

9-1997

Environmental Action Learn and Serve Program (EALSP) Evaluation Report

Pioneer RESA

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**PIONEER RESA
ENVIRONMENTAL ACTION LEARN AND SERVE PROGRAM**

Evaluation Report

1996-1997

Introduction

The Pioneer RESA's Environmental Action Learn and Serve Program (EALSP) was designed to enhance middle school math and science programs. This enhancement was accomplished through the application of classroom instruction to real-life situations and the involvement of students in active community service. Begun in the 1994-1995 school year, EALSP has had three highly successful years of providing meaningful service learning projects, extensive curriculum development, and essential professional development activities for 25 schools in 14 systems, 50 teachers, and over 2,000 students.

The first two years of the Environmental Action Learn and Serve Program was evaluated by personnel from Georgia State University. This two-year evaluation demonstrated that the Program was extremely successful, particularly in the areas of collaborative involvement among personnel from Pioneer RESA, area schools, and area partners, and the development of lessons which were "very much hands-on in nature with an emphasis on the practical, real world aspects of the content included in the lessons. The lessons were characterized by high student involvement coupled with enthusiastic teachers."

For the third year of the Program, the program coordinator, the technical consultant, and the program evaluator agreed that the project components should remain essentially the same as they had been the previous two years (with a few minor adjustments as recommended by the Georgia State evaluators). They also agreed that the program evaluation should be guided by the following purposes:

- Purpose #1: Determine student perceptions of value of participation in learn and serve activities and of Learn and Serve to student's growth in the areas of planning, communication, public speaking and leadership.*
- Purpose #2: Assess impact of service learning participation on student's attitude toward volunteerism in the community and the likelihood that the student would participate in volunteer/service activities in the community in the future.*
- Purpose #3: Determine teacher perceptions of the value of incorporating service learning lessons in curriculum, assessment of problems encountered and recommendations for the future.*

The remainder of this evaluation report presents the instrumentation and data collection procedures, the results of the data analysis for each evaluation objective, and a general discussion of the degree to which each evaluation objective was met.

Instrumentation

Three instruments were used for data collection: Teacher Questionnaire, Student Survey, and Workshop Evaluations. (Instruments are included in the appendix to this report.) On-site

interviews of teachers and observation of program results were conducted at six sites (see Appendix). Instruments were designed by the project coordinator and the program evaluator.

Student Questionnaire

The Student Questionnaire was used to obtain data addressing the following evaluation purposes:

Purpose #1: Determine student perceptions of value of participation in learn and serve activities and of Learn and Serve to student's growth in the areas of planning, communication, public speaking and leadership.

Purpose #2: Assess impact of service learning participation on student's attitude toward volunteerism in the community and the likelihood that the student would participate in volunteer/service activities in the community in the future.

The Student Survey solicited students' perceptions of their improvement in the areas of public speaking, communication, planning and leadership as a result of participation in service learning projects (see Appendix). The five response categories were "A Great Deal of Improvement," "Moderate Improvement," "Some Improvement," "A Little Improvement," and "No Improvement."

The Student Questionnaire also elicited data on pre-service learning volunteerism by students and student opinion on the likelihood of volunteering in the community in the future as a result of experiences with service learning activities. The response categories for these questions were "yes" and "no" and included a free response for type of activity. The survey was administered in May 1997 to students who participated in service learning activities during the 1996-1997 school year.

Teacher Questionnaire

The Teacher Questionnaire was used to obtain data addressing the following evaluation purpose:

Purpose #3: Determine teacher perceptions of value of incorporating service learning lessons in curriculum, assessment of problems encountered and recommendations for the future.

The 29-item Teacher Questionnaire solicited teacher perceptions of the value of service learning in the following areas:

- Students learning activities
- Teaching style
- Parental interest
- Effects of service learning on other lessons
- Effects of service learning on general school environment
- Changes in teaching methodology
- Changes in student behavior, interest, and performance
- Relevance of service learning lessons

Additional data collected addressed the value and relevance of training and resources provided by Pioneer RESA, identification of problems encountered with implementation of lessons, and recommendations for improvements to the program. The survey was administered in May 1997 to the Learn and Serve Coordinator at each participating school.

