) How effective was the parent meeting? 3.) What did you learn?
3. **AFTER:** The students wrote a skit which addressed their concerns and, with the help of the drama teacher and department, presented it at the end of the school year.

Diversity – *Service Learning promotes understanding of diversity and mutual respect among all participants.*

Students worked with people of different ages, attitudes and viewpoints toward the issue. They learned skills in group decision-making and hopefully learned to overcome stereotypes toward law enforcement, legislators and parents.

Youth Voice – *Service Learning provides youth with a strong voice in planning, implementing and evaluating.*

After several discussions on the topic, the teacher asked if they wanted to do something about it. They overwhelmingly agreed that they would like to try. Their goal was to educate every driver and every student within 2 years of driving age in their county (3 schools involved) about safe driving. They conducted interviews, did presentations and testified in front of legislators.

Partnerships – *Service Learning partnerships are collaborative, mutually beneficial and address community needs.*

The students worked with other students, school administrators, parents, law enforcement staff, legislators and driver's education personnel.

Progress Monitoring – *Service Learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.*

Their goal was to educate every driver and every student within 2 years of driving age in their county (3 schools involved) about safe driving. Note: Although the narrative does not specifically say, workshops were given for all students, and each step they took helped them decide to take another step in educating others about the issue of safe teen driving.

Duration & Intensity – *Service Learning has sufficient duration and intensity to address community needs and meet specified outcomes.*

The Service Learning project took place over a semester and it would seem that the students were truly immersed in the cause during all of that time, with some of the work being done in class, but the bulk of it outside of the classroom.

Career Development – *Student Learning prepares students for the world of work by helping them develop skills in problem solving, employability, communication, leadership, and interpersonal relations.*

Students learned many workplace skills. By working together to set goals, identify partners, communicate with those in charge and then present to the various groups, they learned much about leadership and interpersonal communication.

Project Planning Tool: Standards and Indicators for Quality Practice

PROJECT: _____

Standard 1: Meaningful Service

Service Learning actively engages students in meaningful and personally relevant service activities.

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Appropriate to participant age(s) and developmental abilities.			
2. Addresses issues that are personally relevant to the participants.			
3. Provides participants with interesting and engaging service activities.			
4. Encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.			
5. Leads to attainable and visible outcomes that are valued by those being served.			

Standard 2: Link to Curriculum

Service Learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Has clearly articulated learning goals.			
2. Is aligned with the academic and/or programmatic curriculum.			
3. Helps participants learn how to transfer knowledge and skills from one setting to another.			
4. Is formally recognized in school board policies and student records.			

Standard 3: Reflection

Service Learning incorporates multiple, challenging reflection activities that are ongoing and that prompt deep-thinking and analysis about one's self and one's relationship to society.

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Includes a variety of verbal, written, artistic and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills and/or attitudes.			
2. Occurs before, during, and after the service experience.			

- 3. Prompts participants to think deeply about complex community problems and alternative solutions.
- 4. Encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
- 5. Encourages participants to examine a variety of social and civic issues related to their Service Learning experience to help participants understand connections to public policy and civic life.

Standard 4: Diversity

Service Learning promotes understanding of diversity and mutual respect among all participants.

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Helps participants identify and analyze different points of view to gain understanding of multiple perspectives.			
2. Develops interpersonal skills in conflict resolution and group decision-making.			
3. Helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.			
4. Encourages participants to recognize and overcome stereotypes.			

Standard 5: Youth Voice

Service Learning provides youth with a strong voice in planning, implementing and evaluating Service Learning experiences with guidance from adults.

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Engages youth in generating ideas during the planning, implementation and evaluation processes.			
2. Involves youth in the decision-making process throughout the experience.			
3. Involves youth and adults in creating an environment that supports trust and open expression of ideas.			

- 4. Promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
- 5. Involves youth in evaluating the quality and effectiveness of the experience.

Standard 6: Partnerships

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

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Involves a variety of partners, including youth, educators, families, community members, community-based organizations and/or businesses.			
2. Characterized by frequent and regular communication to keep all partners well-informed about activities and progress.			
3. Establish a collaborative, shared vision and set common goals to address community needs.			
4. Collaboratively develop and implement action plans to meet specified goals.			
5. Share knowledge and understanding of school and community assets and needs, and view each other as valued resources.			

Standard 7: Progress Monitoring

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

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Evidence of progress is collected from multiple sources throughout the experience.			
2. Evidence of the quality of implementation is collected from multiple sources throughout the experience.			
3. Evidence of progress, or lack thereof, is used to improve the experiences.			
4. Evidence of progress toward meeting goals and outcomes is communicated with the broader community.			

Standard 8: Duration and Intensity

Service Learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts and celebration.			
2. Conducted during concentrated blocks of time across a period of several weeks or months.			
3. Provide enough time to address identified community needs and achieve learning outcomes.			

Standard 9: Career Development

Service Learning prepares students for the world of work by helping them develop leadership, communication and employability skills. It also provides opportunities for career exploration and the development of work ethic.

Indicators:	Yes, this has been met	This was only partially met	No, this was not met
1. Develop work-readiness skills such as good attendance, following directions and cooperation.			
2. Enhance personal qualities such as responsibility, self-esteem, sociability, self-management and integrity/honesty.			
3. Learn basic job-seeking skills such as interviewing and writing cover letters and resumes.			
4. Encourage to explore work and career preferences through self-assessment and research.			

Student Project Planning Tool: Standards and Indicators for Quality Practice

PROJECT: _____

Student Name(s): _____

Standard 1: Meaningful Service

Service Learning actively engages students in meaningful and personally relevant service activities.

Indicators:

Yes

Somewhat

No

1. The service project is appropriate for my age and abilities. I will be challenged through my service work, but won't be taking on more than I can handle right now.			
2. The service project addresses issues that are relevant (important or interesting) for me.			
3. The service component provides me with interesting and engaging activities.			
4. The Service Learning experience helps me understand how my service relates to the social issues/needs being addressed in my work.			
5. My service project will lead to reachable and visible results that are valued by those being served.			

Standard 2: Link to Curriculum

Service Learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

Yes

Somewhat

No

1. My Service Learning experience has clear goals.			
2. My Service Learning experience is aligned with the academic and/or program curriculum.			
3. My Service Learning experience will help me learn how to transfer knowledge and skills from one setting to another.			
4. My Service Learning experience is formally recognized in school board policies and student records.			

Standard 3: Reflection

Service Learning incorporates multiple, challenging reflection activities that are ongoing and that prompt deep-thinking and analysis about one's self and one's relationship to society.

Indicators:

Yes

Somewhat

No

1. My service learning experience includes a variety of activities that demonstrate understanding and changes in my knowledge, skills and/or attitudes. (Ex. verbal, written, artistic, interpersonal and nonverbal).			
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- 2. Reflection activities occur before, during and after the service experience.
- 3. My Service Learning plan prompts me to think deeply about complex community problems and possible solutions.
- 4. My Service Learning plan encourages me to examine my assumptions and stereotypes so I can explore and understand my roles and responsibilities as a citizen.
- 5. My plan encourages me to examine a variety of social and civic issues related to my Service Learning experience so that I can better understand public policy and civic life.

Standard 4: Diversity

Service Learning promotes understanding of diversity and mutual respect among all participants.

Indicators:

Yes

Somewhat

No

- 1. My Service Learning experience will help me identify and analyze different points of view to gain understanding of others' perspectives.
- 2. My Service Learning experience will develop my skills in conflict resolution and group decision-making.
- 3. My experience will help me seek to understand and value the diverse backgrounds and perspectives of those receiving service.
- 4. My Service Learning plan encourages me to recognize and overcome stereotypes.

	Yes	Somewhat	No

Standard 5: Youth Voice

Service Learning provides youth with a strong voice in planning, implementing and evaluating Service Learning experiences with guidance from adults.

Indicators:

Yes

Somewhat

No

- 1. I worked to generate ideas during the planning, implementation and evaluation process.
- 2. I have been involved in the decision-making process throughout the experience.
- 3. I have worked with an adult(s) to create an environment that supports trust and idea sharing.
- 4. My Service Learning experience helps me gain knowledge and skills to develop my leadership ability.
- 5. I will be involved with evaluating the quality and effectiveness of the experience.

	Yes	Somewhat	No

Standard 6: Partnerships

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

Indicators:

Yes

Somewhat

No

1. My Service Learning experience involves a variety of partners, including youth, educators, families, community members, community-based organizations and/or businesses.			
2. My plan includes frequent and regular communication to keep all partners well-informed about activities and progress.			
3. I work with my partners to reach a common vision and set common goals to address community needs.			
4. I work with my partners to develop and carry out action plans to meet specified goals.			
5. My partner(s) and I share knowledge and understanding of school and community resources and needs, and view each other as valued members of a team.			

