

Service-Learning Project Quality Check-Up Tool

Determine how well a service-learning activity meets each standard for quality service-learning practice¹ by assessing the level of alignment with each element below. Check the boxes to the right to indicate the degree of implementation.

Quality Standards	Elements	Degree of Implementation			
		Seldom	Some of the time	Most of the time	All of the time
Meaningful Service	The service activities are developmentally appropriate to the participants' ages and abilities.				
	Participants address issues that are personally relevant.				
	Service activities interesting and engaging.				
	Service outcomes are attainable and are valued by those being served.				
Linkages to Curriculum	The academic content standards and other student learning outcomes are clearly identified and linked to the service activity.				
	Students are assessed on the achievement of academic content and other outcomes.				
	Service-learning is aligned with the academic and/or programmatic curriculum.				
	Data from these assessments is used to improve student learning and for program improvement.				
	Service-learning that takes place in schools is integrated into the regular curriculum and instructional process				
Reflection²	All students reflect individually and collaboratively.				
	Is <i>Continuous</i> and occurs before during and after the service experience (see Reference source)				
	<i>Connects</i> student academic content or outcomes to service and community, and incorporates knowledge into their global understanding				
	Students are <i>Challenged</i> to think critically, using different modalities (verbal, written, artistic, and nonverbal) and pushes them to question their perceptions and assumptions.				
	The location of where and how reflection occurs is connected the <i>Context of</i> service setting.				
	Participants identify and analyze different points of view to gain understanding of multiple perspectives.				
Diversity	Participants develop interpersonal skills in conflict resolution and group decision-making.				
	Participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.				
	Participants are encouraged to recognize and overcome stereotypes.				

1. **K-12 Service-Learning Standards for Quality Practice**; National Youth Leadership Council
<http://www.nylc.org/objects/publications/StandardsDoc.pdf>

2. **A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflection**
 Janet Eyler, Dwight Giles and Angela Schmiede; Vanderbilt University; 1996

Service-Learning Project Quality Check-Up (continued)

Quality Standard	Elements	Degree of Implementation			
		Seldom	Some of the time	Most of the time	All of the time
Youth Voice	Youth generate ideas during the planning, implementation, and evaluation processes.				
	Youth are involved in the decision-making process throughout the service-learning experiences.				
	Youth and adults are involved in creating an environment that supports trust and open expression of ideas.				
	Youth acquire the knowledge and skills to enhance their leadership and decision-making skills.				
	Youth evaluate the quality and effectiveness of the service-learning experience.				
Partnerships	A variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses are involved throughout the process.				
	Partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.				
	Partners collaborate to establish a shared vision, set common goals and implement action plans to address community needs.				
	Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.				
Progress Monitoring	Participants collect evidence of the quality of service-learning implementation, progress toward meeting specific service goals from multiple sources throughout the service-learning experience.				
	Participants use evidence to improve service-learning experiences.				
	Participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.				
Duration and Intensity	Participants go through a complete process to investigate community needs, prepare for service, take action, reflect on, their learning and impacts achieved, and celebrate their work.				
	Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.				
	Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.				
Civic Engagement	Participants have discussions of social and political topics in an open classroom climate				
	Participants interact with civic role models				
	Participants investigate community issues and needs				
	Participants identify ways in which they can impact public policy in their community				
	Participants take action on their rights and responsibilities to be civically engaged.				

Service-Learning Project Quality Check-Up (continued)

Name:

School:

Grade(s) taught:

Course(s) taught:

Self Review	Areas of Strength
	Areas for Improvement