

1999

Designing Collaborations Between Community Based Organizations and Schools to Produce Curriculum Models for Service-Learning Programs (Henry Sibley High School)

Henry Sibley High School District 197

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Recommended Citation

Henry Sibley High School District 197, "Designing Collaborations Between Community Based Organizations and Schools to Produce Curriculum Models for Service-Learning Programs (Henry Sibley High School)" (1999). *Partnerships/Community*. 12.
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Designing Collaborations Between Community Based Organizations and Schools to Produce Curriculum Models for Service-Learning Programs

Purpose of project, as stated in RFP:

1. To connect community based organizations with schools to produce curriculum models that focus on the learning activities in the community.
2. To produce curriculum models that demonstrate how the learning in the community meets Minnesota graduation standards contained in the basic skills and Profile of Learning.

NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

Henry Sibley High School Performance Package

The Peer Helping/Community Service class at Henry Sibley High School works in cooperation with the West St. Paul Police Department and the South Robert Street Business Association to assess and evaluate the need of a Community Halloween Haunted House. The goals of this project are to provide a safe, drug-free environment for preschool, elementary, and junior high age students and their families. The students in the Peer Helping/Community Service class learn skills ranging from teamwork, to identifying community needs, to implementation and building of a Haunted House. The class also provides an opportunity for community service participation for several other high school groups, ranging from athletic teams to academic classes/clubs.

Content Standard: People and Cultures

Level: High School

Course: Peer Helping

Title of Package/Activity: Community Integration

Summary of Statement of Content Standard

A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience, by:

1. Assessing and evaluating the impact of an issue, event, or service on a target population; and
2. Suggesting, applying, and evaluating strategies designed to approve the community through direct service or other authentic experience.

Summary of Service-Learning Program

Tasks and Activities

1. Introduce Service-Learning
 - a. What is Service-Learning? What is Community Service?
2. Pre-Reflect for upcoming project
3. Brainstorm Community Needs
4. Choose meaningful project/issue as a class
5. Action Plan Analysis
 - a. Define or describe issue
6. Create steps to address project/issue
7. Analyze effectiveness of steps
8. Identify stakeholders and how they are affected by the plan
9. Develop Action Plan Implementation Strategy
 - a. Identify skills, knowledge, resources, obstacles, questions, supplies, etc.
 - b. Discuss feasibility, legality, and ethics of the strategy
 - c. Determine and discuss the indicators of success

10. Reflection

- a. Discussions, reaction essays, journaling, picture collage, feedback forms, oral presentations

Skills and Knowledge Goals

Students will learn how to assess and evaluate community needs, understand the process of community building at the grass roots level, and develop a sense of social responsibility and a concern for the welfare of others. Through participating in service activities, students will increase their sense of self-worth and competence. By reflecting on new experiences and challenges, students will better understand themselves, the meaning of the project, and gain a sense of life long social responsibility.

DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING

Performance Package

Content Standard : Peoples and Cultures

Level: High School

Course: Peer Helping

Title of Package / Activity : Community Interaction

Summary Statement of Content Standard

A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience, by:

- a.) assessing and evaluating the impact of an issue, event, or service on a target population; and
 - b.) suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.
-

Description of Student Performances

- 1.) Introduction to Service Learning
- 2.) Action Plan Analysis
- 3.) Action Plan Implementation Strategy
- 4.) Reflection

Final Achievement: Use the following scoring guide when evaluating student performance.

Scoring Criteria

- 4 = Performance on this standard achieves and exceeds expectations of high standard work.
 - 3 = Performance on this standard meets expectations of high standard work.
 - 2 = Work on this standard has been completed, but all or part of the student's performance is below high standard level.
 - 1 = Work on this standard has been completed, but performance is substantially below high standard level.
- No package score is recorded until ALL parts of the package have been completed.

**STUDENT PERFORMANCE TASK #1
INTRODUCTION TO SERVICE LEARNING
COMMUNITY INTERACTION**

Content Standard: Peoples and Cultures

Level : High School

Specific Statement(s) from the Standard:

A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience

Product(s):

1.) A variety of assessment tools including a concept map, reflective essays, structured reflection forms, classroom discussions, small group de-briefing sessions, observation, exam questions, etc.

Task Description(s):

- 1.) Students will participate in a pre-reflection (pre-test) concept map.
- 2.) Students will discuss the definition of service learning.
- 3.) Students will complete a study guide on the "Power of Service Learning."
- 4.) Students will view several short videos showing students involved in projects that could easily be part of a service learning program.
- 5.) Students will have the opportunity to hear and question several guest speakers who are involved in volunteer community service projects.