Standard 7: Progress Monitoring

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

Indicators:

Yes

Somewhat

No

1. My plan for my Service Learning experience shows evidence of both progress and quality. I will collect evidence from multiple sources throughout the experience (Ex. meeting specific goals, using results for improvement and sustainability).			
2. Evidence of my progress, or lack thereof, will be used to improve the experience.			
3. Evidence of progress toward meeting my goals and outcomes will be shared with the broader community (Ex. community partners, those being served, polic makers, education leaders, etc.).			

Standard 8: Duration and Intensity

Service Learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

Yes

Somewhat

No

	Yes	Somewhat	No
1. My plan includes the all components of the Service Learning Cycle (Identify academic goals & community needs, Establish evidence of learning, Prepare for service, Conduct meaningful service, Reflection, Evaluation, Demonstration of learning/impacts and Celebration).			
2. My Service Learning experience will be conducted during concentrated blocks of time across several weeks or months.			
3. My plan provides enough time to address the community need(s) I have identified and to achieve my learning outcomes.			

Standard 9: Career Development

Service Learning prepares students for the world of work by helping them develop leadership, communication and employability skills. It also provides opportunities for career exploration and the development of work ethic.

Indicators:

Yes

Somewhat

No

	Yes	Somewhat	No
1. My Service Learning experience will help develop career-readiness skills such as attendance, following directions and cooperation.			
2. My plan will help enhance personal qualities such as responsibility, self-esteem, sociability, self-management and integrity/honesty.			
3. Service Learning will help me learn job-seeking skills such as interviewing and writing cover letters and resumes.			
4. I will explore work and career preferences through my Service Learning experience.			

Service Learning Readiness - Adult Assessment

Consider where your comfort level lies with the following statements:

	Comfortable	Not Comfortable
Learning activities should be relevant to the “real” world.	<input type="radio"/>	<input type="radio"/>
Content should be presented in ways that are interactive.	<input type="radio"/>	<input type="radio"/>
Learning takes place when students have opportunities to employ critical thinking and problem-solving to process and reconstruct their knowledge.	<input type="radio"/>	<input type="radio"/>
Students should play an active role in establishing learning objectives.	<input type="radio"/>	<input type="radio"/>
Students should play an active role in decision-making.	<input type="radio"/>	<input type="radio"/>
Learning increases when community members are partners in the educational process.	<input type="radio"/>	<input type="radio"/>
Quality educational experiences encourage students to recognize, value and appreciate diversity.	<input type="radio"/>	<input type="radio"/>
Providing service can enhance students’ personal, social and academic development.	<input type="radio"/>	<input type="radio"/>
Authentic assessment should incorporate the full range of learning styles.	<input type="radio"/>	<input type="radio"/>
Learning should be fun for my students and for me.	<input type="radio"/>	<input type="radio"/>
	TOTAL	

Assessing your answers

If you are comfortable with:

- 8-10 statements** Service Learning is a natural fit with your teaching style.
- 5-7 statements** You will likely find that Service Learning occasionally challenges you to relinquish control to students.
- 0-4 statements** Wait. Service Learning is an experiential teaching and learning strategy. Before beginning this endeavor, you may want to learn more about the experiential learning process and its relevance to effective learning.

*Getting Started in Service-Learning,
National Youth Leadership Council, MN.*

Service Learning Sample Course Syllabus

Example from the Rapid City school district for a stand-alone Service Learning course.

Course Description:

Service Learning is a course which blends academic learning and career exploration while engaging students in service. Students will have the opportunity to apply the skills they learn in school and connect them to real-life situations while providing a service to their community. Students participating in this course partner with a service site to participate in a service project and explore careers. This course consists of preparation classes, a minimum of 60 Service Learning hours, an academic project, journaling, reflection and an evaluation from the student, parent/guardian and their Site Coordinator. Successful completion of this course will result in .5 credits. Service Learning is a pass/fail course.

Service Learning Coordinator Information:

Name:

Email Address:

School Phone:

Cell Phone:

Office Hours:

Room:

If the coordinator is not available in the office, it is the student's responsibility to leave his/her name and a message on the white board outside the door. Students must leave their name and time on the white board to be given credit for being there.

Student and Parent/Guardian Contract:

The Service Learning program depends on student responsibility and commitment. Students and their parent(s)/guardian(s) must review the listed requirements. It is important for both the student and his/her Site Coordinator to have a positive experience.

- I will complete all assignments listed on the "Requirements to Earn .5 Credit" document. Students and parents/guardians review this document together.
- I agree to be present and on time to all scheduled Service Learning commitments.
- I will only be allowed 3 absences from a scheduled commitment (class or meeting time and service site) before being withdrawn from my Service Learning course.
- I will be on time when scheduled at my service site. I understand I am only allowed to miss my service time due to an emergency or illness.
- I will notify my Site Coordinator of my absences or tardiness before I am scheduled to be there. If I cannot get to a phone, I will go to my service site and explain my late arrival to my Site

Coordinator. I will also notify my Service Learning Coordinator as soon as possible, but no later than the end of the school day following the absence or tardy.

- I will conform to the rules and regulations of the service site and follow my Site Coordinator's instructions.
- I understand dismissal from my site due to absences, tardiness or unprofessional behavior is at the discretion of the Site Coordinator and my Service Learning teacher.
- I will listen to my Site Coordinator's instruction and ask for clarification if needed.
Communication is important in the world of work. Contact your Service Learning teacher immediately if you are having difficulties of any kind at your service site or in completing your service hours.
- I will follow my school's cell phone rules and other policies at my service site except if my Site Coordinator directs me otherwise.
- I will show courtesy and respect by using appropriate and respectful language and behavior at my service site. I will dress appropriately for my service site. I will not smoke, drink, chew gum or use my iPod/iPad at my service site.
- Occasionally individual photographs/videos, journals, media exposures and/or interviews of Service Learning students may be utilized to demonstrate the success of the program. Please contact your Service Learning teacher if you have any objection to the use of your photographs, journals, media exposure or interviews for or by the media. Please refer to Student Record Policy in Senior High handbook for more information on photographs/videos.
- My school's policies follow me to my service site. I will respect and follow the school policies when working off-site.

Grading:

Service Learning is a pass/fail course. If any one item listed on the "Requirements to Earn .5 Credit" is not turned in, students will NOT receive a passing grade. Partial assignments will NOT be accepted.

Corrective Action Procedure:

The Service Learning course provides students the opportunity to expand the skills they are learning in the classroom into the community. With this privilege comes responsibility and high expectations of the student. If one student fails to act responsibly at their service site, that door closes for other students who may wish to volunteer at that site.

The best way students can prove that they can handle this responsibility is to follow the requirements outlined in the "Student and Parent/Guardian Contract" and "Requirements to Earn .5 Credit." Students who do not follow these requirements will receive a "Corrective Action Form." Students will also receive a corrective action for missing Service Learning deadlines, weekly check-in logs and weekly reflection journals. Students will be dropped with a failing grade after the 4th corrective action.

After the 2nd corrective action, a call will be made to the parent(s)/guardian(s) and a “Possible Non-Grad” letter will be sent home to graduating seniors. A “Possible Drop Notice” letter will be sent to all students after the 3rd corrective action.

Weekly Check-In Logs and Reflective Journals:

Students are required to turn in a weekly check-in log and reflective journal no later than the end of the day every Tuesday during the weeks listed below. If there is a holiday that falls on a Monday or Tuesday, students must turn in a log and journal reflection no later than Thursday. Any alterations to the schedule are indicated below with an (*). In the event that students are absent Monday *and* Tuesday, the absences must be excused and students will need to turn in a log and reflection no later than the end of the day on the day they return to school.

If your Service Learning Coordinator is out of the office, students must give their weekly log/reflection to the main office to be put in the Coordinator’s mailbox. Weekly check-in logs/reflections are provided in the Service Learning folders. Your teacher will run reports at the end of every week; any students who did not turn in a weekly check-in log/reflection will receive a “Corrective Action Form.” Students must bring their Service Learning folder to every check in.

Weekly Reflective Journal Requirements:

Written reflection is a powerful way to analyze, improve and guide your service experience. Students are required to turn in a weekly reflective journal along with their weekly check-in log. Journal reflections must be legible and a minimum of two paragraphs (8 sentences).

Requirements to Earn .5 Credit with Deadlines:

Due Date	Assignment/ Task	Description	Done?
1st week of Sept.	Preparation Class #1	Attend Prep Class #1. Failure to attend without prior approval from your teacher will result in being dropped.	
2nd week of Sept.	Preparation Class #2	Attend Prep Class #2. Failure to attend without prior approval will result in being dropped.	
Sept. 19-23	Schedule Placement Meeting	Students need to schedule a placement meeting with their teacher. The purpose of this meeting is to discuss potential placement sites and how it will work with the student’s schedule.	
Sept. 22	Pre-Evaluation packet	Answer the pre-evaluation packet. The will help students become more familiar with the program requirements/expectations and to recognize the importance of their commitment to their service site.	

