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# New England College Pre-Service Teacher Service Learning Guidebook

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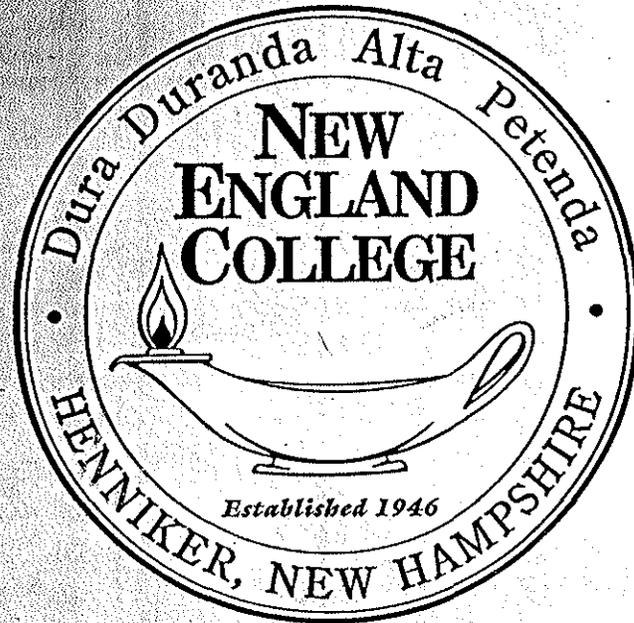
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**NEW ENGLAND COLLEGE  
PRE-SERVICE TEACHER  
SERVICE-LEARNING GUIDEBOOK**

*Second Edition  
Fall 1998*

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**New England College  
Pre-Service Teacher  
Service-Learning Guidebook**

Introduction

In a democratic classroom, teacher and students strive to create a participatory learning community (Wade, 1997), a community where the voices and needs of all are respected and valued by the members of that community. Democratic education involves connecting with the larger community through meaningful, hands-on involvement. According to John Dewey, "schools should be democratic laboratories of learning closely linked to community need" (National Youth Leadership Council, 1991, p. 4). Therefore, the focus of a democratic classroom should be on responsible participation from all members of the classroom community.

Service-learning follows a democratic model by giving students opportunities for choice (Wade, 1997).

It has the capacity to restructure and reform the ways we go about teaching and learning. By providing a new context for the learning environment, service-learning reshapes and balances the roles and relationships between teacher and learner, and context and the curriculum. (National Youth Leadership Council, 1991, p. 24)

As a result, the curriculum is broadened and deepened to create a richer context for learning and students gain responsibility for their learning while teachers gain new responsibilities as mentors and guides as well as presenters of information (National Youth Leadership Council, 1991, p. 25).

To some, service-learning is an educational philosophy, a "belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way" (Research Agenda for Combining Service and Learning in the 1990s). To others, it is a strategy which applies core course concepts through significant service to the community. This integration of academic and experiential learning requires guided reflection to clarify academic, personal, and civic learning. Service-learning teaches that education does not come in isolation, it involves the whole community. Boyer (1987, p. 9) supports this when he states that "the goal is to help students consider the connection between what they learn and how they live" (National Youth Leadership Council, 1991, p. 19). Accordingly, the whole community must be involved, not just youth, but parents, teachers, non-profit community organizations, business, and government.

Service-learning has been described as a pedagogical approach that combines authentic community service, addressing a need or problem in the community, with integrated academic outcomes, curriculum-based learning (Erickson & Anderson, 1997; Wade, 1997). Service-learning provides students with opportunities to develop skills and knowledge in "real world" settings. Myers (1995) states that "service-learning is a dynamic process that stretches the mind,

opens the heart and makes connections between what kids need to learn and what life is all about beyond the fortress walls of the classroom” (p.1). Anderson and Guest (1995) state that “service-learning offers opportunities for academic and social development through active engagement with the environment, in this case through actions directed toward the welfare of others (Dewey, 1938)” (p.13).

Service-learning brings together two continua, community service and learning. Community service engages young people in service to their community as a means to develop pro-social skills and positive moral attitudes. Service-learning attempts to make academic learning more authentic and thereby, more effective for more and diverse groups of children. Thus, service-learning brings together the two continua into one set of pedagogical principles and behaviors (Michigan Community Service Commission, p. 15).

What distinguishes service-learning from community service is that service is deliberately integrated with learning objectives (Root, 1997) and reflection is planned and purposeful. According to Hill and Pope (1997), “experience alone is not enough; students need help making the link between service and learning, and reflection is the key to this link” (p. 107). Halperin (1996) states that individuals

do not learn solely from experience. . . . What we do learn from is reflection on our experience, that is integration of the new information with our previous learning, our personal values, and our life situations. When experience “fits” what is perceived to be important, useful, and valuable (that is, relevant), this is true learning. (National Association of Partners in Education Inc., p. 2)

The National and Community Service Act of 1990 defines the term service-learning as a method:

- A) under which students learn and develop through active participation in . . . thoughtfully organized service experiences that meet actual community needs;
- B) that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the service activity;
- C) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
- D) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others. (Belbas, Gorak, & Shumer, 1993, p.1)

Students who engage in service-learning

- 1) ultimately gain much more in understanding than they give in serving.
- 2) learn not only from the experience of service but from reflection on and creating

meaning from that experience.

3) grow from the natural dependence and egocentrism of childhood into mature personal interdependence and engagement in community.

4) learn holistically. All functions of personality contribute to development of the self.

5) learn and grow as they feel and think about service experiences . . . . Because learning begins with behavior, students gain efficacy and self-direction.