Learn and Serve Workshop Evaluation

Evaluation forms were prepared and distributed to participants of Pioneer RESA workshops. The evaluations solicited responses pertaining to the usefulness of the training seminars to teachers conducting learn and serve lessons and activities. Response categories included "Strongly Agree," "Agree," "Undecided," "Disagree," and "Strongly Disagree." The evaluation forms were developed by the program coordinator were administered to participating teachers immediately following each workshop during 1996-1997.

Observations

Six learn and serve sites were visited by a graduate student and structured interviews (see Appendix) were conducted with learn and serve coordinators at each site. Results of project years' activities were observed including butterfly habitats, wildflower gardens, school beautification projects and nature trails.

CHART A

RECORD OF DATA COLLECTION AND ANALYSIS

Evaluation Purpose	Evaluation Instruments	Developed By	Administration Dates
Determine student perceptions of value of participation in learn and serve activities and of Learn and Serve to student's growth in the areas of planning, communication, public speaking and leadership.	Student Questionnaire	Program Evaluator	May 1997
Assess impact of service learning participation on student's attitude toward volunteerism in the community and the likelihood that the student would participate in volunteer/service activities in the community in the future.	Student Questionnaire	Program Evaluator	May 1997
Determine teacher perceptions of value of incorporating service learning lessons in curriculum, assessment of problems encountered and recommendations for the future.	Teacher Questionnaire Teacher Interviews Workshop Evaluation	Program Evaluator Program Evaluator Program Coordinator	May 1997 May 1997 1996-1997

Results

The results of the data analyses are presented in this section in the order of the Evaluation Purposes. All data were analyzed from June - August 1997. Quantitative data results are presented in tabular form; qualitative data are presented in narrative format.

Evaluation Purpose #1: *Determine student perceptions of value of participation in learn and serve activities and of Learn and Serve to student's growth in the areas of planning, communication, public speaking and leadership.*

Evaluation Purpose #2: *Assess impact of service learning participation on student's attitude toward volunteerism in the community and the likelihood that the student would participate in volunteer/service activities in the community in the future.*

Data from the Student Questionnaire used to address the first evaluation purpose are presented in Table 1. To facilitate presentation and interpretation, responses of "A Great Deal" and "Moderate" were combined to indicate strong improvement, and responses of "Some" and "A Little" were combined to indicate a minimal level of improvement. The response of "None" was not combined with any other category.

Table 1 Student Survey (N=106)

Areas of Improvement	A Great Deal or Moderate	Some or A Little	None
Communicating with classmates	70 (66.1%)	31 (29.2%)	5 (4.7%)
Public Speaking	39 (37.5%)	49 (47.1%)	16 (15.4%)
Planning Your Project	77 (73.4%)	22 (21%)	6 (5.6%)
Leadership	65 (61.3%)	31 (29.3%)	10 (9.4%)

The results of the Student Survey are as follows:

Communicating with Classmates: Approximately two-thirds (66.1%) of the 106 respondents indicated moderate to a great deal of improvement in communication skills as a result of learn and serve activities; 29.2% indicated some or little improvement.

Public Speaking: Over one-third (37.5%) of the 104 respondents indicated moderate to a great deal of improvement in public speaking skills, while 47.1% responded that these skills improved at least some or a little.

Planning Your Project: Nearly three-fourths (73.4%) of 105 respondents indicated that planning skills improved either moderately or a great deal; 21% noted some or a little improvement.

Leadership: Over three-fifths (61.3%) of 106 respondents indicated improvement in leadership skills ranging from moderate to a great deal of improvement; 29.3% indicated some or a little improvement in this area.

Students perceived improvement in all four skill areas as a result of their service learning experiences. The greatest improvement was noted in the areas of planning, communication, and leadership with over 90% of respondents indicating at least a small degree of improvement in these areas.

Data obtained from the last two items on the Student Questionnaire used to address Evaluation Purpose #2 are presented in Table 2.

Table 2 Student Questionnaire - Attitude toward community service (N=105)

Item	Yes	No
Had you ever been a volunteer in your community before participating in this project?	42 (40.4%)	62 (59.6%)
Do you think you will volunteer in your community in the future?	87 (82.9%)	18 (17.1%)

Almost three-fifths (59.6%) of the students surveyed had never participated in volunteer activities prior to learn and serve programs. After participation, 82.9% of students indicated they would volunteer in their communities in the future. Free responses to types of volunteer activities included gardening, landscaping, planting, recycling, trash and litter pick-up, and building.