Sept. 22	Student and Parent/ Guardian Packet	Student and Parent/Guardian releases must be returned prior to being placed at service site.
Weekly	Weekly Check-In Log	Students will complete a weekly check-in log starting the week after Prep Class #2. Check-in log forms are located in Service Learning folders. There is one for each week required.
Weekly	Weekly Reflective Journal	Students will complete a weekly reflection journal starting the week after Prep Class #2. This is on the same form as the weekly check-in log.
Oct. 20	Individual Project Menu	Students will choose from one of the following options: <ul style="list-style-type: none"> • SDMyLife - 100% portfolio completion status • Teenagers Preparing for the Real World book and questions • Teen Success in Career and Life Skills book and questions
Nov. 10	Rough Draft Site Coordinator Thank You Card	Write a rough draft thank you card to Site Coordinator(s). Your teacher will make revisions and return to you.
Nov. 10	Final Project	Students will be given the Final Project packet when they near the end of the semester. Complete the packet. Parents/guardians and students must complete evaluation located at the end of the packet.
Nov. 17	Site Coordinator Evaluation	Evaluations are kept at the service site in the student's file. Students need to request this evaluation from their Site Coordinator when they approach 60 hours. Give Site Coordinator time to complete evaluation.
Nov. 17	Time Sheet(s)	Time sheets must be complete, total at least 60 service hours and be signed by Site Coordinator. It is the student's responsibility to total their hours.
Nov. 17	Revised Site Coordinator Thank You Card	Transfer revised thank you onto program cardstock provided. Students address the envelope and return to the teacher. No postage necessary. Cards will be sent through school mail.
Nov. 14-22	Exit Meeting with School Coordinator	Students are responsible to schedule an exit meeting with the teacher before the end of the semester to turn in their Service Learning folder, evaluate their experience and pick up completed Service Learning assignments.

Service Learning Pass/Fail Rubric Example

PASS/FAIL RUBRIC

	FAIL	PASS
Class participation	Student rarely participated in class discussion.	Student participated fully in discussions and activities.
Class assignments	Assignments were rarely completed and often not on time.	Assignments were complete, on time and quality was evident.
Completion	Student gave up on the Service Learning experience.	The Service Learning experience was complete, including correspondence, follow-up, presentation, etc.
Hours	Less than sixty hours were given to the project.	A minimum of 60 hours was completed throughout the project.
Communication/Teamwork	Student struggled with criticism and feedback. Student didn't communicate well with instructor or peers.	Student was open to feedback and suggestions from the instructor and fellow students. Student kept instructor adequately informed.
Link to Curriculum	Student completed a volunteer project not related to classroom standards.	Project had goals directly linked to class objectives.
Goals	Student did not follow the project checklist.	The project checklist was followed.
Meaningful	Evidence the student cared about the success of the project was not present.	Student took ownership of the project and looked for ways to make the project meaningful to individuals and/or the community.
Self reflection	Evaluations and reflections were not sufficiently completed.	Student actively took part in project evaluation before, during and after completion.
Research	Evidence of research was incomplete or absent.	Project addressed essential school/community-relevant question or problem.
Presentation	Presentation was of poor quality or not given.	Presentation was engaging, demonstrated strong communication skills and used enhancements such as handouts, pictures, graphs or video.
Portfolio	Portfolio was not complete.	Portfolio was complete, creative and neat.

Work Ethic/Professionalism	Student was often unprofessional or didn't manage time well.	Student was on task in the classroom and at the service site. Dress and demeanor were always professional.
Partnerships	Student did not partner with any groups or individuals.	Community, school and/or parent partners were evident.

Service Learning Class Assessment Example

Class Grade:

The rubric below will be used by the instructor upon completion of the project. It will be discussed with the student before and upon completion of the project.

Service Project = 80%

The student will be expected to complete any daily projects, journals, discussions, etc. as instructed.

Class Assignments = 20%

Service Project Rubric

	Below passing	60-80%	80-100%
Completion	Student gave up on the project.	Project was nearly complete, but had remaining items to wrap up when the student finished.	The Service Learning experience was complete, including correspondence, follow-up, presentation, etc.
Hours	Less than sixty hours were given to the project.	Sixty to seventy-five hours were dedicated to the project.	Over 75 hours were dedicated to the project.
Communication/Teamwork	Student struggled with criticism and feedback. Student didn't communicate well with instructor or peers.	Student communicated with instructor when necessary. Feedback and suggestions were accepted when explained.	Student was open to feedback and suggestions from the instructor and fellow students. Student kept instructor adequately informed.
Link to Curriculum	Student completed a volunteer project not related to classroom	A link to the curriculum was there, but only partially.	Project had goals directly linked to classroom or school

Goals	standards. Student did not follow the project checklist.	Student followed the majority of the project checklist.	objectives. The project checklist was followed completely.
Meaningful	Evidence the student cared about the success of the project was not present.	Students took responsibility for the project without enthusiasm for it.	Student took ownership of the project and looked for ways to make the project meaningful to the community it served.
Self-reflection	Evaluations and reflections were not complete.	Student completed evaluations or reflections when prompted.	Student actively took part in project evaluation before, during and after completion of the project.
Research	Evidence of research was incomplete or absent.	Student completed research, but not thoroughly enough to holistically address essential problems.	Project addressed essential school/community-relevant question or problem.
Presentation	Presentation was not given.	Presentation was given, but could have been more effective.	Presentation was engaging, demonstrated strong communication skills and used enhancements such as handouts, pictures, graphs or video.
Portfolio	Portfolio was not complete.	Portfolio was partially complete.	Portfolio was complete, creative and neat.
Work Ethic/Professionalism	Student was often unprofessional or didn't manage time well.	Student was on task and professional most of the time.	Student was on task in the classroom and at the service site. Dress and demeanor were always professional.
Partnerships	Student did not partner with any groups or individuals.	Community, school and/or parent partners were established, but without a strong connection.	Community, school and/or parent partners were evident and strong.

Roles of Key Players in Service Learning

Service Learning involves youth, educators, families, community members, community-based organizations and/or businesses. Take care in placing students with partners/organizations in a place where they'll be successful. Students' knowledge, strengths and skills must be carefully taken into consideration by the Service Learning Coordinator.

Service Learning must be supported as a component of regular, high-quality instruction, not as an "add on" or as extra work for the Service Learning Coordinator. It is important to collaboratively establish a shared vision at the school and set common goals to address community needs. Frequent and regular communication is important to keep all partners well-informed about activities and progress. Within the school, those that need to be well-informed are school board members, administrators, office personnel and coordinators.

School Board

The members of the school board should work to ensure district policies and practices not only allow for, but support exceptional Service Learning experiences. Funds must be allocated appropriately.

School Administrators (Superintendent, Principal(s))

School administrators must provide support to teachers and students for Service Learning, recognize its benefits to students and provide staff with transportation, insurance and the flexibility to facilitate Service Learning throughout all stages of the Service Learning Cycle.

Office Personnel (depending on the size and policies of the school)

Office staff can act as the go-between for students and staff when students are out of the building for Service Learning experiences. They must keep accurate documentation as required.

Teachers

The teacher(s) in charge of Service Learning is responsible for communicating course goals and expectations, making assignments, facilitating/teaching in-class activities and assigning grades. For more detail on the teacher/coordinator's role, see page 2.

Coordinators (depending on the size of school/Service Learning program, these responsibilities may fall on the Teacher's plate)

Coordinators can facilitate students through the Service Learning Cycle, ensure all releases and other documentation is in place, line up community partners, supervise students, communicate with key players, keep records and prepare media activities. For more detail on the teacher/coordinator's role, see page 2.

Site Supervisor

Site Supervisors provide a safe environment for students in their out-of-school activities, communicate expectations to students/coordinators/teachers/families and report successes and problems to school personnel.