Special Notes:

1.) Brainstorming skills are extremely important if the class is to make a group decision regarding an issue, event, or service. In order to accomplish this successfully, the class needs to understand the groundrules of brainstorming. They are as follows:

- a.) all ideas, right or wrong, will be accepted,
- b.) all responses will be written down using the exact word of the students,
- c.) get as many ideas as possible,
- d.) all students share as this is a group project,
- e.) all for silent time for students to think and visualize possibilities,
- f.) look for recurrent themes.

Once these have been understood it is best to practice brainstorming on simple ideas: sports, entertainment, technology in the home, etc.

It is now time to apply these brainstorming skills and use them as individuals. A good approach to this is a concept map / web. Students will be told to draw a circle and print the phrase "Service Learning" within the circle. They will then draw a concept map demonstrating their understanding of service learning. They will also be told that they need at least three secondary concepts (branches). From that point they will be on their own. This will serve as a pre-test to the course. It is expected that students will do a poor-to-fair job on the pre-reflection concept map. They

are being "set-up" for future reflective exercises throughout the course. The exercise will be repeated at the end of the course as part of the student's final exam.

Once students have completed their individual concept maps it is time to share their findings. Teachers should be prepared to be flexible in their approach to this discussion as whether the focus will be on small group, large group, or classroom discussion. Upon completion of this debriefing, the teacher should then post the three secondary categories that will be the focus of this class:

Schools and Communities,
Citizenship,
Volunteerism.

- 2.) The classroom teacher should prepare a handout with an acceptable definition as well as a short description of service learning to aid in this discussion. Materials from the National Youth Leadership Council are an excellent source for this. The address for the NYLC is 1910 W. County Road B, Roseville, MN 55113.
- 3.) A copy of the study guide follows this performance task.
- 4.) There are several short videos showing service learning projects in The American Promise series sponsored by Farmer's Insurance. Sets are available by calling 1-800-204-7722 and a free of charge. Each video runs 3-4 minutes. Focus on the appropriate age group and select 2-3 to show to the class.

Another source would be a 12 minute video titled Action News 17: A Look At Service Learning. It is available from Marilyn Walster at the Oregon Department of Education, Public Service Building, 255 Capital St. N.E., Salem, Oregon 97310-0203.

- 5.) Speakers are available from many community agencies who sponsor volunteer programs. Check with your district's Community Education director for ideas.

To help insure student participation in this process, each student must prepare a duplicate set of questions on note cards before the speaker arrives. One set of questions will be for their use while the other will be collected by the instructor at the start of class.

NAME _____

**STUDENT PERFORMANCE TASK 1:
INTRODUCTION TO SERVICE LEARNING
COMMUNITY INTERACTION**

Content Standard : Peoples and Culture

Level : High School

FEEDBACK CHECKLIST FOR TASK #1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard.

Y = Yes

N = Needs Improvement

Student Evaluation		Teacher Evaluation
_____	Student understands and has practiced brainstorming.	_____
_____	Student has completed the reflection (pre-test) exercises and will include them in his/her portfolio.	_____
_____	Student has actively participated in the classroom discussion on the definition of service learning.	_____
_____	Student has watched the videos showing samples of volunteer community service projects.	_____
_____	Student has written a duplicate set of questions for each guest speaker..	_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

Overall Comments (information about student progress, quality of work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

What Is Service Learning?

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences . . .

- That meet actual community needs.
- That are coordinated in collaboration with the school and community.
- That are integrated into each young person's academic curriculum.
- That provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity.
- That provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.
- That enhance what is taught in the school by extending student learning beyond the classroom.
- That help to foster the development of a sense of caring for others.

Introduction

Community service is a powerful tool for youth development. It transforms the young person from a passive recipient to an active provider, and in so doing redefines the perception of youth in the community from a cause of problems to a source of solutions. When combined with formal education, service becomes a method of learning or "service learning."

Service learning enables teachers to employ a variety of effective teaching strategies that emphasize student-centered, interactive, experiential education. Service learning places curricular concepts in the context of real-life situations and empowers students to analyze, evaluate, and synthesize these concepts through practical problem-solving, often in service to the community.

In setting forth standards of quality for school-based service learning, we do not presume to provide a list of absolutes, nor even a complete inventory of the elements that contribute to high quality. Instead, what follows is designed to serve as a yardstick that can be used to measure the success of a variety of approaches to service learning, locally as well as nationally.