6) are empowered to become service-oriented citizens and youth leaders. (National Youth Leadership Council, 1991,p. 20)

### Building Blocks for Effective Service-learning Programs

Service-learning is derived from the application of four basic elements that serve as building blocks for solid, well-designed programs. The four elements are community and youth voice (the identification of a need); planning and preparation; service; and reflection, assessment, and celebration. These elements are interrelated. A program is not a service-learning program if it does not apply each of the four elements in some form.

#### *Community/Youth Voice*

Any service-learning project should include the input of all the potential stakeholders (partners) in the design and implementation of the program. This ensures that a valid need is met in the community and maximizes the potential of the partners to be resources. The partners enter into a dynamic relationship in which the community is a place for teaching and learning.

#### *Planning and Preparation*

Planning and preparation are important first steps for any service-learning experience. Partners should gather and have access to information about the community and issues. Planning should include information about the tasks to be performed, skills needed, expected outcomes, the service site, and social/contextual issues related to service. This lays the framework for a quality service project and enhances learning.

Preparation should include assessing/identifying the needs/assets, choosing a project and assets to meet the need, developing an overall plan, reaching out to others, orienting students and the community, handling logistics, and planning for evaluation.

Planning should include integrating service into the curriculum and developing specific service-learning courses, activities, or projects, implementation, and project monitoring, including ongoing assessment.

#### *Meaningful Service*

Service must be a valuable and meaningful experience for the partners. The service experience should meet a genuine need and should provide positive learning and growth opportunities for the individuals involved. Thoughtful action builds a positive and mutually beneficial relationship between the partners.

#### *Assessment, Reflection, and Celebration*

Assessment is a process that should be incorporated into any service-learning experience

from the beginning and continue throughout the project. Assessment measures the impact of the students' learning experience and the effectiveness of the service in the community. The partners should take part in the design and implementation of the evaluation process. Assessment provides direction for improvement, growth, and change.

Reflection is critical to service-learning, since this is where true learning takes place. Through interaction with others and individual reflection on ethical questions and relevant issues, participants can develop a better sense of social responsibility, advocacy, and active citizenship.

Evaluation and reporting should include process and product development, qualitative and quantitative data collection, and formative and summative evaluation, all integral aspects of exemplary service-learning initiatives (Swick, Winecoff, Kemper, Rowls, Freeman, Somerindyke, Mason, & Williams, pp. 10-13).

Remember, all participants should be recognized for their efforts. Recognition can take many forms, such as a letter of appreciation, a party to celebrate the project, an historical mural with photos of all the participants displayed for community members to see, etc.

(Some material in this section was adapted from Michigan Service-Learning Principles and Practices, pp. 10-11)

### Standards of Quality and Guiding Principles for Service-learning in Teacher Education

Service-learning researchers have identified quality standards that serve as a measure of performance in order to assess the effectiveness of service-learning programs.

#### *Standard I*

*\* Effective service-learning efforts strengthen service and academic learning.*

Actual community needs must be met in a respectful and mutually beneficial way. Effective service-learning efforts in teacher education require teacher education programs to assess community needs and assets and link these identified, authentic needs and assets to preservice teacher course work.

Effective service-learning efforts require teacher education faculty to identify the competencies that are needed by preservice teachers to conduct a needs/assets assessment and communicate these competencies to the student and the service-learning site partner. Faculty members must clearly articulate the academic, dispositions, and critical skills goals they have for preservice teachers and communicate these to all partners. In addition, faculty members must help students and partners link the service-learning project to course content and goals.

Preservice teachers should be helped to identify academic, personal, and skill goals for themselves which can be met through the service-learning project. For students to feel connected to a project, to develop goals and objectives and evaluation tools to assess performance, and to be able to plan effectively to implement their project, they need a clear understanding of what the need is. As needs evolve, remember, the partnership between the faculty member, the preservice teacher, and the service-learning site partner will also evolve.

Consider the following questions when designing your service-learning project:

1. In what ways will the service-learning efforts strengthen service?
2. In what ways will the service-learning efforts strengthen academic learning?
3. What are the expected learner outcomes of the service-learning experience?

### *Standard II*

*\* Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment which encourages risk-taking and rewards competence.*

Effective service-learning initiatives need to be integrated systemically into the teacher education program. In effective service-learning programs, preservice teachers are not merely involved in service-learning through their course work, but are taught service-learning as a pedagogy. Students need to understand

- a) the theory behind service-learning,
- b) the key elements of service-learning,
- c) how to conduct a needs/assets assessment,
- d) how to create goals and a plan to meet the need,
- e) how to develop evaluation tools to formatively and summatively evaluate their progress,
- f) how to create purposeful reflection activities, and
- g) how to develop celebration activities that recognize the efforts of all participants.

Service-learning experiences, as diverse as they are, enable the preservice teacher to decide whether he/she wants to teach and at which level. They also enable the preservice teacher to appreciate the complexity of teaching. In addition, the confidence level of the preservice teacher who has ownership for his/her project grows.

Consider the following questions when designing your service-learning project:

1. What new skills will be learned by the preservice teachers and the participants?
2. What new roles will be assumed by the partners?
3. How will competence be rewarded?
4. How will risk-taking be supported?
5. How will critical thinking be supported?