Service Learning Teacher/Coordinator Suggestions

- Service Learning Teachers and/or Coordinators are required to keep excellent records on each student enrolled. It is imperative that all required paperwork such as Parent Releases, Transportation, Field Trips, etc. be filed for each student.
- Keep track of student numbers per semester and organization/business sites being used each semester. Keep all information on service sites such as: contact name(s), address, telephone number and email address.
- When placing a student in the community, it is recommended that the coordinator go with the student to the first appointment with the Site Coordinator. This gives the Site Coordinator a face to connect with and they understand that if any problems arise the Service Learning teacher/coordinator will be the first person they call. This is also recommended so that both parties hear and understand the requirements for the student and the Site Coordinator.
- A total of 60-75 hours which is a combination of learning experiences, service experiences and the final product or presentation must be completed to receive .5 credits.
- Be responsible when placing students. Make sure that the site is a healthy place for students. If a red flag goes up, it probably isn't a good placement. Please tell students to notify you immediately of any suspect behavior at their site.
- Make sure students understand that they are the face of their school and they must be good ambassadors for the Service Learning program. Their good attendance and performance is critical to the success and continuation of the program. They are guiding the way for other students who may want the same experience. One bad incident will lose that service site for the program.
- Tracking each student through their Service Learning experience is required so that students and service sites are monitored for any problems that may arise.
- Newsworthy events should be reported to the media. Present a consistent message within the community to promote the program in your school. School Administration should be notified prior to engaging media coverage.
- Check your district's policy on transporting students in your personal car.
- Personal thank yous from you and your students should be required for all monetary and in-kind donations to your program. Details of all contributions both in hard dollars or in-kind products or services should be tracked. The value of community donations is significant to the Service Learning program and should be tracked and recognized.
- Teachers/Coordinators should have business cards printed to use in the community.
- Teachers/Coordinators are working in the community with non-profits, businesses, etc. Dress professionally each day.

Service Learning Advisory Board

Roles and Responsibilities

Advisory Board Members are asked to:

- Understand our Service Learning mission and programs within the school(s) and community.
- Attend monthly advisory meetings as scheduled.
- Actively solicit, support and promote Service Learning programs with community businesses and agencies.
- Assist Service Learning staff and students with special projects and events.
- Serve as a resource to provide occasional manpower, creativity and expertise for the ongoing operations of Service Learning.
- Serve as a member of the Advisory Board for a three-year term.

Advisory Board Member

Date

Service Learning Site Coordinator Guidelines

What is a service learning experience?

Service Learning is a flexible method of teaching and learning that applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. The goal of Service Learning is to empower youth to become engaged in their personal, social and working lives.

Service Site Benefits of the Student's Service Experience

- Service Learning experiences are an excellent way to bring in talented students who can contribute to organizations through their work, ideas and new energy.
- Service learners can provide additional support, thus helping employers accomplish the goals and mission of their organization.
- These experiences give the community the opportunity to partner in the education of students by serving as a positive influence as they explore Service Learning in the community and develop a positive work ethic that will transform them into potential future employees.

Responsibilities of the Site Coordinator

- **The student will** be assigned a Site Coordinator. Work assignments should pertain to the service project and will be discussed with the school's Service Learning Teacher/Coordinator prior to beginning the student's service hours. These assignments should include meaningful projects and tasks that utilize what they have learned in the classroom. Site Coordinators should consider students' abilities, aptitudes and interests, directing them to work that will engage their best efforts.
- **The organization should provide an orientation process** including an introduction to other staff members and tour of the facility as well as information about the workplace environment, priorities of the organization and the student's specific responsibilities. A thorough orientation process and training will allow the student to quickly become a productive member of the team.
- **Create a safe, respectful environment.** It is important that other staff members are aware of the expectations and responsibilities assigned to the student and that students are apprised of safety procedures.
- **The coordinator will be responsible for monitoring the student's record of service hours as well as his/her progress.** The coordinator should also provide feedback to the school's Service Learning Teacher/Coordinator as needed. The coordinator will also be responsible for completing an evaluation at the conclusion of the Service Learning experience.

Service Learning Program Liability *(check your district policy!)*

In the event of an injury or accident, the service site will provide immediate emergency care based on humanitarian considerations and will promptly report the incident to the _____ School District. The District will complete an accident report form just as if the incident had occurred on District property. District students participating in the program will be covered by district liability insurance while at the service site if the student is not paid by the service site.

Service Learning Marketing Press Release

School District Logo

School Name

Address

Contact Name

Email

Phone Number

Press Release

Headline – What’s Happening

Your City, SD – *Your details here, who, what, when, where. The nuts and bolts of what’s happening should be in the first paragraph.*

Additional paragraphs to describe the event, people involved, contributors, quotes from students, organizers, sponsors, etc.

For more information, please contact *your contact information goes here (name, phone number, email).*

Service Learning Snapshot for School Board Members and Administrators

What is Service Learning?

Service Learning is a flexible method of teaching and learning that applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. The goal of Service Learning is to empower youth to become engaged in their personal, social and working lives.

“We cannot always build the future for our youth, but we can build our youth for the future.”
-Franklin D. Roosevelt (1882-1945); 32nd U.S. President

What are the Benefits of Service Learning?

Students engaged in Service Learning are more academically proficient. Students who participate in Service Learning experiences are more workforce ready, motivated to learn, committed to civic participation and connected to their schools and communities. Service Learning has proven to develop and improve the following skills: analysis, critical thinking, communication, problem solving, research and public speaking.

How is Service Learning implemented?

Service Learning experiences can involve a single student, a group of students, a classroom or a whole school district. Goals, resources and administrative support largely determine how a school structures its Service Learning program. Service Learning may be its own stand-alone class or can be incorporated into the curriculum of an existing class. Service

- SD’s Standards of Quality*
- Service Learning:*
- Meaningful Service*
- Link to Curriculum*
- Reflection*
- Diversity*
- Youth Voice*
- Partnerships*
- Progress Monitoring*
- Duration and Intensity*
- Career Development*

Learning teachers serve as facilitators and guide students through meaningful experiences.

What are the student requirements for credit?

For students entering 9th grade in the 2010-11 school year, of the 22 credit hours required for graduation, one unit must be comprised of any combination of approved CTE courses, capstone or service learning experiences or world language courses. A total of 60 – 75 hours of work, which can be a combination of learning experiences, service experiences and a project/presentation must be completed to receive .5 service learning credits. The nine Standards of Quality Service Learning must be addressed in each Service Learning experience as well.

Teacher Certification:

The Service Learning Teacher must have valid 7th-12th grade OR school counseling certification. The teacher for the learning experience component of Service Learning must be a certified teacher. If a school utilizes Service Learning as part of an approved Career and Technical Education program, the teacher must attend CTE 101 or have certification in a CTE area. The Service Learning Teacher is strongly encouraged to complete training for Service Learning in South Dakota.

Issues to Consider:

Service Learning experiences which take students out of the school building contain an element of risk. Attention should be paid to the issues of student transportation, confidentiality and safety, with appropriate liability release forms implemented to protect students and the district. District policies, practices and fund allocations should support Service Learning experiences. Costs associated with some Service Learning experiences may be covered by the district or community partners.

To access the SD Service Learning Framework and additional resources, visit <http://doe.sd.gov/octe/servicelearning.asp>.

For more information on Service Learning in South Dakota, including training and support, please contact:

Tiffany Sanderson (tiffany.sanderson@state.sd.us or 605.773.7006)

Brian Groote (brian.groote@state.sd.us or 605.773.4527)

Service Learning Snapshot for Students and Parents/Guardians

What is Service Learning?

Service Learning is a flexible method of teaching and learning that applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. The goal of Service Learning is to empower youth to become engaged in their personal, social and working lives.

What are the Benefits of Service Learning?

Students engaged in Service Learning are more academically proficient. Students who participate in Service Learning experiences are more workforce ready, motivated to learn, committed to civic participation and connected to their schools and communities. Service Learning has proven to develop and improve the following skills: analysis, critical thinking, communication, problem solving, research and public speaking.

What are the student requirements for credit in Service Learning?

For students entering 9th grade in the 2010-11 school year, of the 22 credit hours required for graduation, one unit must be comprised of any combination of approved CTE courses, capstone or Service Learning experiences or world language courses. A total of 60 – 75 hours of work, which can be a combination of learning experiences, service experiences and a project/presentation must be completed to receive .5 service learning credit. The nine Standards of Quality Service Learning must be addressed in each Service Learning experience as well.

Issues to Consider:

Service Learning experiences which take students out of the school building contain an element of risk. Attention should be paid to the issues of student transportation, confidentiality, and safety, with appropriate liability release forms implemented to protect the student and school district.

SD's Standards of Quality

Service Learning:

*Meaningful Service
Link to Curriculum
Reflection
Diversity
Youth Voice
Partnerships
Progress Monitoring
Duration and Intensity
Career Development*

“Everybody can be great. Because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and your verb agree to serve.... You don't have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace. A soul generated by love.”

—Martin Luther King, Jr. (1929-1968); Minister, Civil Rights Activist

Student Opportunity and Accountability:

It is the responsibility of the student to choose and create the Service Learning experience, with teachers and coordinators serving as facilitators. The student's voice is critically important and provides the direction of the Service Learning work. Students will need to work independently and/or as a team, be creative, flexible and willing to try something new. Service Learning frequently requires students to work with partners in the community. Students will be responsible for appropriate dress and behavior during their Service Learning experience in all environments.

To access the SD Service Learning Framework and additional resources, visit <http://doe.sd.gov/octe/servicelearning.asp>.