Purpose #3: Determine teacher perceptions of value of incorporating service learning lessons in curriculum, assessment of problems encountered and recommendations for the future.

Five teachers representing three schools returned the completed Teacher Questionnaire. The following demographic data was obtained from the Questionnaire.

<u>Grade Levels Represented:</u>	6, 7, 8
<u>Subjects Taught:</u>	Math, Science, Title I Math, Art, Reading
<u>Education</u>	BS/BA - 1 MS/MA - 4 EdS - 1
<u>Years Taught</u>	Average - 13.3 Range - 7 to 23 years
This subject/grade level	Average 7.16 years Range 3 to 19 years
Other subject/grade level	Average 6.16 Range 1 to 12 years
At current school	Average 7.5 Range 1 to 19 years.

Data from the Teacher Questionnaire and on site-observations and interviews were used to address the third evaluation purpose. The following common themes were developed through content analysis and agreement between the evaluators.

Common Themes and Observations:

1. Students respond positively to service learning activities.

- Service Learning incorporates more hands-on lessons
- Students respond best by doing
- Students make connections to real world
- “Hands-on” activities produce high rate of student engagement

2. Service Learning provides a vehicle which involves all learners and learning styles in common activities in which all can experience success.

- Variety of service learning activities incorporates diverse learning styles
- Provides success experiences for students not usually successful in traditional learning environments

3. School and community support is positive (and important).

- Parents supportive of activities and pleased with engagement of students in constructive activities
- Community involvement in non-traditional ways
- Diversity of community volunteers provide role models and experiences for interaction with students (men's clubs, garden clubs, forestry service, DOT, university graduate students, landscapers, gardeners, senior citizens)
- School support increases with visibility of projects and increases interest and support from other areas such as Special Education and Vocational-Technical
- Recognition of beautification projects by peers and school staff perceived as reinforcing to the students
- Support of administration is critical
- Enthusiastic support from all teachers for the continuation of projects

4. On-site activities produce school-wide benefits

- Outdoor classrooms, nature trails, wildflower gardens enjoyed by all classes for learning activities and opportunities to share in maintenance
- Beautification projects create sense of ownership by students involved and improves attitude of all students toward school environment

5. Resources are critical to ensure project success

- More ideas for projects than resources to accomplish them
- Teachers request more technical training, support and resources

Common Concerns

1. Lack of available resources

- Funds, materials, technology, expertise

2. Transportation

- Off-site projects are relevant but transportation is limited on Saturdays and difficult to obtain to accommodate the number of students who wish to participate

3. Development and implementation of learn and serve lessons requires time.

Staff Development Evaluation Summaries

Evaluations of workshops held by Pioneer RESA were completed by participants following workshops held on November 11, 1996, December 4, 1996, and April 17, 1997. Combined attendance was 57 teachers and 42 evaluation instruments were returned. Data from the Staff Development Summaries are presented in Table 3. To facilitate presentation and interpretation,

responses of "Strongly Agree" and "Agree" were combined to indicate agreement and responses of "Strongly Disagree" and "Disagree" were combined to indicate disagreement. The response of "Undecided" was not combined with any other category.

Participants responses indicated that the workshop objectives were specified and met, the instructor was organized, well prepared, and used innovative, unique or motivating strategies. All participants indicated that the strategies and materials were appropriate for the topic. The majority of respondents strongly agreed that the topic was relevant and addressed knowledge and skills necessary for implementation of learn and serve activities in the school setting.

Evaluations of the workshop held on December 4, 1996, indicated that three people disagreed with the time and place of the meeting and two were undecided. Accompanying comments indicated that evening workshops were more difficult to attend.