We are aware of the wide diversity among our schools, their students, and their communities, and have tried to enunciate criteria broad enough to be applied across varied regions and populations, yet concrete enough to be translated into action.

Service learning connects young people to the community, placing them in challenging situations where they associate with adults and accumulate experiences that can strengthen traditional academic studies. Service learning also makes classroom study relevant, as young people connect their actions in the world beyond the school's walls with work in math, social studies, language arts, and science.

Young people have few opportunities to be around adults outside of school and home. As described in "A Matter of Time," a report of the Task Force on Youth Development and Community Programs of the Carnegie Corporation (1992), too many children are raising each other with little stabilizing input from adults.

The isolation of young people has resulted in a rift between them and society's institutions. Service learning involves youth in active roles in the community, and establishes a new relationship between young people and an adult facilitator; hence it can be a powerful force in closing that rift.

As they work together for a defined purpose, youth and adults will learn to respect each other. When mutual trust is established between adults and young people, meaningful dialogue, so often absent in the life of today's youth, can take place.

Although the terms are sometimes used interchangeably, service learning and community service are not synonymous. Community service may be, and often is, a powerful experience for young people, but community service becomes service learning when there is a deliberate connection made between service and learning opportunities which are then accompanied by conscious and thoughtfully designed occasions for reflecting on the service experience.

Peer Helping/Community Service Learning

The Power of Community Service Learning

Community Service is a tremendous force for change in this country. Volunteers all across our nation are working to make the world a better place to live. They include the musicians of "Live Aid" and "We Are the World" who raise money for causes such as world hunger. They include students like you who might collect food for the homeless shelters. They all do make a difference.

You can make a difference, too. The world is full of opportunities for you and your friends to make things better. Just read the newspaper. Listen to the news on the radio or T.V. Talk to your parents and neighbors. You will find plenty of stories about people and places that could use your help. They range from hunger and the homeless to pollution in our water and air.

You can also find many ways to help in your community. Think about it. Do you know a younger student who could use help with reading or math? Do older neighbors need help with their yard work or with grocery shopping? Does some part of your town need cleaning up?

Use this chart to think about problems in America and in your own community where help is needed. List three problems you think are the most important under each heading.

NATIONAL NEEDS

COMMUNITY NEEDS

People in your community are acting on many of these problems already. They work through community service organizations. These groups help volunteers find ways to change things for the better. Think about the community service organizations in your area. List three organizations in the spaces below and describe how they serve your community.

COMMUNITY SERVICE ORGANIZATIONS

HOW THEY SERVE

1.

2.

3.

You probably know many people already involved in community service. Think about your friends, family members, parents and teachers. How are they helping to solve problems in your school and community? In the spaces below, list three of the problems they are working on and the actions they are taking?

PROBLEM

ACTION BEING TAKEN

1.

2.

3.

**STUDENT PERFORMANCE TASK 2
ACTION PLAN ANALYSIS
COMMUNITY INTERACTION**

Content Standard: Peoples and Cultures

Level : High School

Specific Statement(s) from the Standard:

A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience, by assessing and evaluating the impact of an issue, event, or service on a target population.

Product(s):

- 1.) Action Plan Analysis

Task Description(s):

- 1.) Students will brainstorm a list of possible community needs. These can be a possible issue, event, or service. Once this list is developed, the class will narrow the list to 3-4.
- 2.) Students will individually select one issue, event or service from the narrowed list and complete an Action Plan Analysis (see special notes). Once this is complete, the class will be organized into small groups, each group specializing in one item from the narrowed list. As a group they will complete a new Action Plan Analysis. The students will then conduct a class discussion prior to selecting one issue, event, or service as their community project.

Special Notes:

- 1.) The brainstorming should be done as early in the semester as possible. Use the guidelines for brainstorming as found in task #1. It might be necessary to spread this brainstorming over 2-3 days in order to allow students to gather external input (parents, neighbors, friends, etc.).
- 2.) It is mandatory that each student complete an individual Action Plan Analysis. It might be wise to spread this assignment over 2 days to help insure 100% participation. The discussion itself might also need to be spread over several days in order to assure a democratic decision.

A copy of a suggested Action Plan Analysis follows this section.

NAME _____

**STUDENT PERFORMANCE TASK 2:
ACTION PLAN ANALYSIS
COMMUNITY INTERACTION**

Content Standard : Peoples and Culture

Level : High School

FEEDBACK CHECKLIST FOR TASK #2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard.