Service Learning Snapshot for Teachers and Coordinators

What is Service Learning?

Service Learning is a flexible method of teaching and learning that applies academic and real-world skills to create meaningful youth-led experiences with community partnerships. The goal of Service Learning is to empower youth to become engaged in their personal, social and working lives.

What are the Benefits of Service Learning?

Students engaged in Service Learning are more academically proficient. Students who participate in Service Learning experiences are more workforce ready, motivated to learn, committed to civic participation and connected to their schools and communities. Service Learning has proven to develop and improve the following skills: analysis, critical thinking, communication, problem solving, research and public speaking.

How is Service Learning implemented?

Service Learning experiences can involve a single student, a group of students, a classroom or a whole school. The goals, objectives, resources and administrative support largely determine how a school may structure its Service Learning program. Service Learning may be its own stand alone class or can be incorporated into the curriculum of an existing class.

What are the responsibilities of the Teacher/Coordinator?

Service Learning teachers serve as facilitators and guide meaningful, student-led experiences. It is the responsibility of the teacher/coordinator to communicate expectations and goals to students, communicate with administration and community partners, create assignments, provide orientations and evaluations for students and partners, acquire necessary releases and documentation, and assign grades. The Service Learning Teacher must have valid 7th-12th grade certification, along with other considerations (see the “Teacher Certification for Service Learning” in the SD Service Learning Framework for more information). Teachers must possess strong communication skills, resourcefulness, flexibility, enthusiasm, and a do-what-it-takes attitude.

What are the student requirements for credit?

For students entering 9th grade in the 2010-11 school year, of the 22 credit hours required for graduation, one unit must be comprised of any combination of approved CTE courses, capstone or Service Learning experiences or world language courses. A total of 60 – 75 hours of work, which can be a combination of learning experiences, service experiences and a project/presentation must be completed to receive .5 Service Learning credit. The nine Standards of Quality Service Learning must be addressed in each Service Learning experience as well.

Issues to Consider:

Service Learning experiences which take students out of the school building contain an element of risk. Attention should be paid to the issues of student transportation, confidentiality and safety, with appropriate liability release forms implemented to protect our students and our school district. Some Service Learning experiences may have associated costs. These may be covered by the school district or by engaged partners in the community.

SD’s Standards of Quality Service Learning:

*Meaningful Service
Link to Curriculum
Reflection
Diversity
Youth Voice
Partnerships
Progress Monitoring
Duration and Intensity
Career Development*

**To access the SD Service Learning Framework and additional resources, visit
<http://doe.sd.gov/octe/servicelearning.asp>.**

Hand Out Smiles

Homeless Shelters

These shelters provide much-needed housing for those without. Some also provide food and counseling.

Food Banks

People donate food to these collection sites so that these organizations can distribute it to those who need it.

Ronald McDonald Houses

When children need medical help, the Ronald McDonald Houses provide shelter for families.

Special Olympics

The mission of Special Olympics is to provide athletic opportunities to children and adults with intellectual disabilities, which allows them to promote physical fitness and also share and develop their gifts and talents.

Habitat for Humanity

This group wants to eliminate poverty and homelessness by making decent shelter available.

State Parks

A state park is land that is protected by the government. Environmental and tourism issues can be addressed.

City Programs

Many cities have programs for homelessness, crime prevention and mentoring that youth can be involved with.

Hospitals

Medical facilities need help in areas of children's care, programming, organization, and fundraising.

Libraries

Libraries offer service opportunities in areas of teaching English-language learners, providing literacy instruction and children's programs.

Senior Citizens Centers

These organizations range from assisted living to rest homes to hospice care.

Animal Shelters

Shelters work to protect abused and neglected animals and also find adoptive families for these animals.

The United Way

The United Way seeks to improve education, help people achieve financial stability and promote healthy lives.

The American Red Cross

After an emergency occurs, the American Red Cross responds with various help in many areas.

The Salvation Army

The Salvation Army is a group that seeks to advance education, the relief of poverty and other areas that improve society.

Political Campaigns

All cities, counties and states have times of political campaigning. The nation also has many election seasons.

Environmental Organizations

These organizations seek to protect and improve water, air, and climate, and they focus on issues related to pollution, green living, human health, and ecosystems.

My Ideas

Service Learning Student Planning Checklist

<p>PLANNING:</p> <p>Create a specific timeline for your project. Outline your activities and schedule.</p> <ul style="list-style-type: none"> ✓ When will you begin your work? ✓ What deadlines can you set for specific parts of the project? ✓ When will you complete your project? ✓ Do you have sufficient time to complete your project? ✓ Have you built in extra time in case of unexpected problems? <p>Plan where your project will take place.</p> <ul style="list-style-type: none"> ✓ Do you have permission to use the space? ✓ Do you have limited time at the project area? <p>Investigate transportation sources.</p> <ul style="list-style-type: none"> ✓ What kind of transportation might you need? ✓ How much will it cost? ✓ How many people need transportation? <p>Consider supplying refreshments.</p> <ul style="list-style-type: none"> ✓ Will you be supplying any food or drink during the project? ✓ What will you need? How often? ✓ How much will it cost? ✓ Can you get some or all of the refreshments donated? <p>Gather project materials.</p> <ul style="list-style-type: none"> ✓ What project materials will you need? (make a very specific list) ✓ How much will materials cost? ✓ Can you get any of the items donated? ✓ Can you use recycled supplies? 	<p>Plan project orientation.</p> <ul style="list-style-type: none"> ✓ Who will orient you or your volunteers to the site and project? ✓ Who will orient partners? ✓ Are etiquette and cultural orientation needed? ✓ What skills do students need to acquire? <p>Plan for safety.</p> <ul style="list-style-type: none"> ✓ Have you checked the site for safety? ✓ What precautions must you consider? <p>ENGAGE PARTNERS:</p> <ul style="list-style-type: none"> ✓ What family members or community members can you consider? ✓ How will you ask them to participate? ✓ What types and frequency of communication will be necessary? <p>DEVELOP A MARKETING PLAN:</p> <ul style="list-style-type: none"> ✓ How will you present your project? ✓ Who will you present it to? ✓ What media can you use? ✓ Will some media consider donating publicity time? <p>CREATE A BUDGET:</p> <ul style="list-style-type: none"> ✓ How much do you anticipate your Service Learning project will cost? ✓ How will all of the costs be covered? ✓ Where will unforeseen costs come from?
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Service Learning Project Outline

Student Names:

Start Date or Event date:

To be completed as a group; can be revised at any time.

Description of the event/project:

Proposed Timeline:

Targeted group/community/organization:

Planned event(s) and steps:

Learning standards used:

Materials needed and projected costs:

Site Coordinator:

Reflection activities:

Celebration:

Partner recognition:

Parent/Guardian Introductory Letter for Service Learning Program

Print Letter on School Letterhead

Dear Parent/Guardian,

Your student is registered to take Service Learning this semester, which is a course that blends academic learning, service to others and career exploration. Students will have the opportunity to apply the skills they learn in school and connect them to real-life situations while providing a service to their community. Students participating in this course are placed at a service site to complete their Service Learning experience. Among other things, the course may include: class, **(number)** Service Learning hours, project or presentation, journaling, reflection and evaluations. Successful completion of this course will result in .5 credits. Service Learning is a **(pass/fail, letter-grade)** course.

Your student will be required to check in with me **(identify check-in frequency)** and turn in a check-in log and reflection journal. In order to receive credit, students must be responsible to make and keep appointments, follow all Service Learning policies and procedures, turn in required assignments and fulfill their commitments to their service site(s).

Please review the attached information and sign all necessary documents. As soon as your student returns these completed documents, we can begin the Service Learning experience. You are welcome to keep this letter with my contact information. Thank you for your assistance and support. If you have any questions, please contact me.

Sincerely,

Name

Title

Phone Number

Email

Service Learning Site Coordinator Letter

Print Letter on School Letterhead

Dear Service Learning Site Coordinator,

Thank you for helping the **(name)** School District implement its Service Learning program. We appreciate your partnership in providing students the opportunity to develop work ethic and learn practical academic and service skills in a real setting. Each student will be required to serve **(insert number)** hours at a selected site, keep a journal documenting the service experience and complete other academic assignments. In return for successful completion of these requirements, students will earn .5 credits to help them reach their goal of high school graduation.

Through recognition for their service, we hope these students will come to think more of themselves and their potential contribution to society. Students of the 21st Century prefer a practical approach to learning. We appreciate your willingness to introduce our students to this and we hope the Service Learning program will be a positive experience for you as well as the student.

As the Service Learning **(teacher/coordinator)**, I will monitor the progress of the student with you on an individual basis. We also try to identify students participating in this program who have provided exemplary service to showcase in the local media. Please contact me if you would like to recommend a student for special recognition.