Table 3: Staff Development Evaluation Summary

Item	Agree	Disagree	Undecided
The course/workshop objectives were specified and met.	42 (100%)		
The activity was practical and met my needs.	42 (100%)		
The knowledge/skills I learned in this activity can be used in my job setting.	42 (100%)		
The strategies and materials used for teaching this course/workshop were appropriate.	42 (100%)		
The instructor was organized and well-prepared.	42 (100%)		
The instructor used strategies that were innovative, unique or motivating.	42 (100%)		
I was given the opportunity to ask questions and discuss the topic.	42 (100%)		
The size of the group was appropriate for this activity.	42 (100%)		
The time, date and location for this activity was suitable.	36 (85.7%)	3 (7.15%)	3 (7.15%)
I would like more information on this topic	36 (90%)	3 (7.5%)	1 (2.5%)

Recommendations

Evaluation data from all three years of the Pioneer RESA Learn and Serve Project clearly demonstrate its success in meeting the specific program objectives and the general goals and components of the service learning philosophy. The strong success is attributable quite clearly to the tenacity of the project coordinator and the participating teachers, as well as their ability to make essential adjustments to ensure that supporting materials are secured and that school-wide support is obtained. Teachers and students participating in the service learning projects at their schools have indicated their positive support for the service learning concept, particularly in terms of curriculum integration and community service.

While the evaluation data demonstrate the success of the Pioneer RESA Learn and Serve Project, the data also have led the project coordinator, the technical consultant, and the project evaluators to formulate the following recommendations:

1. **Communicate!** Open lines of communication between the project coordinator and the project sites, as well as among the different sites, proved to be essential to project success. The project coordinator and teachers went to great lengths to establish and utilize a variety of communication methods, including e-mail lists, Web sites, and faxes. Not all attempts to share planning information or evaluation results were completely successful, thus indicating the need for service learning project participants to keep communication as a primary consideration for maximizing the benefits of the service learning project.
2. **Technology can be an invaluable tool.** The Internet, e-mail lists, Web pages, and other technology applications figured prominently in the Pioneer RESA project. The use of Web pages and the Internet for the reporting of project activities and the sharing of scientific data demonstrated significant infusion of technology into the service learning curriculum. Student use of computer-based presentation packages (e.g., PowerPoint), the Internet, and computer-based data monitoring packages added important practical "hands-on" applications which both the students and the teachers found so valuable and engaging. Expanding the use of technology in the service learning activities should also be seriously considered, especially as the technology becomes much more accessible to a greater number of students. It is important to note that in addition to the need for technology to be available for these projects, support for training must be forthcoming. This includes regular information on the technology available in the school as well as the development of realistic and practical staff development activities.
3. **Local support is essential.** The full understanding and enthusiastic support of the principal and teachers at a service learning site must be maintained to ensure success. While Learn and Serve projects are often of minimal cost, they do require the commitment of time and philosophical support from building-level personnel. The attempts of one or two teachers to establish a strong service learning project requiring curriculum integration and possibly rethinking of traditional curricular and structural approaches to education can be attained much more easily with this type of support than without.
4. **Teachers must have ownership.** When the teachers were involved as full partners in the Learn and Serve projects, they were able to ensure that the project was appropriate for their school and that it had the support necessary to make it succeed. Teacher ownership begins with the development of project goals, the selection of materials and activities, all the way through to implementation and evaluation.

Appendix

Teacher Questionnaire Free Responses

1. Schools responding:

South Habersham MS, Stephens County MS, Gainesville Middle School

2. Grade level(s) represented: 6,7,8

3. Subjects taught: Math, Science, Title I Math, Art, Reading

Background

4. Degrees

1 Bachelor's, 4 Master's, 1 Specialist

5. How many years have you been teaching: 23, 17, 16, 9, 8, 7

- this subject and grade level: 19, 5, 5, 3, 5, 6
- other subjects/grade levels: 4, 12, 11, 6, 3, 1
- at this school: 19, 5, 8, 1, 5, 7

6. Have you received training from RESA? Yes - 5 No - 1

What type?

- Attended National Conference
- Learn & Serve
- Service Learning
- NG Kids Network
- Learn & Serve
- Environmental
- Computer Skills
- Raising butterflies
- Planting Wildflowers

Was it helpful?

Yes - 5 responses

Why or why not:

- Able to use in classroom
- I had no idea how to raise butterflies or plant wildflowers
- Gave me hands on activities
- It opened many opportunities for my students

7. What additional training would you like to see:

- More with technology
- Technology
- Lessons specific to nature trail studies
- None
- Computer software related to art: Fractal design, photoshop

8. How many service learning lessons have you taught this year?

- 5+, 3, 10, 10, 1

Which ones:

- Medicinal use of plants, flower power, Calculate area of site, Butterflies
- Planting wildflowers
- Planting wildflowers, trees & shrubs, butterfly rearing
- Wildflowers, tulips, insect collections, butterflies; others of own
- Gardening, clay/tile mural
- Involved my students in local museum
- We were involved in improving our campus habitat, monitoring a stream, tagging butterflies, raising butterflies, planting tulips

Were these lessons your own or from others:

- Both - 3
- My own - 3

10. Have student's learning activities (routines) changed due to the service learning lessons? Please explain your response.