Y = Yes

N = Needs Improvement

Student Evaluation		Teacher Evaluation
_____	The Action Plan Analysis has been fully completed.	_____
_____	The student has put his/her best effort into the completion of the Action Plan Analysis assignment.	_____
_____	The student has effectively participated in the small group discussion of the class' Action Plan Analysis.	_____
_____	The student has effectively participated in the class discussion of the class' Action Plan Analysis.	_____
_____		_____
_____		_____
_____		_____

Overall Comments (information about student progress, quality of work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

Note: This checklist must be attached to your final product!

ACTION PLAN ANALYSIS

I. In paragraph form, thoroughly define / describe the issue, the event, or the public service!

II. Clearly state your action plan!

III. In a complete paragraph, explain why you choose this action plan.

IV. What is the purpose of your Action Plan? What are your intentions?

V. If successful, what would your Action Plan look like as it would really happen?

VI. What are the good points of your Action Plan? What are the bad points of your Action Plan?

VII. List at least three (3) groups of stakeholders who would be affected by your Action Plan. Describe these people, tell why they are involved and how they would be affect by your Plan!

Description of Stakeholders	Why They Are Involved	Affect of Action Plan

PEER HELPING RUBRICS ACTION PLAN ANALYSIS

name _____

SCORING CRITERIA	4	3	2	1
Analysis is completed on time!				
Answers are in complete sentences and/or paragraphs when called for.				
Answers are neatly written with proper spelling and grammar.				
Answers reflect a sincere attempt to analyze the issue, event or service.				
Answers are complete covering all aspects of the question. (i.e. #6 asks for both good and bad points)				
TOTALS				

Comments:

KEY:

- 4 = Performance achieves and exceeds expectations.
- 3 = Performance meets expectations.
- 2 = Work has been completed but all or part of student's performance is below expectations.
- 1 = Work has been completed but performance is substantially below expectations.

**STUDENT PERFORMANCE TASK 3
ACTION PLAN IMPLEMENTATION STRATEGY
COMMUNITY INTERACTION**

Content Standard: Peoples and Cultures

Level : High School

Specific Statement(s) from the Standard:

A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience, by suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

Product(s):

- 1.) Action Plan Implementation Strategy

Task Description(s):

- 1.) Each individual will be responsible to complete an action plan implementation strategy assignment.
- 2.) Once the individual work has been completed, the class as a whole will complete a new implementation strategy plan.
- 3.) Upon completion of the Implementation Strategy, the class will complete any necessary Action Plan Guide.

Special Notes:

- 1.) This is necessary to insure 100% participation.

A copy of the two-page individualized Implementation Strategy follows this section. Some terms need to be explained:

question #1.)

formal procedure : presentation, brochure, ads, posters, flyers, media spot, etc.

informal procedure : telephone calls, letters, informal visits, etc.

question #5.)

Students cannot proposed something illegal, immoral, unethical, racial, sexist, etc.

question #6.)

Indicators of success will vary. If students undertake an event, what makes for a successful event? Will it be the number of participants, the amount of money raised, community interest and/or support, etc. Use brainstorming techniques to help answer this question.

2.) Intermediate steps might be necessary depending on the size of the class. For example, the teacher might want to start the process by dividing the class into smaller groups, then combining two groups together, and finally conducting a class discussion.

A separate Implementation Strategy for this class discussion is provided. There are only minor changes. For example, in #4 the number of obstacles is expanded from three to five obstacles.

3.) A sample form for a Action Plan Guide is attached to this section. There is no way to know how many separate sheets might be needed. The actual number of strategic goals and success indicators will vary from project to project. The same can be said for the number of objectives on each sheet.

During the completion of these Guides, the classroom teacher must pay special attention to insure total class involvement in the project. Suggestions for promoting the inclusion of all students include:

- a.) be aware of students' abilities and cultural backgrounds,
- b.) be aware of students' preferred learning styles,
- c.) establish an environment where ability level and cultural pluralism are valued,
- d.) use highly structured activities for students with fewer skills and less structured techniques for mature students with higher abilities.

NAME(s) _____

**STUDENT PERFORMANCE TASK 3
ACTION PLAN IMPLEMENTATION
COMMUNITY INTERACTION**

Content Standard: Peoples and Cultures

Level : High School

FEEDBACK CHECKLIST FOR TASK #3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard.