### *Standard III*

*\* Preparation and reflection are essential elements in service-learning.*

Reflection needs to be planned, purposeful, and linked to course goals. The faculty member needs to be clear regarding what he/she is having the students reflect on and why. A variety of types of reflective practices should be used so as to allow preservice teachers to use their diverse learning styles and to model for preservice teachers the creativity involved in reflection. In addition, preservice teachers should be shown how reflection can be linked to

formative evaluation, planning, etc. Continual reflection and ongoing formative evaluation need to occur to ensure that the need is indeed being met and adjustment to plans can be made as necessary.

Consider the following questions when designing your service-learning project:

1. What preparations need to be made to have a quality service-learning project?
2. In what ways will reflection be used to help guide the service-learning project?

#### *Standard IV*

*\* Students' efforts are recognized by those served, including their peers, the school, and the community.*

Recognition of the efforts of all participants can only be achieved by educating and supporting those faculty members, partners, and others who are interested in doing this work. Preservice teachers must be helped to identify who the participants are and determine creative ways to recognize the efforts of all participants. Faculty members must identify creative ways to recognize the efforts of their students and promote their work to the community, the college campus, and others.

Consider the following questions when designing your service-learning project:

1. List the individuals who will be involved in the service-learning project and what their involvement will be.
2. What are the plans for recognizing the efforts of those listed?

#### *Standard V*

*\* Students are involved in the planning and implementation.*

Planning to meet the need should be a collaborative process, taking the goals of all partners into consideration (the faculty member's goals, the preservice teacher's goals, and the service-learning site partner's goals) and should happen throughout the service-learning project. Goal setting needs to be a formalized process, which should be accomplished by a written document, clearly communicating the goals of all partners and providing for continual evaluation and refinement of the goals. Ongoing planning should be informed by evaluation, which is linked to goals. This process requires a dynamic stakeholder model, one in which key partners can move in and out of the process depending on where the project is. In addition, the needs, goals, and planning should evolve as the project progresses and, the degree of involvement of stakeholders will in all likelihood vary depending on the stage of the project.

Ideally, preservice teachers should be working in collaboration with the youth in their placement site to identify the needs and assets, develop a plan, implement the plan, assess progress, and recognize and celebrate efforts. The more ownership students can be given for their work the more learning that will occur. Throughout the entire service-learning project, ongoing planned, purposeful reflection opportunities should be provided to help all participants attach meaning to their real world experiences.

Consider the following questions when designing your service-learning project:

1. List the ways in which students will be involved in the planning of the service-learning project.
2. List the ways in which the partners will be involved in the planning.
3. How will leadership skills be developed for all the partners?

#### *Standard VI*

*\* The service students perform makes a meaningful contribution to the community.*

Service-learning initiatives need to meet an authentic need and be sustainable. Mechanisms need to be built in, where appropriate, to safeguard the service-learning site participants from the schedule of college students, changing resources, etc.

Consider the following questions when designing your service-learning project:

1. List the ways in which the contributions will be meaningful to the community, (what needs will be addressed).
2. List the ways in which the partners will make meaningful contributions.

#### *Standard VII*

*\* Effective service-learning integrates systematic formative and summative evaluation.*

Assessment tools and the assessment process need to be fully understood by all partners. Simply “doing” a service-learning project is not enough. For learning to occur, reflection and evaluation must be included. It is not enough to say “I know Suzie learned because she can now add.”

Qualitative as well as quantitative data must be collected so as to determine the depth of understanding and help the partners plan more efficiently for future learning opportunities. Preservice teachers should be shown how to develop formative and summative assessment tools which help students to authentically assess student learning.

Consider the following questions when designing your service-learning project:

1. What are the plans to evaluate the progress of the service-learning experience along the way (formative evaluation)?
2. What are the plans to evaluate the effectiveness of the service-learning experience at the end (summative)?

#### *Standard VIII*

*\* Service-learning connects the school and its community in new and positive ways.*

Communication between and among all partners must be maintained at all times. Faculty should act as facilitators, providing support, resources, and adequate supervision. All participants should be helped to

- a) identify their role in meeting authentic community needs,

- b) see how their role in meeting authentic community needs leads to caring, civic responsibility, and global stewardship,
- c) see how their work meeting authentic community needs will benefit and has benefitted the community, and
- d) identify the intrinsic rewards received from meeting authentic community needs.

Healthy partnerships foster effective communication, which supports the work of all partners.

Consider the following questions when designing your service-learning project:

1. What connections will be made between the school and the community?

*Standard IX*

*\* Service-learning is understood and supported as an integral element in a school and its community.*

Recognition by stakeholders, including administrators, is crucial. Administrators and other leaders must sanction this work by including service-learning in mission statements, policy statements, and budgets. Faculty and preservice teachers involved in service-learning should have the work they do recognized by their institutions and be rewarded for their work. Engaging with the community to meet authentic community needs is one way to develop strong ties with the community and its members and work collaboratively with others to meet needs that are identified by community members.

Consider the following questions when designing your service-learning project:

1. What is the participants' current understanding of service-learning?
2. How can the school, community, and others support your service-learning efforts?
3. What needs to be done to further the community's understanding of service-learning?
4. What other support is needed for the service-learning project?

*Standard X*

*\* Skilled guidance and supervision are essential to the success of service-learning.*

Supervision must be ongoing. The preservice teachers and service-learning site partners must know how supervision will be done, how often, using what evaluation tool, etc. Opportunities to collaborate with each other should be provided throughout the service-learning project. Frequent meetings between the faculty member, preservice teachers and service-learning site partner allow for thoughtful reflection and adjustments to individual and project goals and the plan to meet the need. In addition, these meetings afford the participants with an opportunity to collaborate, communicating their progress and needs, recognize the work of all, and troubleshoot possible solutions to challenges which have presented themselves.