- Yes! They take pride in school grounds, especially areas they worked on themselves.
- Yes, they have expressed pleasure in doing "hands on" activities and continually ask to do more.
- Yes - the students see a reason to help preserve and enhance the environment because they are a part of it. The lessons they learn about plants and animals have more meaning to them - they enjoy giving back to nature.
- Yes - students volunteer to work outside maintaining the garden.
- They had the opportunity to participate in "hands on" lessons linking various subjects, thereby involving higher order thinking.
- Not yet

11. What part do you feel each item listed below plays in your planning or classroom activities:

The NCTM Standards -			
No part - 2	Minor part - 2	Moderate part - 1	Major part - 0
National Science Standards			
No part - 2	Minor part - 0	Moderate part - 3	Major part - 0
Georgia Framework for Math and Science			
No part - 3	Minor part - 0	Moderate part - 1	Major part - 1
QCC Objectives			
No part - 0	Minor part - 1	Moderate part - 3	Major part - 1

12. What resources are you using in the classroom as part of instruction:

- Information provided by museums
- Books, posters, plant material, insect materials
- Art and education literature
- Books, internet, posters, plant materials, insect materials
- Dept. of Forestry, DOT, Boy Scouts, RESA, local nurseries, hospital
- Gardening books, butterfly books, butterfly video

13. What resources are students using during instruction?

- All but internet
- Curriculum materials
- Information provided by museum
- Hands on equipment including many things provided by resources
- The same as instructional resources
- Books, posters, plant materials, insect materials

14. How does this differ from how you taught in the past?

- I have used "hands on" activities for many years!
- There are more resources available here (Ga) and more human resources willing to help.
- Lessons are now more varied.
- The garden has become part of the curriculum.
- The main difference is the service aspect.

15. Describe any communication (feedback) that you've received from parents concerning the learn and serve lessons. Has there been any noticeable change in parents' interest?

- Yes - the parents comment that their child talks about what they are doing at home.
- Parents are supportive.
- The parents are very supportive of project learn & serve.
- Parents express willingness to help with projects and the need to teach community service awareness in school.
- There has been little parent involvement yet.

16. Do the service learning lessons present new problems? Explain.

- Yes - liability (possible accidents that may occur during work or transportation).
- Discipline can be a problem sometimes.
- Classes held outside require a different type of structure to prevent discipline problems.
- Yes - difficulties are created when a whole class works in the garden - some students do not participate; some goof off.
- Not enough time with students

17. Do you see any changes that still need to be made?

- More training on management strategies
- Yes
- No

18. Has your experience with service learning lessons this year had any effect on your other lessons or classes?

- Yes - the garden is used for motivation in drawing and painting
- Yes - more integration between subject areas
- Yes - they have enhanced them
- No

19. Have the service learning lessons had any effect on the rest of the school?

- Yes - publicity; yearbook coverage
- Yes - enjoy school beautification project outcomes
- Encouraged others to try learn and serve lessons
- Yes - we have done a lot of beautification around the school. Also many animals have come to our habitat.
- More teachers are expressing an interest in service learning.
- The student and faculty have enjoyed the results of our lessons.

20. Has your experience with integrating the service learning lessons changed any of your views (beliefs) about teaching?

Method:

- A little more hands on
- Pragmatic methods of teaching should be used
- No
- No, I have always felt that this is the best way to teach!

Pacing:

- Yes - a little faster
- Management of groups
- No - 2

Content

- Garden activities are incorporated into curriculum
- Yes less "book" work, more hands on activities
- No - 2

Goals

- Yes - I want to include more activities that allow students to interact with the environment and community;
- To find a way to manage behavior and structure activities
- A focus on serve integrated into academic objectives interests me
- Not really
- No - 2

21. Do you see any changes in your students' behavior, performance, interests, etc.? What are the benefits/problems associated with these changes?