The Service Learning program is very grateful that you are willing to take the time to make a difference in the lives and futures of young adults. Please feel free to call or email me at any time with any questions or concerns.

Sincerely,

Name

Title

Email

Phone Number

Checklist for Participation in the Service Learning Program

Items to return to the Service Learning teacher/coordinator prior to a student's Service Learning experience.

CHECKLIST FOR PARENT/GUARDIAN

- Student Information Form
- Transportation Agreement (needs signature)
- Student Parent Contract (needs signature)
- Corrective Action Procedures (needs signature)
- Parent Letter (I have read and understand)
- Talent Releases

CHECKLIST FOR STUDENT

- Student Expectations (I have read and understand)
- Course Syllabus (I have read and understand)
- Student Information Form (needs signature)
- Transportation Agreement (needs signature)
- Student Work Record (needs signature)
- Corrective Action Procedure (needs signature)
- Service Learning Weekly Check-in, Log and Journal (needs signature)
- Final Project (needs signature)
- Confidentiality Form (needs signature)
- Student Service Site Contact Information Form (I have read and approved)
- Talent Releases

Service Learning Program Student and Parent/Guardian Contract

The Service Learning program depends on student responsibility and commitment. The student and his/her parent or guardian must review the listed requirements. Please contact the Service Learning **(teacher/coordinator)** with any questions.

1. I will complete all assignments and expectations required by my Service Learning **(teacher/coordinator)**.
2. I agree to be present and on time to my scheduled Service Learning class or project.
3. I will only be allowed a total of three (3) absences from scheduled Service Learning commitments (class or meeting time and service site activities) before being withdrawn from my Service Learning course.
4. I will be on time when scheduled at my service site. I understand I am only allowed to miss my service time due to an emergency or illness.
5. I will notify my Site Coordinator of my absences or tardiness before I am scheduled to work. I will also notify my Service Learning **(teacher/coordinator)** as soon as possible, but no later than the end of the school day following the absence or tardy.
6. I will conform to the rules and regulations of the service site and follow my Site Coordinator’s instructions.
7. I understand dismissal from my service site due to absences, tardiness or unprofessional behavior is at the discretion of the Site Coordinator and my Service Learning **(teacher/coordinator)**.
8. I will listen to my Site Coordinator’s instruction and ask for clarification when needed.
9. I will follow my school’s cell phone and technology rules at my service site except if my Site Coordinator directs me otherwise.
10. I will show courtesy and respect by using appropriate and respectful language and behavior at my service site. I will not smoke, chew gum or use my iPod at my service site according to school policy. I will also refrain from other tobacco, alcohol or drug use.
11. Occasionally individual photographs/videos, journals, media exposure and/or interviews of Service Learning students may be utilized at their school or service site to demonstrate the success of the Service Learning program. **Please contact your Service Learning (teacher/coordinator) if you have any objection to the use of your photographs, journals, media exposure or interviews for or by the media. Please refer to Student Record Policy at your school for more information on photographs/videos.**

By signing and dating, I agree to the above Service Learning policies.

STUDENT SIGNATURE: _____ **DATE:** _____

PARENT SIGNATURE: _____ **DATE:** _____

Student Expectations for the Service Learning Program

When students are working at a service site, they will be representing (School Name). It is important that both the student and his/her Site Coordinator to have a positive experience. In order for that to happen, the following is a list of the expectations the student must agree to follow:

- You are expected to be at your service site every day you are scheduled to be there. You should only miss your service time because of emergency or an illness and only excused absences will be accepted. You must report any absences to your Site Coordinator before you are scheduled to be there unless there is an unusual circumstance that would prevent this. If this occurs, you must call as soon as possible. Unexcused absences can result in failure in this semester of Service Learning.
- You must notify your school Service Learning Coordinator in person or by phone (**number**) of any absences as soon as possible but no later than the beginning of your school day on the day following the absence.
- You are also expected to be on time every day. If an emergency arises that causes you to be late, call your Site Supervisor immediately. If you cannot get to a phone, go to your Service Learning site and explain your late arrival to the Site Supervisor.
- Your Site Supervisor will record or initial your hours on the form provided. If the Site Supervisor and Service Learning (**teacher/coordinator**) decide that you will document your own hours, you must do so accurately and have the Site Supervisor confirm that the hours are correct by signing your time sheet at the conclusion of your service hours. The time sheet must be left at the service site. You will receive a failing grade in the class if you are found to be intentionally dishonest.
- Always show courtesy and respect toward others.
 - Do not take your cell phones, iPods, etc. into your service site.
 - Be clean and wear clean and appropriate professional clothing to your service site. Do not wear a hat unless it is typical attire at your work site or your Site Supervisor tells you that you can.
 - Use only appropriate and respectful language; no profanity or disrespectful language will be tolerated.
 - Absolutely no smoking anywhere near or on the service site premises. Other tobacco use, alcohol or drug use is not allowed either.
 - Avoid chewing gum while interacting with the public and serving at your Service Learning site.
- Listen to your Site Supervisor's instructions and follow them. Ask for further clarification if you are uncertain of what to do. Accept advice and constructive criticism; use it to improve your performance.
- Observe what needs to be done, and whenever possible, take the initiative to do more than is expected.

Student Printed Name: _____

Student Signature, with date: _____

Confidentiality Form

I, _____, a participant in my school's Service Learning program, acknowledge that I have been informed that I may come into contact with privileged information while at my Service Learning site.

I hereby understand and agree that I will not divulge any privileged or confidential information to anyone including classmates and relatives. If I break this agreement, I will be subject to disciplinary action, including termination of my participation in the program and will be responsible for damages arising from any irresponsible actions on my part.

I understand that my obligations under this agreement will continue after termination of my status as a participant.

At all times during my Service Learning experience, I will act in the best interest of the business or organization where I am participating.

Student Signature, with date

Parent Signature (for minor-aged student), with date

Site Coordinator, with date

Service Learning Coordinator, with date

Service Learning Program Corrective Action Procedure

School Name: _____

The Service Learning course provides students the opportunity to expand the skills they are learning in the classroom and in the community. With this privilege comes responsibility and high expectations of students. If one student fails to act responsibly at his/her service site, that door closes for other students who may wish to serve at that site in the future.

The best way students can prove to the Service Learning Teacher/Coordinator that they can handle this responsibility is to follow the requirements outlined in the “Student and Parent/Guardian Contract” and “Requirements to Earn .5 Credit.” Students are also required to meet all deadlines and check in with the Service Learning Coordinator by Tuesday of every week, if not in a formal class that week.

When students do not follow Service Learning requirements, they will be given a “Corrective Action Form.” The student will keep one copy for his/her folder, the teacher/coordinator will keep one copy in the student’s file and the parent/guardian will receive a copy by mail. Students will be dropped with a failing grade after the 4th corrective action. **After the 2nd corrective action, a call will be made to the Parent/Guardian and a “Possible Non-Grad” letter will be sent home to graduating seniors. A “Possible Drop Notice” letter will be sent to all students after the 3rd corrective action.**

Students will receive a “Corrective Action Form” for:

- Failure to follow requirements listed in the “Student and Parent/Guardian Contract.”
- Failure to follow requirements listed in “Requirements to Earn .5 Credits.”
- Missing Service Learning deadlines.
- Missing weekly check-in logs and journal reflections.

Corrective Action # 1	1st warning
Corrective Action #2	2nd warning “Possible Non-Grad” letter sent to graduating seniors Call made home to parents/guardians
Corrective Action #3	3rd warning “Possible Drop Notice” letter mailed home.
Corrective Action #4	AUTOMATIC DROP/FAIL

By signing and dating, I agree to the above Corrective Action Procedure.

Student Signature _____ **Date** _____

Parent/Guardian Signature _____ **Date** _____

Service Learning Student Information

Name: _____

Date: _____ Current Grade Level: _____ Birthdate: _____

Home Phone: _____ Your Cell Phone: _____

Mailing/Physical Address: _____

Email Address: _____

Parent/Guardian Name(s): _____

Phone(s): _____

Emergency Contact Name/Number: _____

List the days of the week and times you will be available to complete your Service Learning project hours, if outside normal school hours:

Where do you work? _____

What are your typical work hours, including days of the week? _____

Do you have your own car or transportation? _____

Please list three career interests you currently have:

1.) _____

2.) _____

3.) _____

Please list suggestions for businesses/agencies/non-profit sites where you would like to complete your service hours:

Student Signature, with date: _____

Parent/Guardian Signature, with date: _____

Service Learning Transportation Agreement

The undersigned parent/legal guardian requests that their child participate in the **(school name)** Service Learning program.

The program requires off-campus Service Learning activities. The below identified student will use his/her personal vehicle for transportation or will ride with another student who is using his/her personal vehicle. The parent states that:

- The student driver has a valid driver license.*
- The student will abide by school policy.
- The vehicle is insured.