Consider the following questions when designing your service-learning project:

1. List the guidance and support that will be needed to have a successful service-learning project.

### *Standard XI*

*\*Pre-service training, orientation, and staff development. . .ensures program quality and continuity.*

Recruitment of service-learning sites and preservice teachers to work at those sites needs to be done as early as possible. A breadth of choice needs to be available for preservice teachers.

All partners must be trained in the key elements of service-learning and how to effectively work with preservice teachers. Training of service-learning site partners in regard to service-learning and working with preservice teachers is essential if all partners are to benefit from the service-learning experience. In addition, frequent communication, which includes but is not limited to supervision, with partners and preservice teachers must be planned for and carried out.

Consider the following questions when designing your service-learning project:

1. List the types and focus of training you need to have a successful service-learning project.
2. How will this training be given (to whom, by whom, and where)?

(Standards taken from Standards of Quality for School-Based and Community-Based Service-Learning, the Alliance for Service-Learning in Education Reform, March 1995; other material ) adapted from Debra Nitschke-Shaw's syllabus Practicum in Service-Learning)

### Learner Outcomes

When designing a service-learning project, keep these preservice teacher learner outcomes in mind. The learner:

1. will demonstrate a knowledge of service-learning including the rationale, definition, supporting research, barriers, and the issues related to service-learning.
2. will demonstrate critical thinking and problem solving skills in the development of service-learning projects and activities.
3. will demonstrate an understanding and appreciation of the uniqueness and individuality of the participants and their contributions to the community.
4. will view schools/agencies as an integral part of the larger community, demonstrate their own sense of responsibility as citizens, and promote a sense of civic responsibility in the participants.
5. will help to empower the participants.
6. will demonstrate an appreciation of creating a culture of collaboration within and outside of the school/agency.

7. will demonstrate an ability to work with the diversity found in the community.
8. will demonstrate knowledge of and skill in the use of service-learning pedagogy including: inclusion of participants in establishing and prioritizing community needs and assets, determining resources, planning activities, tying curriculum and service outcomes to projects, developing lessons to support curriculum, facilitating reflections, and evaluating outcomes.

(Adapted from Peni Callahan's Service-Learning and Teacher Education at Providence College Service-Learning Portfolio Demonstration of Competencies)

## Service-learning Planning Worksheet

### Planning

This worksheet will help you identify significant needs in the community that you can do something about. To complete this worksheet, you must agree on a need you will work on and plan specific action steps you and your group will take.

#### 1) What are the needs in your community?

Group brainstorm:

What unmet needs in your community concern you? (You may consider your community to be as large or small as you like: your class, school, neighborhood, town, country, or the world.) Everyone should state his/her ideas in turn. Write these ideas down for everyone to see.

Instruct students that when they get home they must talk with others in the community about the needs they have identified to see how great the need really is, what is already being done about it, and how might they work with others to meet the needs of the community.

(Note: Surveys, forums, newspapers, government reports, and the like are some of the methods that can be used to assess needs and assets and find out why the need is there.)

#### 2) Prioritizing

Individual:

From the group list, what three needs most concern the group members (stakeholders)?

- 1.
- 2.
- 3.

Group decision-making:

Take a "straw vote" to find out which needs your stakeholders are most concerned about. Then decide which needs they want to act on. When ready, go to the next question to see which needs can really be met.

#### 3) Identifying Service Projects

Group Brainstorm:

For each of the Priority Needs the stakeholders came up with, imagine two things you or your group could do to meet that unmet need or to solve the problem so that the need is no longer there. Decide on one project to look further into.



3. What NH Curriculum Frameworks does this project meet? (Write the competency, not the number.)

1)

2)

3)

4)

#### PLANNING

4. What information do you need to implement your project?

5. Where can you get the needed information?

\* People: Who can help you? Who ought to be involved?

\* Resources: Money, cars, tools, books, etc.

6. How will you involve students in the planning so they have ownership of the project?

7. How will you prepare students so they have the skills they need to be successful with the project?

\* Training: Are there skills or information you will need to know?

8. How will you facilitate reflection for you and your participants?

9. Do you anticipate having to deal with the issue of liability? Please explain the issues involved and what you plan to do about them.

10. What problems/challenges do you foresee? What are some possible solutions to these challenges?

11. What assistance will you need?

\* Recruitment: How can you get others involved?

12. Do you anticipate needing any funds to cover the costs of the service-learning project? How do you expect to raise those funds?

13. How will students' service-learning efforts be recognized?  
\* Press/Public Relations: How can we inform the community?

14. When will you meet to see how far you've come and to plan for your next steps?

#### ASSESSMENT

15. How will you determine what your students have gained from participation in the project? (please be specific) Describe in detail your plan for formative and summative evaluation. Reflecting on your objectives, what type of data will you collect (qualitative/quantitative)? What tools or means will you use to collect the data? What will you do with the data you collect?

16. How will you assess the impact of the project on the community?

17. If students are graded on this project, how will you determine the grade?

#### PROBABLE TIMELINE

ACTIVITY	PERSON RESPONSIBLE	DATE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

(Adapted from Jeffrey Anderson's syllabus for EDMT 520, Service Leadership, and the National Youth Leadership Council, 1991, pp. 211-212)

## Service-Learning Contract

COURSE \_\_\_\_\_ PROFESSOR \_\_\_\_\_

STUDENT \_\_\_\_\_

SERVICE-LEARNING PLACEMENT SITE \_\_\_\_\_

### Learning Goals:

To be completed by the student and professor, in consultation with the service-learning placement site supervisor.