- They love to go outside and work
- Students appear more observant
- Behavior - they want to take care of the things they have been involved with creating.
- Created more interest in my students
- Yes - pride in work; environmental awareness
- Students are more interested.

22. What are your views on the relevance of the lessons with service learning components for your students?

- Extremely relevant
- They directly relate to the students' environment
- Tie in nicely with QCC objectives
- The lessons are relevant

How do students perceive the lessons?

- They can't wait to practice what they have learned
- As something fun to do in school
- Well!
- Fun!
- They like the activity - they need more help relating content to activity
- Fun, good feeling about themselves

Can you think of how the lessons might address relevance or student interest more?

- If they were structured better
- Yes
- No

23. Do you perceive there to be any additional benefits from the lessons? Explain.

- The appearance and climate of the school is enhanced
- Better interaction with school and community

LEARN AND SERVE PROGRAM

TEACHER QUESTIONNAIRE

May 1997

As part of the evaluation of the Learn and Serve Project sponsored by Pioneer RESA, teacher perceptions are being used as an indication of the project's effectiveness. It will take about 20 minutes to complete this questionnaire. Your answers will help us determine what components of the project have been successful and which need improvement. Your honest reflections on this year's Learn and Serve activities are greatly appreciated.

Ken Watkins, Project Coordinator
Bob Michael, Project Evaluator

1. Your School: _____
2. Grade level(s) you are currently teaching: _____
3. Subject(s) you are currently teaching: _____

Background

4. Your highest degree obtained:
 Bachelors Master's Specialist Doctorate
5. For how many years have you been teaching?: _____
For how many years have you been teaching this subject and grade level?: _____
For how many years have you been teaching other subjects/grade levels?: _____
For how many years have you been teaching at this school?: _____
6. Have you received training from RESA? Yes No
What type of training? _____
Was it helpful? Yes No
Why or why not?
7. What additional training would you like to receive?

Details of Experience

8. How many service learning lessons have you taught this year? _____

Which ones? _____

Were these lessons your own or from others? _____

10. Have student's learning activities (routines) changed due to the service learning lessons? Please explain your response.

11. What part do you feel each item listed below plays in your planning or classroom activities? (Circle one response for each item.)

The NCTM Standards:

NO PART A MINOR PART MODERATE PART A MAJOR PART

National Science Standards:

NO PART A MINOR PART MODERATE PART A MAJOR PART

Georgia Framework for Math and Science:

NO PART A MINOR PART MODERATE PART A MAJOR PART

QCC Objectives:

NO PART A MINOR PART MODERATE PART A MAJOR PART

12. What resources are you using in the classroom as part of instruction?

13. What resources are students using during instruction?

14. How does this differ from how you taught in the past?

15. Describe any communication (feedback) that you've received from parents concerning the learn and serve lessons. Has there been any noticeable change in parents' interest?

Reflection on Meaning

16. Do the service learning lessons present new problems? Explain.

17. Do you see any changes that still need to be made?

18. Has your experience with service learning lessons this year had any effect on your other lessons or classes? (e.g. methods employed)

19. Have the service learning lessons had any effect on the rest of the school?

20. Has your experience this year with integrating the service learning lessons changed any of your views (beliefs) about teaching?

Method?

Pacing?

Content?

Goals?

21. Do you see any changes in your students' behavior, performance, interests, etc.? What are the benefits/problems associated with these changes?

22. What are your views on the relevance of the lessons with service learning components for your students?

How do students perceive the lessons?

Can you think of how the lessons might address relevance or student interest more?

23. Do you perceive there to be any additional benefits from the lessons? Explain.

24. Do you find the resources from RESA to be helpful? Necessary?

25. What changes should be made to the present materials?

26. What additional materials do you believe would make it easier to teach the service learning lessons?

27. Do the lessons make it easier or harder to achieve your student goals? Explain.

28. Have you identified any new goals as a result of teaching these lessons? What are they?

29. Do you enjoy using the service learning lessons? Why?

Thanks you for your time. Please return your sealed questionnaire to your school's Learn and Serve Coordinator.

LEARN AND SERVE PROGRAM

STUDENT SURVEY

May 1997

This year you participated in Learn and Serve activities in your community. Your answers to this questionnaire will help your teachers to understand how successful the Learn and Serve projects have been. Think about what you have done this year and please follow the directions below.