Y = Yes

N = Needs Improvement

Student Evaluation		Teacher Evaluation
_____	The individualized Action Plan Implementation Strategy has been fully completed.	_____
_____	The student has put his/her best effort into the completion of the Action Plan Implementation Strategy assignment.	_____
_____	The student has effectively participated in the class discussion of the class' Action Plan Implementation Strategy.	_____
_____	The student has effectively participated in the class discussion of the Action Plan Guide.	_____
_____	The student has accepted full responsibility for his/her part of the implementation of the class' Action Plan.	_____
_____		_____
_____		_____
_____		_____
_____		_____

Overall Comments (information about student progress, quality of work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

Note: This checklist must be attached to your final product!

ACTION PLAN IMPLEMENTATION STRATEGY

I. Describe at least one formal and one informal procedure your plan will use. Include details such as people, times, dates, locations, etc.

Formal :

Informal :

II. Identify the skills, talents or resources that you already possesses that your group will need to implement your Action Plan. These could include knowledge, technological skills, people-handling skills, etc.

III. Identify the resources you will need to implement your Action Plan. These could include money, supplies, experts, etc.

IV. Anticipate at least 3 obstacles / major questions that will need answering. Prepare your group's answer to these.

1.)

2.)

3.)

V. Discuss the feasibility, legality, and ethics of the proposed strategy.

VI. Discuss the indicators of success! In other words, how will you know if your Action Plan is a success?

PEER HELPING RUBRICS

name _____

ACTION PLAN IMPLEMENTATION STRATEGY

SCORING CRITERIA	4	3	2	1
Implementation strategy is completed on time.				
Answers are in complete sentences and/or paragraphs when called for.				
Answers are neatly written with proper spelling and grammar.				
Answers reflect a sincere attempt to implement the proposed strategy.				
Answers are complete covering all aspects of the question. (i.e. #4 ask for three obstacles - did the student provide three obstacles?)				
TOTALS				

Comments:

KEY:

- 4 = Performance achieves and exceeds expectations.**
- 3 = Performance meets expectations.**
- 2 = Work has been completed but all or part of student's performance is below expectations.**
- 1 = Work has been completed but performance is substantially below expectations.**

ACTION PLAN IMPLEMENTATION STRATEGY

I. Describe at least one formal and one informal procedure your plan will use. Include details such as people, times, dates, locations, etc.

Formal :

Informal :

II. Identify the skills, talents or resources that members of your group already possesses that you will need to implement your Action Plan. These could include knowledge, technological skills, people-handling skills, etc.

III. Identify the resources you will need to implement your Action Plan. These could include money, supplies, experts, etc.

IV. Anticipate at least 5 obstacles / major questions that will need answering. Prepare your group's answer to these.

1.)

2.)

3.)

4.)

5.)

V. Discuss the feasibility, legality, and ethics of the proposed strategy.

VI. Discuss the indicators of success! In other words, how will you know if your Action Plan is a success?

PEER HELPING ACTION PLAN

STRATEGIC GOAL:

SUCCESS INDICATORS:

OBJECTIVE	RESPONSIBILITY	RESOURCES	DATE	EVALUATION
#1:				
#2:				
#3:				
#4:				
#5:				

GENERAL COMMENTS:

STUDENT PERFORMANCE TASK #4
REFLECTION
COMMUNITY INTERACTION

Content Standard: Peoples and Cultures

Level : High School

Specific Statement(s) from the Standard:

A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience

Product(s):

1.). Reflection Portfolio

Task Description(s):

1.) Preflection (pre-reflection)! Early in the course students will develop a concept map on service learning (see task #1). This will serve as the foundation of reflection throughout the course.

2.) Periodic reflection! Throughout the course student will be expected to participate in various reflective exercises. This include:

- a.) writing! These will be collected to become part of the student's portfolio (see below).
 - 1. weekly structured reflection sheets!
 - 2. reaction essays to issues (speakers), events, services
 - 3. misc. exercises : group journal, thank you letters, etc.
- b.) telling!
 - 1. formal class discussions / debriefings
 - 2. informal small group discussions / debriefings

3.) Reflection Portfolio! Each student is required to produce a Reflection Portfolio that will be his/her final product for the course. This portfolio will consist of ...

- a.) preflection mapping exercise
- b.) weekly reflection sheets
- c.) any reaction essays
- d.) retreat reflection
- e.) picture collage
- f.) feedback forms
 - 1. self
 - 2. peer
 - 3. supervisor
 - 4. parents
- g.) reflective essay
- h.) final reflection concept map

4.) Oral Presentation! Each student will present an oral report to the class on his/her experiences.