Goal 1. What do you expect that you will contribute?

Goal 2. What do you expect that you will learn about people?

Goal 3. What do you expect that you will learn about yourself?

### Student Responsibilities:

1. You are responsible for your own transportation to your placement.
2. Punctual attendance at your placement site at the pre-arranged times is essential, just as if you were the employee. If, for some absolutely uncontrollable reason, you cannot be there, you **MUST** call the service-learning placement site supervisor, as well as me, at least one hour prior to the pre-arranged time. This means that you must have these numbers handy as soon as you are placed and make arrangements never to miss !!!
3. Professional dress and grooming for field experiences is mandatory. Above all, think about the image you present to the individuals and professional staff with whom you are working, and the community members who frequent the service-learning placement site in which you will be spending your time.

4. Working with others in any setting is a grave responsibility. Take care at all times to ensure the safety of the individuals with whom you will be working. If the individuals with whom you are working are in jeopardy physically, mentally, or emotionally, it is best to seek the help of a supervisor immediately, rather than try to be too independent and overconfident in handling it yourself. Follow the procedures already set up at the service-learning placement site rather than making up your own discipline. Discuss any changes and new ideas with the supervisor, and learn why things are set up as they are.
5. Define an appropriate set of responsibilities for your service-learning experience.
6. Be patient and be productive! Make the best use of your time at the agency.
7. Be assertive in offering to assist the supervisor and to contribute where you feel comfortable. Look for opportunities to be helpful and creative and take a leadership role.
8. Participate in all types of activities at the placement site.
9. Plan ahead with the supervisor for special activities you can make or do. Activities should be planned ahead of time with your supervisor, and you should prepare thoroughly for all activities for which you take responsibility.
10. Complete the number of hours required by the class and/or agency.

\_\_\_\_\_

student signature

date

Service-learning Placement Site Supervisor's Responsibilities:

- Help the student develop a consistent schedule.
- Provide information to the student about the agency and its services to the community.
- Ensure a system is implemented to track the student's hours each week.
- Effectively monitor the performance of the student.
- Contact the professor immediately if efforts to resolve problems with the student are unsuccessful.
- Complete an evaluation for the student at the middle and the end of his/her term of service.
- Work collaboratively with the faculty member and preservice teachers to clarify the need, set goals, develop a plan, evaluate the plan and recognize the participants.
- Meet with the faculty member and the preservice teachers to evaluate the preservice teacher's performance.

\_\_\_\_\_

service-learning placement site  
supervisor's signature

date

\_\_\_\_\_

faculty member's signature

date

(Adapted from Jeffrey Anderson's syllabus for EDMT 520, and Debra Nitschke-Shaw's syllabus for ED 210: Practicum in Service-learning and ED 210: Practicum in Education.)

## Reflection and Evaluation

Reflection and evaluation can take many forms, however, in general, reflection should help students to develop new understandings, dispositions, skills, and knowledge from their service-learning experience. Consider some of the following forms of reflection when planning how you and your participants will reflect on the service-learning experience.

### Speaking:

- One-on-one conference with teacher/leader
- Whole class discussion
- Small group discussion
- Oral reports to group
- Discussions with community members or experts on an issue
- Public speaking on project - for parents, teachers, school board, etc.
- Teach material to other students/individuals
- Testimony before policy making bodies

### Writing

- Essay, expert paper, research paper, final paper
- Journal or log - kept daily, weekly or after service experience
- Case study, history
- Special project report
- Narrative for a video, film, or slide show
- Guide for future volunteers/participants
- Self-evaluation or evaluation of program
- Newspaper, magazine, and other published articles
- Portfolio

### Activities

- Gather information needed to serve or understand a project
- Surveys or field-based research
- Simulation or role playing
- Conference or workshop presentations
- Plan a training session for other students, program leaders
- Recognition and celebration programs
- Plan new future projects
- Recruit peers to serve
- Allocate program budget

### Multimedia

- Photo, slide, or video essay
- Painting, drawing, collages, etc.
- Dance, music, or theater presentations

The following questions should guide the reflection of the preservice teacher:

#### WHAT? Observations

- What are your observations from this activity?
- What did you notice about the experience?
- What did you notice about the individuals involved in this experience, including yourself?

#### SO WHAT? Analysis

- How did you feel about the service-learning project?
- How was the project similar or dissimilar to what you expected?
- Was this an educational experience?
- In which ways was it similar or dissimilar to other educational activities?
- What, if anything, did you learn about the task which you were working on?
- What, if anything, did you learn about the people with whom you worked?
- What, if anything, did you learn about yourself, or for yourself?
- Were there any other outcomes for you from this experience?

#### NOW WHAT? New or Future Applications

- What place, if any, do you see for others in this type of service-learning project?
- If you were involving another group in a similar project for the first time, what type of preparation would you like them to have?
- How might you use this experience for further learning within the classroom?
- What thoughts, if any, does this experience give you about the general issue of diversity?
- Are there any other reflection questions we have not asked which you think might be helpful?

#### CLOSING (Synthesis)

- If you could take away one photograph in your mind from this service-learning project that meant something to you, what would it be?

(Adapted from materials distributed at the ESTE conference, Nashville, IN, July 1997.)

#### Reflection based on Bloom's Taxonomy

##### KNOWLEDGE

- What were your first impressions of your service-learning experience?

##### COMPREHENSION

- How was this service-learning experience similar to or dissimilar from what you expected?

##### APPLICATION

- How has your participation in this service-learning project changed your perspective on \_\_\_\_\_?