Directions: Listed below are several skills which you used in your community projects. Please check the answer which represents **how much you think your skill in each area improved** during the project.

1. Communicating with classmates

- No Improvement
- A Little Improvement
- Some Improvement
- Moderate Improvement
- A Great Deal of Improvement

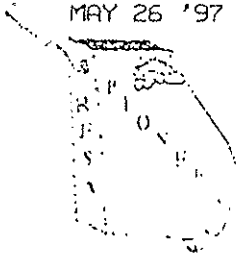
2. Public speaking (speaking in front of groups)

- No Improvement
- A Little Improvement
- Some Improvement
- Moderate Improvement
- A Great Deal of Improvement

3. Planning your project

- No Improvement
- A Little Improvement
- Some Improvement
- Moderate Improvement
- A Great Deal of Improvement

(Continued on back of page)



**PIONEER REGIONAL
EDUCATIONAL SERVICE AGENCY**

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*Excellent
Ken
Thanks
mz*

Learn and Serve Workshop, November 11, 1996,
Pioneer RESA Conference Room A
Evaluation Summary (21 teachers attended, 12 forms returned)

1. The course/workshop objectives were specified and met.

4 Strongly Agree	Undecided	Strongly Disagree
8 Agree	Disagree	
2. The activity was practical and met my needs.

6 Strongly Agree	Undecided	Strongly Disagree
6 Agree	Disagree	
3. The knowledge/skills I learned in this activity can be used in my job setting.

8 Strongly Agree	Undecided	Strongly Disagree
4 Agree	Disagree	
4. The strategies and materials used for teaching this course/workshop were appropriate.

7 Strongly Agree	Undecided	Strongly Disagree
5 Agree	Disagree	
5. The instructor was organized and well-prepared.

9 Strongly Agree	Undecided	Strongly Disagree
3 Agree	Disagree	
6. The instructor used strategies that were innovative, unique or motivating.

4 Strongly Agree	Undecided	Strongly Disagree
8 Agree	Disagree	
7. I was given the opportunity to ask questions and discuss the topic.

6 Strongly Agree	Undecided	Strongly Disagree
6 Agree	Disagree	
8. The size of the group was appropriate for this activity.

7 Strongly Agree	Undecided	Strongly Disagree
5 Agree	Disagree	
9. The time, date, and location for this activity was suitable.

7 Strongly Agree	Undecided	Strongly Disagree
5 Agree	Disagree	
10. I would like more information on this topic.

8 Strongly Agree	1 Undecided	Strongly Disagree
3 Agree	Disagree	2 no response

Comments:

Best one, yet!

Great workshop!



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Monarch Butterfly Workshop
Pioneer RESA, April 17, 1997
Evaluation Summary (21 teachers attended, 17 forms returned)

1. The course/workshop objectives were specified and met.

11 Strongly Agree	Undecided	Strongly Disagree
6 Agree	Disagree	
2. The activity was practical and met my needs.

12 Strongly Agree	Undecided	Strongly Disagree
5 Agree	Disagree	
3. The knowledge/skills I learned in this activity can be used in my job setting.

12 Strongly Agree	Undecided	Strongly Disagree
5 Agree	Disagree	
4. The strategies and materials used for teaching this course/workshop were appropriate.

13 Strongly Agree	Undecided	Strongly Disagree
4 Agree	Disagree	
5. The instructor was organized and well-prepared.

11 Strongly Agree	Undecided	Strongly Disagree
6 Agree	Disagree	
6. The instructor used strategies that were innovative, unique or motivating.

9 Strongly Agree	Undecided	Strongly Disagree
8 Agree	Disagree	
7. I was given the opportunity to ask questions and discuss the topic.

13 Strongly Agree	Undecided	Strongly Disagree
4 Agree	Disagree	
8. The size of the group was appropriate for this activity.

13 Strongly Agree	Undecided	Strongly Disagree
4 Agree	Disagree	
9. The time, date, and location for this activity was suitable.

13 Strongly Agree	1 Undecided	Strongly Disagree
3 Agree	Disagree	
10. I would like more information on this topic.

11 Strongly Agree	Undecided	Strongly Disagree
4 Agree	1 Disagree	1 no response

Comments:

--Great-Want more of it!

--Hope we get to extend Learn and Serve