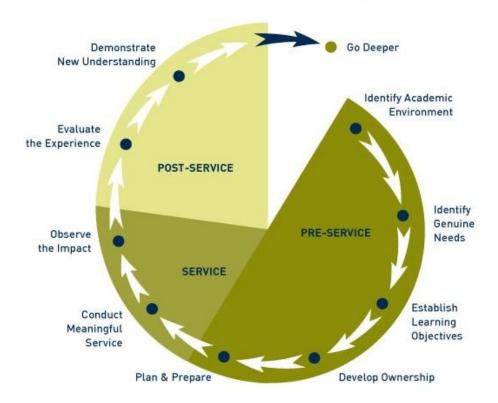
The Service-Learning Cycle



Service

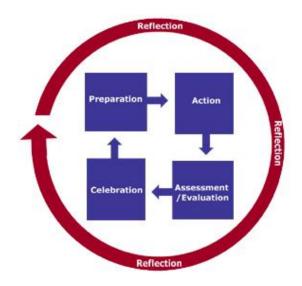
- Young people assist in the clean -up of the common areas in their community center.
- The youth have performed a service to the community; however, just helping clean an area for the community does not include a connection to academic learning.

Learning

- Youth study the effects of trash and pollution on the environment.
- Although the young people in the program may be learning about pollution and the environment, they are not providing a service to the community.

Service-Learning

- Youth clean up the center, analyze and catergorize the trash collected. Young people create a recycling plan for the center, and record public service announcements to educate the community on the benefits of recycling.
- This project is an example of service-learning because youth are given an opportunity to learn about the problem and are able to provide a service by taking action to help improve the situation.





Service Learning Rubric

Service learning is a teaching method that combines meaningful service, academic instruction, and critical reflective thinking to enhance student learning and civic responsibility. The rubric below can help you assess the impact of service learning initiatives based on seven quidelines for quality service learning.

			Strong Impact	Moderate Impact	Minimal Impact
ervice		Meet actual community needs	Determined by current research conducted or discovered by students with teacher assistance	Determined by past research discovered by students with teacher assistance, or by predicting community needs	Community needs secondary to what a project teacher wants to do; project considers only student needs
Meaningful Service		Collaborate with the community	Active, direct collaboration with community by the teacher and/or student	Community members act as consultants in the project development or are directly informed of service	Community members are coincidentally informed or not knowledgeable at all
Me		Improve quality of life for person(s) served	Facilitate change or insight; help alleviate a suffering; solve a problem; meet a need	Service provides new and unique benefits to community	Changes mainly decorative, but limited community benefit, or are not new and unique
ry of sular	Curricular Objectives	Integrate with the academic curriculum	Service learning as instructional strategy with content/service components integrated	Service learning as a teaching technique with content/service components concurrent but not integrated; emphasis on service	Service learning supplemental to curriculum; just a service project or good deed
Maste		Use new academic knowledge in real world settings	All students have direct application of new skill or knowledge in community service	Students have some active applications of new skill or knowledge; some have limited community service involvement	Skill knowledge used mostly in the classroom; no active service experience
ment	Development	Facilitate active student reflection	Students think, share, produce reflective products individually and as group members	Students think, share, produce group reflection only	Ran out of time for true reflection; just provided a summary of events
Civic Developr		Help develop sense of caring for and about others	Reflections show deep personal understanding of the importance of service and the ability to make a difference. Student likely to initiate further service	Reflections show some understanding of the importance of service and ability to make a difference. Student likely to serve again, if asked.	Reflections show student largely unaffected by the importance of service and his/her ability to make a difference. Student unlikely to serve again

This rubric is taken from the Coverdell World Wise Schools publication <u>Looking at Ourselves and Others</u> (Washington, DC: Peace Corps, 1998, p.6). It is also available online at http://www.peacecorps.gov/wws/educators/servicelearning/

National Service-Learning Standards 2009

http://nylc.org/sites/nylc.org/files/files/Standards_Oct2009-web.pdf

Standards and Indicators for Effective Practice

http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/standards http://www.nylc.org/k-12-service-learning-standards-quality-practice