Special Notes:

- 1.) This will serve as a pre-test! It is expected that students will do a poor-to-fair job on the reflection concept map. They are being "set-up" for future reflective exercises throughout the course. The exercise will be repeated at the end of the course as part of the student's final exam.
- 2.) A Practitioner's Guide to Reflection in Service Learning (Janet Eyler, et al) breaks reflection into four activities: reading, writing, doing, and telling. The periodic reflection piece of this task will focus on two of these: writing and telling.
- 3.) This final product is based on the "doing" portion of A Practitioner's Guide to Reflection in Service Learning (Janet Eyler, et al). The recommended product will be a portfolio, a collection of the student's work.

As part of their portfolio assignment, students will be asked to access a camera with 24-36 pictures. This can be a disposable camera. If students cannot afford a camera, checkout is available through most schools. A variety of snapshots must be collected from the following:

class activities	retreat
individual projects	field experiences
work on issues, events, services	

Students are also expected to include the various feedback forms. Attached to this package are forms for self-evaluation, peer evaluation, supervisor evaluation, and parent evaluation.

- 4.) During the final week of the course students will share their experiences with the class. This might be best done in an extended setting.
- 5.) Rubrics have been provided with this package for both the portfolio and a typical service project. A sample rubric for a Halloween Haunted House project has also been provided.

NAME _____

**STUDENT PERFORMANCE TASK 4:
REFLECTION
COMMUNITY INTERACTION**

Content Standard : Peoples and Culture

Level : High School

FEEDBACK CHECKLIST FOR TASK #4

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard.

Y = Yes

N = Needs Improvement

Student Evaluation		Teacher Evaluation
_____	Student has completed the reflection (pre-test) exercises and has included them in his/her portfolio.	_____
_____	Student has completed the weekly structured reflection sheets and has included them in his/her portfolio.	_____
_____	Student has completed the assigned reaction essays and has included them in his/her portfolio.	_____
_____	Student has effectively participated in the small group and class discussions / debriefing sessions.	_____
_____	Student has completed the reaction to the retreat exercise sheets and has included it in his/her portfolio.	_____
_____	Student has taken pictures of his/her participation in the various service projects and has included them in the portfolio.	_____
_____	Student has collected four feedback forms (self, peer, parent, supervisor) and has included them in his/her portfolio.	_____
_____	Student has successfully completed the reflective essay and has included it in his/her portfolio.	_____
_____	Student has successfully completed the final reflection concept map and has included it in his/her portfolio.	_____

Overall Comments (information about student progress, quality of work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

Note: This checklist must be attached to your final product!

name _____

PEER HELPING CELEBRATION CRITQUES

DIRECTIONS: In the spaces below, please provide positive affirmations to help each individual celebrate his/her successes upon completion of their service learning work and portfolio.

[illegible]

Peer Helping/Community Service Learning Reflection Project Sheet

Now that you have worked on community service project for a while, take time to think about the experience. The questions below will help you. as you read each one, jot down key words or phrases that tell how you feel. Share your thoughts with your classmates.

1. How do you feel about the overall outcome of the project? What are some things you feel were accomplished?
2. How do you think the group or individual you were working with benefited from the project? How did the community benefit?
3. What kind of challenges did you encounter? How did you handle them?
4. What are some new things you learned? How has this experience helped you grow?

5. What did you learn from the people involved in the project? What did they learn from you?
6. How did you feel about yourself when you were working on the project?
7. Name two of the most exciting things that happened to you. Why would you say they were exciting?
8. What do you wish you had a picture of to keep forever?
9. What would you tell a friend about becoming involved in service learning?



HENRY SIBLEY HIGH SCHOOL

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JOHN LONGTIN, PRINCIPAL

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ERIC WILLIAMS, DEAN OF STUDENTS

DEAN VERDOES, ASSISTANT PRINCIPAL

& ATHLETIC DIRECTOR

Henry Sibley High School Peer Helping/Community Service Learning

Dear Placement Supervisor,

It is hard to believe that the current school term is almost over! For students and teachers this "ending" translates into evaluations and grades.

Enclosed is the evaluation form to be filled out by Placement Supervisors. Please feel free to go over the completed evaluation with the Peer Helper/Community Service Learning student. Students report that this is an excellent opportunity to get a very precise idea as to what is expected of them, how they are performing, and how they may best serve the needs of those they help.