##### ANALYSIS

- What parts of the experience have been most challenging to you?

##### SYNTHESIS

- What have you personally learned about yourself from your service-learning experience?

##### EVALUATION

- What changes would you recommend to enhance the experience and learning of those involved?

(Taken from materials distributed at the ESTE conference, Nashville, TN, July 1997.)

## Service-learning Assessment Form

The teacher/supervisor and the student should meet together to discuss and complete this form.

Student name: \_\_\_\_\_

School/Community Agency: \_\_\_\_\_

Number of hours of service: \_\_\_\_\_

Please assess the student's performance by placing the appropriate number from the rating scale below for each criterion statement.

Rating Scale:

1 - Always

2 - Often

3 - Sometimes

4 - Rarely

5 - Not applicable, or not able to observe

\_\_\_\_\_ 1. Demonstrates knowledge of standards of effective service-learning.

Comments:

\_\_\_\_\_ 2. Can clearly articulate the need he/she is meeting through the service-learning project.

Comments:

\_\_\_\_\_ 3. Takes initiative in planning and carrying-out service-learning activities.

Comments:

\_\_\_\_\_ 4. Writes goals for himself/herself that are realistic and measurable.

Comments:

\_\_\_\_\_ 5. Writes goals for the participants that are realistic and measurable.

Comments:

\_\_\_\_\_ 6. Demonstrates how the project is linked to NH Curriculum Frameworks of other standards.

Comments:

\_\_\_\_\_ 7. Communicates regularly and clearly with all people involved in the service-learning project.

Comments:

\_\_\_\_\_ 8. Follows through on agreed on commitments and responsibilities.

Comments:

\_\_\_\_\_ 9. Displays enthusiasm and a positive attitude toward service-learning project.

Comments:

\_\_\_\_\_ 10. Employs appropriate interpersonal skills to relate well with teacher, students, and community members.

Comments:

\_\_\_\_\_ 11. Demonstrates organizational skills necessary to conduct a service-learning project.

Comments:

\_\_\_\_\_ 12. Uses appropriate evaluation tools to assess his/her progress in meeting personal and participant goals.

Comments:

\_\_\_\_\_ 13. Plans effectively to recognize and celebrate all participants.

Comments:

\_\_\_\_\_  
Signature of Teacher/Supervisor

Date: \_\_\_\_\_

Other comments or suggestions for improvement:

a) For the Student:

b) For the College:

c) For the Site Supervisor:

(Adapted from Jeffrey Anderson's syllabus Service Learning in the MIT program and Debra Nitschke-Shaw's Service-learning Evaluation Form)

## SELF-EVALUATION SHEET

NAME OF STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

SITE SUPERVISOR'S NAME \_\_\_\_\_

### Rating Scale

- 1 Excellent
- 2 Above Average
- 3 Average
- 4 Needs Some Improvement
- 5 A Considerable Challenge for Me
- 6 Does Not Apply

Please reflect on your own growth this semester and respond to the following items:

#### 1. Self-Esteem

- \_\_\_\_\_ a. likeable
- \_\_\_\_\_ b. capable

#### 2. Self-Understanding

- \_\_\_\_\_ a. Have an accurate sense of what you can do well and what you need to work on.
- \_\_\_\_\_ b. Have an insight into why you feel as you do.

#### 3. Independence/Autonomy

- \_\_\_\_\_ a. Are aware of the impressions you make on others but not occupied with what others think.
- \_\_\_\_\_ b. Have a conscious set of personal values and beliefs (know what you stand for, what you like and dislike, what you want to do, what's important).
- \_\_\_\_\_ c. Take responsibility for and accept consequences of own actions (self-motivated, don't blame others for mistakes).
- \_\_\_\_\_ d. Are assertive and independent when situation calls for it (have confidence in own ideas and judgments to express and act on them).

#### 4. Openness and Change

- \_\_\_\_\_ a. Open to new experiences (willing to try new things, extend and deepen old interests).
- \_\_\_\_\_ b. Willing to take appropriate risks (meeting new people, being open, genuine with others).
- \_\_\_\_\_ c. Open to new ideas and suggestions (can listen to and evaluate them without feeling defensive or making excuses).

5. Spontaneity/Aliveness

- \_\_\_\_\_ a. Have a warm sense of humor (not "put downs" at expense of others, can laugh at self, brings happiness not embarrassment).
- \_\_\_\_\_ b. Have moments of intense joy and satisfaction (moments of deep personal meaning).
- \_\_\_\_\_ c. Approach life with sense of discovery (seldom bored, in almost any setting find something interesting to do, look at, think about).

6. Appreciation of and Concern for Others

- \_\_\_\_\_ a. Recognize and value the uniqueness of individuals (appreciation of people is fresh, not stereotyped or labeling ways, understands before judging).
- \_\_\_\_\_ b. Enjoy and is able to work and live with people different from you (in age, sex, race, income, life style, etc.)
- \_\_\_\_\_ c. Capable of respect (care for, know, trust another).
- \_\_\_\_\_ d. Treat others in a humane manner (compliment others, help them to succeed, avoid demeaning words and actions, care for others who need help).

7. Accomplishment

- \_\_\_\_\_ a. Solve problems creatively (focus on the main goals and can think of several ways to achieve them, can then decide what to do).
- \_\_\_\_\_ b. Get things done, is productive (can stick with difficult tasks to the end, also knows when it's not worth doing so).