**If the student is not driving to the site, parents agree to arrange/approve safe and reliable transportation. Please check all that apply in the box on the right.*

Furthermore, the undersigned hereby releases and agrees to hold harmless the **(name)** School District from any claim or injury that may be suffered as a result of participation in the Service Learning program.

Print name of student:

Student's Driver's License Number: (Provide a copy of valid license)

Insurance Company: (Provide a copy of valid insurance)

Alternate Transportation Plan

_____ My child can drive to his/her Service Learning site.

_____ My child can transport a student passenger when driving to their Service Learning site(s).

_____ My child must drive alone when going to his/her Service Learning site.

_____ My child can ride with a Fellow student to the Service Learning site(s).

_____ My child needs to ride to the Service Learning site(s) with school personnel.

I understand the requirements outlined on Page 1 of this document and request that my student participate in the **(name)** School's Service Learning program.

Parent or Guardian Signature, with date:

Student Signature, with date:

.....

Based on the information contained in this agreement, the **(name)** School District hereby grants permission for the above named student to participate in the Service Learning program.

School Coordinator: _____ Date: _____

Title: _____

Service Learning Talent Release Form - Students Under Age 18

Dear Parent/Guardian,

Thank you for agreeing to allow your child to participate in the Service Learning program. Your permission and their participation are greatly appreciated! To protect your rights as well as ours, we ask that you please read the following agreement and give your approval by providing your signature and your child's name at the bottom of this form. Should you have any questions, please feel free to call our office at **XXX-XXXX**.

Sincerely,

(Name)

(Title)

(Email)

SAMPLE

I hereby grant **(name)** School District the right to photograph, videotape and record me and my minor aged child’s comments, appearance and/or voice and the appearance for production of Print media, Television and Radio for **(name)** School District and to use the image, voice and comments of myself and/or my minor-aged child in the publicity and advertising of this production. Furthermore, I grant the **(name)** School District the ability to make additions to this production as they see fit.

I release **(name)** School District and the media from any and all claims, liabilities, expenses, damages and causes of action which from this day forward we have in connection with this use of any and all rights hereby granted.

I understand that **(name)** School District has the right to determine when and how this production will be used, discontinued or disposed of. I further understand that none of the above-mentioned organizations, nor anyone else, is responsible for any payments or fees for the use of my or my minor-aged child’s photograph, appearance or likeness in this production and that participation in this production is strictly voluntary.

THIS AGREEMENT IS IRREVOCABLE and shall bind me and my minor-aged child to the benefit of you, your successors and all others claiming under or through you that you may release material to.

I acknowledge that I have read and understand this agreement.

Child’s Name: _____

Child’s School: _____

Parent/Guardian Name and Address: _____

Parent/Guardian Signature: _____

Date: _____

Service Learning Talent Release Form - Student (Age 18 and Older)

Dear Service Learning Student,

Thank you for agreeing to participate in Service Learning. Your participation is greatly appreciated! To protect your rights as well as ours, we ask that you please read the following agreement and give your approval by providing your signature at the bottom of this form. Should you have any questions, please feel free to call our office at **XXX-XXXX**.

Sincerely,

(Name)

(Title)

(Email)

SAMPLE

I hereby grant **(name)** School District the right to photograph, videotape and record my image, comments, appearance and/or voice for production of print, television and radio for Service Learning and to use me and the organizations I represent in the publicity and advertising of this production. Furthermore, I authorize **(name)** School District the ability to make additions to this production as they see fit.

I release **(name)** School District and the media from any and all claims, liabilities, expenses, damages and causes of action which from this day forward we have in connection with this use of any and all rights hereby granted.

I understand that **(name)** School District has the right to determine when and how this production will be used, discontinued or disposed of. I further understand that none of the above-mentioned organizations nor anyone else is responsible for any payments or fees for the use of my image, comments, appearance or likeness in this production and that my participation in this production is strictly voluntary.

THIS AGREEMENT IS IRREVOCABLE and shall bind me to the benefit of you, your successors and all others claiming under or through you that you may release material to.

I acknowledge that I have read and understand this agreement.

Student Signature: _____

Address: _____

Date: _____

Service Learning Program Partner Talent Release Form

Dear Community Partner,

Thank you for agreeing to participate in our Service Learning activities. Your participation is greatly appreciated! To protect your rights as well as ours, we ask that you please read the following agreement and give your approval by providing your signature at the bottom of this form. Should you have any questions, please feel free to call our office at **(phone number)**.

Sincerely,

(Name)

(Title)

(Email Address)

SAMPLE

I hereby grant the **(name)** School District the right to photograph, videotape and record my comments, appearance and/or voice for production of print, television and radio to promote Service Learning and to use me and the organization or business I represent in the publicity and advertising of this production. Furthermore, I authorize **(name)** School District the ability to make additions to this production as they see fit.

I release **(name)** School District and the media from any and all claims, liabilities, expenses, damages and causes of action which from this day forward we have in connection with this use of any and all rights hereby granted.

I understand that **(name)** School District has the right to determine when and how this production will be used, discontinued or disposed of. I further understand that none of the above-mentioned organizations, or anyone else, is responsible for any payments or fees for the use of my comments, photograph, appearance or likeness in this production and that my participation in this production is strictly voluntary.

This agreement is irrevocable and shall bind me to the benefit of you, your successors and all others claiming under or through you that you may release material to.

I acknowledge that I have read and understand this agreement.

Signature and Title: _____

Organization Name/ Address: _____

Date: _____

Student and Service Site Contact Information

For Student

Student Name _____

Phone Number (Home and Cell, if applicable) _____

Email _____

Placement Dates _____

Service Site _____

Planned Schedule at Service Site _____

Service Site Coordinator Name _____

Service Site Phone Number _____

Dress Code at Service Site _____

Student and Service Site Contact Information

For Service Learning Coordinator

Student Name _____

Phone Number (Home and Cell, if applicable) _____

Email _____

Placement Dates _____

Service Site _____

Planned Schedule at Service Site _____

Service Site Coordinator Name _____

Service Site Phone Number _____

Dress Code at Service Site _____

Example Service Learning Press Release

School District Logo

School Name

Address

Contact Name

Email

Phone Number

Press Release

Reception honors Solutions students for National Civil Rights Award

Rapid City, SD – On Thursday, May 19th, Dr. Tim Mitchell will host a reception to celebrate five students from the Partnership Rapid City Solutions program and their teacher in recognition of being awarded the National Education Association Human Rights and Minority Award. Solutions teacher, Jackie Swanson, and five of her students will travel to Chicago in July for the National Award presentation. Aries Martinez, Estrella Aragon, Camille Williams, Marissa Yellow Horse and Julie McCloud are being honored for their work in addressing the Native American High School Drop-Out Crisis in Rapid City.

Last summer this group identified barriers which affected them and their peers and worked to create potential “solutions” to these issues. Their work included:

- A helpline to assist students who want to return to school but don’t know where to start
- Designing and raising funds for ten billboards encouraging students to return to school
- Creating television and radio PSAs to attract students back to school
- Presentations to Rapid City education administration, business and community leadership
- Statewide presentations throughout South Dakota to showcase their project

These young women challenged themselves and our community as they discovered the power of their youth voice.

For more information, contact: Liz Hamburg, Partnership Rapid City, General Beadle Community School, 10 Van Buren Street, Rapid City, SD 57701; Liz.Hamburg@k12.sd.us; 605-431-9876.

Prompts for Student Journals/Reflections:

Written reflection is a powerful way to analyze, improve and guide your Service Learning experience. Students are required to turn in a weekly reflective journal along with their weekly check-in log. Journal reflections must be legible, a minimum of two paragraphs (8 sentences) and answer a minimum of two or more of the reflective questions listed below.