A short explanation of the evaluation sheet may be helpful to you in marking your student:

- A mark of A = Excellent...student clearly demonstrates areas of high competence. The work done is outstanding. The student may be putting in extra time and effort.
- A mark of B = Above Average...the placement generally benefits from the student's work. Student shows outstanding characteristics in some areas...may need slight improvements in others.
- A mark of C = Average...meets minimum expectations; neither added or detracted in any large measure to the quality of work done at the placement.
- A mark of D = Below Average...the student probably caused more extra work for the supervisor or staff than what he/she was worth. Needs improvement.
- A mark of F = Failure...the student rarely met expectations, was undependable.

We would appreciate having these forms returned no later than _____

Thank you again for your participation in the Henry Sibley Peer Helping/Community Service Learning program. Your involvement is a valuable part of the total program.

Sincerely,

Jacqueline Baker

**HENRY SIBLEY HIGH SCHOOL
PEER HELPER/COMMUNITY SERVICE LEARNING
SUPERVISORS EVALUATION FORM**

NAME OF STUDENT _____

PLACEMENT _____ NUMBER OF SERVICE HOURS _____

RATING SYSTEM TO BE USED: A= Superior B= Above Average C= Average
D= Below Average F= Failing N= Does Not Apply

- | | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | Student reports regularly and punctually at the time agreed upon. | A | B | C | D | F | N |
| 2. | Student attends to tasks assigned to him/her by the site. | A | B | C | D | F | N |
| 3. | Student's attire and grooming are appropriate for the site. | A | B | C | D | F | N |
| 4. | Student does task with a positive and willing attitude. | A | B | C | D | F | N |
| 5. | Student is able to function alone and does not need to be told what to do. the student is a self-starter. Shows initiative. | A | B | C | D | F | N |
| 6. | Student responds positively to criticism and suggestions. | A | B | C | D | F | N |
| 7. | Student has an accurate sense of own abilities and interests. | A | B | C | D | F | N |
| 8. | Student handles self well in problem situations. | A | B | C | D | F | N |
| 9. | Student is attempting to increase his/her knowledge accepting the conditions under which the site works. | A | B | C | D | F | N |
| 10. | Student established good rapport with the people worked with. (clients, staff, etc.) | A | B | C | D | F | N |
| 11. | Student sticks with difficult tasks. | A | B | C | D | F | N |
| 12. | Student handles situations well that call for quick thinking or novel approaches. | A | B | C | D | F | N |
| 13. | Student demonstrates insights in understanding people and their special needs. | A | B | C | D | F | N |
| 14. | The student goes beyond the minimum expectations of the work assigned. | A | B | C | D | F | N |
| 15. | Student notifies site supervisor, in advance, if they are going to be absent. | A | B | C | D | F | N |

Overall opinion of student's work. A B C D F

ADDITIONAL COMMENTS ON STUDENT: (attitude toward assignment, special project, etc.)

Supervisor's signature: _____



HENRY SIBLEY HIGH SCHOOL

1897 DELAWARE AVENUE • MENDOTA HEIGHTS, MINNESOTA • 55118-4357 • (612) 681-2350

JOHN LONGTIN, PRINCIPAL
DR. KAREN SMITH, ASSISTANT PRINCIPAL
ERIC WILLIAMS, DEAN OF STUDENTS
DEAN VERDOES, ASSISTANT PRINCIPAL
& ATHLETIC DIRECTOR

Dear Parent,

We are interested in determining what effects, if any, the Peer Helper class has had on the personal growth and development of your child.

To enable us to do this, we request your cooperation in the completion of the attached questionnaire, which asks you to rate certain aspects of your child's development both before and after his or hers exposure to the Peer Helper class.

Your replies will be anonymous; there will be no attempt to match parent replies to particular students in the course.

Please mail the questionnaires back in the enclosed stamped envelope by (date). _____

Thank you for your cooperation.

Sincerely,

Jacqueline Baker
Mat Murphy

P.S. Please feel free to call us at 681-2316 if you have any questions. Further comments may be made, if you wish, on the back of the questionnaire.

**PARENT EVALUATION
PEER HELPING/SERVICE LEARNING**

1. What was the biggest change you saw in your son or daughter?
2. How has your child being a part of the Peer Helping/Service Learning class affected your family?
3. Were there any negative effects of the Peer Helping/Service Learning class that you observed in your home?
4. List any general feelings about Peer Helping/Service Learning.
5. Would you recommend the Peer Helping/Service Learning class be taught to all high school students?