8. Understanding of Reality

- \_\_\_\_\_ a. Tolerant of ambiguity (doesn't need or expect everything to be spelled out).
- \_\_\_\_\_ b. Learn from disappointment and failure (knows things don't always turn out right, that when things go wrong it's not necessarily due to a personal failure or to someone else's incompetence or indifference).

9. Purpose

- \_\_\_\_\_ a. Have a sense of doing something worthwhile (making a contribution, being a useful person, that it is more important to deserve recognition and rewards than to actually receive them).

Now look back over the list of characteristics and choose the three in which you experienced the most change and growth. Write down the number of the items in which you changed the most and then describe how you changed and what part of the program contributed to your changing.

Characteristic  
Explanation

Characteristic  
Explanation

Characteristic  
Explanation

## Self Reflection

### Rating Scale

- 1 significant change
- 2 moderate change
- 3 slight change
- 4 no change noticed

1. What did you envision for this service-learning experience and how have those expectations changed?

a. What were your expectations about what you would contribute?

beginning expectations:

changes in expectations (explain)

b. What were your expectations about what you would learn about people?

beginning expectations:

changes in expectations (explain)

c. What were your expectations about what you would learn about yourself?

beginning expectations:

changes in expectations (explain)

### Rating Scale

- 1 significant impact
- 2 moderate impact
- 3 slight impact
- 4 no impact noticed

1. What impact has service-learning had . . .
  - a. on your decisions regarding courses or a major?  
Explain
  
  - b. on your future aspirations with work or service?  
Explain
  
  - c. on your beliefs about what is desirable, important, and good?  
Explain
  
  - d. on your connections with people?  
Explain
  
  - e. on your understanding of the world?  
Explain
  
  - f. on your awareness of your personal strengths and areas of challenge?  
Explain

2. Do you anticipate future work with students?    Yes    No  
Explain

3. Would you participate in another service-learning course?    Yes    No  
Explain

4. Would you recommend service-learning to a friend?    Yes    No  
Explain

Please use the space below to add additional feedback regarding your experience this semester.

**Pre-Service-learning Experience  
Self-Assessment Form**

NAME OF STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

COURSE \_\_\_\_\_

Based on what you already know and have experienced, honestly rate yourself on the following characteristics:

Rating Scale

- 1 Excellent
- 2 Above Average
- 3 Average
- 4 Needs Some Improvement
- 5 A Considerable Challenge for Me
- 6 Does Not Apply

1. Self-Esteem

- \_\_\_\_\_ a. likeable
- \_\_\_\_\_ b. capable

2. Self-Understanding

- \_\_\_\_\_ a. Have an accurate sense of what you can do well and what you need to work on.
- \_\_\_\_\_ b. Have an insight into why you feel as you do.

3. Independence/Autonomy

- \_\_\_\_\_ a. Are aware of the impressions you make on others but not occupied with what others think.
- \_\_\_\_\_ b. Have a conscious set of personal values and beliefs (know what you stand for, what you like and dislike, what you want to do, what's important).
- \_\_\_\_\_ c. Take responsibility for and accept consequences of own actions (self-motivated, don't blame others for mistakes).
- \_\_\_\_\_ d. Are assertive and independent when situation calls for it (have confidence in own ideas and judgments to express and act on them).

4. Openness and Change

- \_\_\_\_\_ a. Open to new experiences (willing to try new things, extend and deepen old interests).
- \_\_\_\_\_ b. Willing to take appropriate risks (meeting new people, being open, genuine with others).
- \_\_\_\_\_ c. Open to new ideas and suggestions (can listen to and evaluate them without feeling defensive or making excuses).

5. Spontaneity/Aliveness

- \_\_\_\_\_ a. Have a warm sense of humor (not "put downs" at expense of others, can laugh at self, brings happiness not embarrassment).
- \_\_\_\_\_ b. Have moments of intense joy and satisfaction (moments of deep personal meaning).
- \_\_\_\_\_ c. Approach life with sense of discovery (seldom bored, in almost any setting find something interesting to do, look at, think about).

6. Appreciation of and Concern for Others

- \_\_\_\_\_ a. Recognize and value the uniqueness of individuals (appreciation of people is fresh, not stereotyped or labeling ways, understands before judging).
- \_\_\_\_\_ b. Enjoy and is able to work and live with people different from you (in age, sex, race, income, life style, etc.)
- \_\_\_\_\_ c. Capable of respect (care for, know, trust another).
- \_\_\_\_\_ d. Treat others in a humane manner (compliment others, help them to succeed, avoid demeaning words and actions, care for others who need help).

7. Accomplishment

- \_\_\_\_\_ a. Solve problems creatively (focus on the main goals and can think of several ways to achieve them, can then decide what to do).
- \_\_\_\_\_ b. Get things done, is productive (can stick with difficult tasks to the end, also knows when it's not worth doing so).

8. Understanding of Reality

- \_\_\_\_\_ a. Tolerant of ambiguity (doesn't need or expect everything to be spelled out).
- \_\_\_\_\_ b. Learn from disappointment and failure (knows things don't always turn out right, that when things go wrong it's not necessarily due to a personal failure or to someone else's incompetence or indifference).

9. Purpose

- \_\_\_\_\_ a. Have a sense of doing something worthwhile (making a contribution, being a useful person, that it is more important to deserve recognition and rewards than to actually receive them).

Now look back over the list of characteristics and choose the three you want to work on most this semester.