- Describe the service site placement process. Did you feel prepared; why or why not?
- What was your first impression of your Site Coordinator? Co-workers (by name)? What actions led you to develop these impressions?
- In regards to your service site, explain how they are a partner in your service and/or learning experience.
- What are the expectations for your character (how you conduct yourself and the decisions you make) and personality (how you behave and interact with others) at your service location?
- Provide examples of how you have demonstrated and/or developed employability skills as a result of your Service Learning experience (examples: attendance, timeliness, enthusiasm, honesty, appearance, friendliness, staying on task, cooperation, following direction, helping others, taking initiative).
- What personal strengths are you able to identify that you used during your service hours? Provide an example of each strength used.
- Have you learned about new careers while at your service site(s)? If so, what are they and what are your thoughts about them?
- If you could make any change to your service site placement, what would it be? Why?
- How do you feel you have grown as a person as a result of your Service Learning experience?
- Compare and contrast the benefits of the Service Learning program and your previous experience of a traditional classroom setting.
- Which specific skills have you developed through your Service Learning experience? How are these skills developing you into a better person and worker? How are the skills transferable?
- Have you had the opportunity to engage any critical, meaningful decisions at your service site? If so, explain. If not, explain.
- What do you like and/or dislike about your Service Learning experience so far (class or service site).
- What was the goal in your Service Learning experience this week? What happened?
- Describe some of the successes/challenges in your Service Learning experience this week, as well as your plan for next week.
- Explain how you've been able to develop "colleague-like" relationships with any of the adults you're working with.
- Have you had an opportunity to utilize your talents, such as organizational, problem solving, artistic, athletic, etc.? Explain.
- Describe your feelings, attitudes and expectations of your Service Learning experience up to this point. Give reasons as to why you have these feelings, attitudes and expectations. Be honest.
- Would you recommend your Service Learning experience to other students? Why or why not?
- Describe a situation in which you have been able to take previous classroom experiences and applied lessons learned at your service site.
- Based on your experience this semester, do you have a stronger sense of self-worth and self-esteem? Have you developed your self-pride? Explain.

- Has this experience helped you in your career decisions or post-high school planning? In what ways? Please describe.
- Describe the most memorable experience you have had this semester in regards to the Service Learning program.
- What has been the biggest lesson learned during your Service Learning experience?
- How will you use this experience in the future? How has it changed your view of learning?

Service Learning Final Thoughts and Reflections

Describe your thoughts and feelings from when you first started your Service Learning experience.

Explain how your Site Coordinator treated and mentored you.

Describe a typical day at your service site.

Describe your biggest challenge at your service site.

Describe the most interesting and/or enjoyable experience you had at your service site.

Describe the ways you made a positive contribution through your service activities.

Explain the reasons why you would or would not recommend your service topic to other students.

Explain the ways this experience helped you with your career plans.

Explain how this experience improved your self-image (feelings you have about yourself and your abilities).

Give examples of how you were able to use the skills you've learned in school at your Service Learning site (ex. academic skills learned through class subjects like Math, English, Speech; work readiness skills you learned in school such as attendance, being on time, communication, cooperation with others, following directions and professional appearance).

Explain why you think Service Learning is important for students to take part in.

Predict whether this service experience will encourage you to serve in your community after high school. Explain.

How can the public continue to address the need your Service Learning project was working to meet?

What additional thoughts or recommendations do you have?

Student Service Learning Self-Assessment

Developing and/or improving your work ethic should have been one of the positive outcomes of your Service Learning experience. To determine whether this happened, your Site Supervisor evaluated you when you completed your service hours in several work-related categories. Now you will reflect on your own performance in those same categories.

Use the following pages to evaluate your own work ethic at your Service Learning site. Circle the words next to the work-related category that you believe best describe you in that category. On the lines below each category, explain the reason for your rating.

ATTENDANCE:

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

PUNCTUALITY: (Being on time)

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

ENTHUSIASM:

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

HONESTY:

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

APPEARANCE:

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

FRIENDLINESS:

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

STAYS ON TASK:

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

COOPERATION:

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

FOLLOWS DIRECTIONS:

BELOW EXPECTATIONS

MET EXPECTATIONS

EXCEEDED EXPECTATIONS

Explain the reason for your rating. Make sure you explain why this has or has not improved.

HELPS OTHERS:**BELOW EXPECTATIONS****MET EXPECTATIONS****EXCEEDED EXPECTATIONS**

Explain the reason for your rating. Make sure you explain why this has or has not improved.

TAKES INITIATIVE:**BELOW EXPECTATIONS****MET EXPECTATIONS****EXCEEDED EXPECTATIONS**

Explain the reason for your rating. Make sure you explain why this has or has not improved.

Which of the skills listed do think you improved the most during your Service Learning experience? Explain.

Service Learning Experience Assessment of Pre-Service Knowledge & Skills

Gender: Male Female

Grade: 9th 10th 11th 12th

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Before participating in a Service Learning experience...</i>					
1. I was given many challenging tasks.	<input type="checkbox"/>				
2. I was self-motivated to learn new things.	<input type="checkbox"/>				
3. I had a sense of confidence and can do attitude.	<input type="checkbox"/>				
4. I had a sense of my usefulness within the community.	<input type="checkbox"/>				
5. I knew the importance of a good education.	<input type="checkbox"/>				
6. I knew the importance of setting personal goals.	<input type="checkbox"/>				
7. I had narrowed my career choices.	<input type="checkbox"/>				
8. I was on time for all my appointments and classes.	<input type="checkbox"/>				
9. I had a realistic idea about the world of work.	<input type="checkbox"/>				
10. I was able to follow and take work instructions.	<input type="checkbox"/>				
11. My input into a decision was received by adults.	<input type="checkbox"/>				
12. I had awareness of our community needs and problems.	<input type="checkbox"/>				

Service Learning Experience Assessment of Knowledge and Skills Post-Service

Gender: Male Female

Grade: 9th 10th 11th 12th

Total Hours of Service Learning experience: _____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>After participating in a Service Learning experience...</i>					
1. I have been given many challenging tasks.	<input type="checkbox"/>				
2. I found myself motivated to learn new things.	<input type="checkbox"/>				
3. I have a sense of confidence and can do attitude.	<input type="checkbox"/>				
4. I have a sense of my usefulness within the community.	<input type="checkbox"/>				
5. I learned the importance of a good education.	<input type="checkbox"/>				
6. I learned the importance of setting personal goals.	<input type="checkbox"/>				
7. I have narrowed my career choices.	<input type="checkbox"/>				
8. I am on time for all my appointments and classes.	<input type="checkbox"/>				
9. I have a realistic idea about the world of work.	<input type="checkbox"/>				
10. I am able to follow and take work instructions.	<input type="checkbox"/>				
11. My input into a decision is received by adults.	<input type="checkbox"/>				
12. I am aware of our community needs and problems.	<input type="checkbox"/>				

What is your overall rating of your Service Learning experience?

- Excellent Good Fair Poor

I would recommend this Service Learning experience to my peers.

- Yes Maybe No Not Sure

Your Name: _____

Service Project: _____

Site Coordinator: _____

Service Learning Experience Pre-Assessment Parent/Guardian

My Child's Name: _____

My child's grade level: 9th 10th 11th 12th

I am the child's: Father Mother Guardian Other

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Before participating in a Service Learning experience my child...</i>					
1. Had found his or her career choices	<input type="checkbox"/>				
2. Had an awareness of the community needs	<input type="checkbox"/>				
3. Was self-motivated to learn new things	<input type="checkbox"/>				
4. Had a sense of confidence and can do attitude	<input type="checkbox"/>				
5. Had good communication with adults	<input type="checkbox"/>				
6. Knew the importance of their education	<input type="checkbox"/>				
7. Knew the importance of setting personal goals	<input type="checkbox"/>				
8. Was willing to take on challenging tasks	<input type="checkbox"/>				

Service Learning Experience Parent/Guardian Post-Assessment

My Child's Name: _____

My Child's Grade Level: 9th 10th 11th 12th

I am the Child's: Father Mother Guardian Other

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<i>After participating in a Service Learning experience my child...</i>					
1. Found his or her career choices	<input type="checkbox"/>				
2. Became more aware of the community needs	<input type="checkbox"/>				
3. Is more motivated to learn new things	<input type="checkbox"/>				
4. Has an improved sense of confidence and can do attitude	<input type="checkbox"/>				
5. Has good communication with adults	<input type="checkbox"/>				
6. Knows the importance of their education	<input type="checkbox"/>				
7. Has learned the importance of setting personal goals	<input type="checkbox"/>				
8. Is willing to do more challenging tasks	<input type="checkbox"/>				

Rate your child's Service Learning experience:

Excellent Good Fair Poor

Would you recommend a Service Learning experience to other parents or guardians for their child?

Yes Maybe No Not Sure

What made the experience excellent, good, fair or poor for your child?

Service Learning Site Supervisor's Report

Date: _____

Name of Student being Reported on: _____

Site Supervisor Signature: _____

(please complete this form after the student has completed his/her service experience)

	Excels (7)	(6)	(5)	Meets (4)	(3)	(2)	Does Not Meet (1)
1. Attendance	<input type="checkbox"/>						
2. Timeliness	<input type="checkbox"/>						
3. Enthusiasm	<input type="checkbox"/>						
4. Honesty	<input type="checkbox"/>						
5. Appearance	<input type="checkbox"/>						
6. Friendliness	<input type="checkbox"/>						
7. Stays on Task	<input type="checkbox"/>						
8. Cooperation	<input type="checkbox"/>						
9. Follows Directions	<input type="checkbox"/>						
10. Helps Others	<input type="checkbox"/>						
11. Takes Initiative	<input type="checkbox"/>						

Provide comments on the student's performance below: _____