PARENT EVALUATION

PEER HELPING PROGRAM

Please rate your son or daughter on the following points. The scale on the left asks for your recollections of what your son or daughter was like before the training. The scale on the right asks for your present ratings. Please place checks in the appropriate columns.

Excellent	Very Good	Average	Below Average	Poor		Greatly Improved	Improved	No Change	Deteriorated
					1. Ability to listen to other family members.				
					2. Willingness to communicate with others.				
					3. Ability to get along with adults.				
					4. Ability to get along with siblings and/or other adolescents.				
					5. Acceptance of responsibilities.				
					6. Open-mindedness; willingness to accept that others have the right to hold different views.				
					7. Self-awareness.				
					8. Ability to make decisions.				
					9. Feelings about school, including maintaining regular attendance.				

PORTFOLIO RUBRICS

PEER HELPING

name _____

SCORING CRITERIA	4	3	2	1
The portfolio is properly bound.				
The portfolio has a neat, attractive cover.				
The portfolio has its own introduction and table of contents.				
The portfolio is well organized.				
The portfolio is neat.				
The portfolio is attractive and colorful.				
The portfolio has its own conclusion or reaction.				
The portfolio is complete. (30% of grade)	12	9	6	3
Totals				

KEY:

- 4 = Performance achieves and exceeds expectations.
- 3 = Performance meets expectations.
- 2 = Work has been completed but all or part of student's performance is below expectations.
- 1 = Work has been completed but performance is substantially below expectations.

name(s) _____

PEER HELPING RUBRICS

Name of Project : _____

Date(s) _____

SCORING CRITERIA	4 Performance achieves and exceeds expectations!	3 Performance meets expectations!	2 Performance is below expectations!	1 Performance is substantially below expectations!
ATTITUDE	Displays an outstanding positive attitude. Encourages others and fosters their participation.	Displays positive attitude. Encourages others.	Attitude is cooperative but nothing more.	Reserved, sullen, moody, gloomy, etc. Not really fun to have around.
INDIVIDUAL EFFORT	Consistently puts forth outstanding effort.	Consistently puts forth effort.	Puts forth inconsistent effort.	Shows little effort. Pulls the group down +/or slows project.
TEAMWORK	Outstanding ability to work with others.	Works willingly with others.	Unwillingly works with others; does so only at supervisor's prodding.	Uncooperative.
RESPONSIBILITY / TRUST	Volunteers for work. Can be trusted to get the done done.	Accepts work when assigned. Can be trusted to get the job done.	Accepts work when assigned. Will get the job done if checked upon.	Accepts work reluctantly. Will get the job done if constantly checked upon.
ABILITY TO STAY FOCUSED AND ON TASK	Independent worker. Stays focused even with distractions and operates efficiently.	Independent worker. Can be distracted but only temporarily.	Has difficulty staying on task without structure. Needs direction in order to work efficiently.	Needs constant supervision. Easily quits or gives up.
TIME MANAGEMENT	Efficiently and effectively meets all deadlines ahead of time.	Meets all deadlines ahead of time but lacks the extra efficiency and effectiveness.	Meets deadlines but at the last minute.	Gets the job done but runs behind schedule.
PROBLEM SOLVING / DECISION-MAKING	Imaginative, innovative. Looks for trouble spots and eliminates them before they develop.	Effectively solves problems as they develop.	Individually handles problems but does not eliminate them.	Slow to react to problems. Allows them to dictate progress (or the lack of it).

name(s) _____

PEER HELPING RUBRICS

Name of Project : Halloween Haunted House

Date(s) _____

SCORING CRITERIA	4 Performance achieves and exceeds expectations!	3 Performance meets expectations!	2 Performance is below expectations!	1 Performance is substantially below expectations!
PARTICIPATION	Participates in all four activities: - advertising - stage crew - player - support	Participates in three of the four activities!	Participates in two of the four activities!	Participates in only one of the four activities!
REFLECTION	Reflection exercise is ... - handed in on time - neatly written with proper spelling and grammar - displays individual answers with specific examples - shows creativity in presentation +/- or answers	Reflection exercise is ... - handed in on time - neatly written with proper spelling and grammar - displays individual answers with specific examples	Reflection exercise is ... - handed in - neatly written with proper spelling and grammar	Reflection exercise is ... - handed in - weakly written displaying improper spelling and grammar