Characteristic \_\_\_\_\_  
\_\_\_\_\_

Explanation as to why you chose it:

Characteristic \_\_\_\_\_  
\_\_\_\_\_

Explanation as to why you chose it:

Characteristic \_\_\_\_\_  
\_\_\_\_\_

Explanation as to why you chose it:

1. What expectations do you have for this service-learning experience and how do you think this experience will change you?

beginning expectations:

how the experience will change you:

2. What do you expect to learn about people?

beginning expectations:

3. What do you expect to learn about yourself?

beginning expectations:

4. What impact do you think service-learning will have on your decisions regarding courses or a major?

Explain

5. What impact do you think service-learning will have on your future aspirations with work or service?  
Explain

6. What impact do you think service-learning will have on your beliefs about what is desirable, important, and good?  
Explain

7. What impact do you think service-learning will have on your connections with people?  
Explain

8. What impact do you think service-learning will have on your understanding of the world?  
Explain

9. What impact do you think service-learning will have on your awareness of your personal strengths and areas of challenge?  
Explain

Please use the space below to add additional comments:

## Celebration

Celebration doesn't need to be fancy, expensive, or time-consuming. What is important, however, is that time is given to recognize the efforts and successes of students and community partners.

Consider the following simple celebrations:

Certificates

Awards

Group Photo

Exhibition

Journal Read-Aloud

Treats

Don't forget to recognize all project participants, especially community partners. This paves the way for future positive collaboration. You might want to invite your partners to your final class where you present your project to an audience, write a thank-you letter, or give awards. Remember, celebrate your efforts and successes as well as the efforts and successes of your students and partners.

## **Qualitative Data Collection Form**

### **Statistical Information**

Please provide the following quantitative data, to the best of your ability. It is crucial information to collect for funders, to assess the project's impact in the community and at your institution, and to contribute to the currently sparse field of service-learning research and evidence. I understand it may not be possible to collect all of the data requested, but I urge every effort be made to incorporate each of these items into your evaluation measures and data collection tools.

**1. Number of partnerships with K-12 schools and/or organizations:**

Please list the names of the partnerships:

**2. Number of community/agency collaborations in the project:**

Please list the names of the agencies:

**3. Total number of K-12 students served through this project:**

Please list the schools/agencies and numbers for each:

**4. Number of K-12 students with disabilities served through the project:**

Please list the schools/agencies and number of K-12 students with disabilities in each:

5. Number of K-12 at risk students served through this project:  
Please list the schools/agencies and number of K-12 at risk students in each:

6. Number of non-white/minority students served through this project:  
Please list the schools/agencies and number of K-12 non-white/minority students in each:

7. Number of K-12 teachers participating in the project:  
Please list the schools and names of the teachers:

8. Number of college student participants:  
Please list the colleges and number of student participants in each:

9. Number of pre-service teacher participants:  
Please list the colleges and number of pre-service teacher participants in each:

10. Number of non-participant (non-student) volunteers:

Please list the names and agencies/schools associated with:

11. Number of volunteer hours generated in the project:

Please list the project, location, individual(s), his/her/their role, and number of hours generated:

12. Number of higher education faculty involved (including yourself):

Please list the institution, faculty member(s) name(s), and course(s) the project was associated with:

13. Number of higher education service-learning courses involved in this project:

Please list the institution, faculty member(s), and course(s):

14. Number of service programs and activities in this project:

Please list the program(s)/activity(ies) and agency(ies)/school(s) associated with:

15. Number of K-12 students doing service-learning in this project:  
Please list the project, school(s)/agency(ies), and number of students for each:

16. Number of parents involved in or benefitting through this project:  
Please list project, agency(ies)/school(s), and number of parents benefitting for each:

17. Number of other community members served through this project:  
Please list community agency(ies)/school(s) associated with and number of members served through each:

Lastly, please include a narrative for each project. The narrative should provide a rich, detailed description of each project so that others who are unfamiliar with it can replicate it should they desire to do so.

## Resources

Alliance for Service-Learning in Education Reform. (1995). Standards of Quality for School-Based and Community-Based Service-Learning. Alexandria, VA; Alliance for Service-Learning in Education Reform.

Alliance for Service-Learning in Education Reform. (1993). Standards of Quality for School-Based Service-Learning. Alexandria, VA; Alliance for Service-Learning in Education Reform.

Anderson, Jeffrey. (1997). Various syllabi and materials distributed at ESTE Institute in Nashville, IN, July 1997.

Association for Supervision and Curriculum Development. (1994). How to Establish a High School Service Learning Program. Alexandria, Virginia; Association for Supervision and Curriculum Development.

Belbas, Brad, Gorak, Kathi, and Shumer, Rob. (October, 1993). Commonly Used Definitions of Service-Learning: A Discussion Piece.

Callahan, Peni. (1997). Various syllabi and materials distributed at ESTE Institute in Nashville, IN, July 1997.

Honnet, Ellen Porter and Poulsen, Susan J. (1989). Principles of Good Practice for Combining Service and Learning; A Wingspread Special Report. A reprint by the National Service-Learning Cooperative Clearinghouse with permission from the Johnson Foundation, Inc.

Michigan Community Service Commission. Michigan Service-Learning Principles and Practices. Printed by the Michigan Community Service Commission through a grant from the Corporation for National Service.

National Youth Leadership Council. (1991). Growing Hope: A Sourcebook on Integrating Youth Service into the School Curriculum. Roseville, Maryland; National Youth Leadership Council.

Nitschke-Shaw, Debra. (1997). Various syllabi, forms, and materials created for courses with service-learning embedded in them and reports as written for the NHCUC.

Wade, Rahima. (1997). Various syllabi and materials distributed at ESTE Institute in Nashville, IN, July 1997.