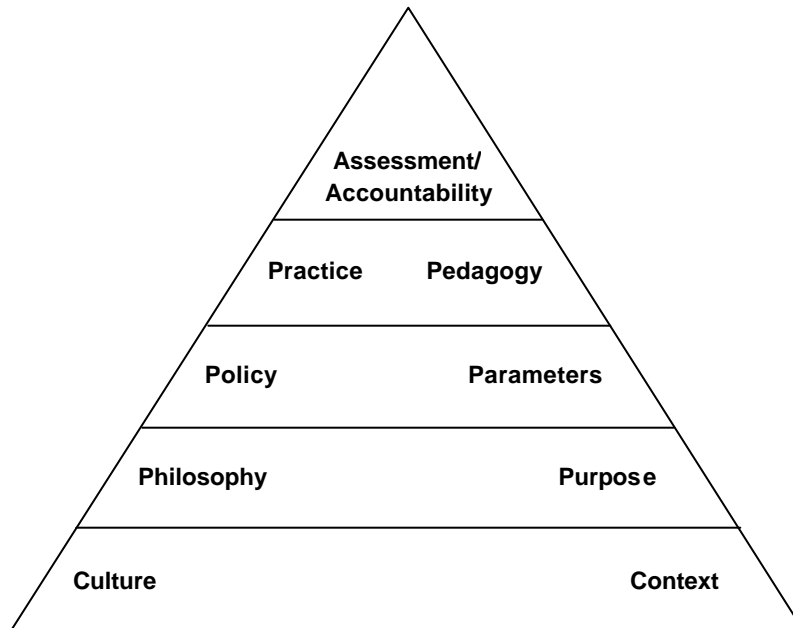


# SHUMER'S SELF-ASSESSMENT FOR SERVICE-LEARNING



## QUINTESSENTIAL ELEMENTS OF SERVICE-LEARNING

Primary Author  
Rob Shumer

Contributing Authors  
Pat Duttweiler, Andrew Furco, Madeline Hengel, and Gwen Willems

The Shumer Self-Assessment for Service-Learning (SSASL) is designed as a self-reflective system for professionals in the service-learning and experiential learning fields. What follows is a series of instruments and analysis worksheets arranged to help individuals evaluate their current service-learning initiatives to improve and strengthen them.

© Copyright December 2000 by the Center for Experiential and Service-Learning, Department of Work, Community, and Family Education, College of Education and Human Development, University of Minnesota  
St. Paul, Minnesota

## ACKNOWLEDGMENTS

The development of these instruments and self-reflective processes is the result of a collective effort on the part of many people. Without the sincere cooperation and effort of these collaborators, this project would never have gotten off the ground.

There are many people and organizations that should be acknowledged for their outstanding contributions. Our effort to mention them here is a small token of thanks for the many hours of effort and thought that helped shape the current products and process.

I would like to first thank the Corporation for National Service and Marilyn Smith, Director of the Office of Service-Learning, who funded and supported the effort for three years. Their ability to mobilize financial and human resources was the driving force behind most of the work done on behalf of the Fund for the Advancement for Service-Learning (FASL), which created the opportunity to develop the ultimate instrument—the FASL SSASL!

Second, Pat Duttweiler (assisted by Susie Turbeville), from Clemson University, and Andy Furco (assisted by Hyung-Jung Lee), from UC Berkeley, performed invaluable work conducting interviews and evaluation in the field, and providing extensive feedback on the development of the instruments and process throughout the three-year period.

Third, Dale Blyth from the University of Minnesota 4-H Foundation, Alan Melchior from Brandeis University, and Tom Owens from the Northwest Regional Educational Laboratory provided insightful feedback as Advisory Group members, suggesting many valuable ways to improve the nature of the self-reflective process. Their expertise and vision helped to shape the form of the instruments and the nature of the process.

Special thanks go to Center for Experiential Education and Service-Learning staff who were instrumental in developing the project. Graduate research coordinators/researchers Maddie Hengel and Gwen Willems helped revise sections of the instruments and conducted interviews with participants in individual and group settings. They also helped analyze data. Web designer Jodie Gustafson helped format the final document. Fiscal managers, Carol Ashton, Lorri Glazier, and Diane Burgers handled execution of the contracts and other financial matters. Michelle Kamenov, project coordinator, dealt with logistical arrangements for meetings, as well as processed forms for payments and assisted with materials development.

Last, the fifty-four participants, their programs, and the Learn and Serve Coordinators (Wade Brynelson, Kate Cumbo, Marllys Bucher/Carter Hendricks, Stan Potts, Joe Herrity, Kathy Gibson, Dick Grover, and Joe Follman) from eight great states (California, Colorado, Minnesota, Wisconsin, Iowa, South Carolina, Georgia, and Florida) perhaps contributed the most through their professional review of the documents and their tremendous insight into what makes a good self-assessment system. Their commitment and comments helped shape the entire process.

Rob Shumer  
Principal Investigator

# SHUMER'S SELF-ASSESSMENT FOR SERVICE-LEARNING

## Introduction


The purpose of this self-assessment is both formative and summative. It is designed to gather information helpful to you—to improve your service-learning initiative, report on it, publicize it, secure support for it, or seek funding for it. You can choose any of a variety of ways to use it. Your focus can be on a class, grade, school, district, etc. You choose how often to use it, and when. It can be used for formative purposes at the beginning of the semester or year, monitoring in the middle, and summative evaluation at the end.

This instrument was tested for three years with service-learning practitioners in eight states. The 23 statements are based upon the theories of experiential learning and several previous endeavors to establish standards for the service-learning field: the Alliance for Service-Learning in Educational Reform (ASLER) Standards, the Wingspread Principles, and the Essential Elements developed by the National Service-Learning Cooperative.

The instrument's 23 statements are organized in sections recommended by practitioners and researchers. This representation of service-learning includes five sections with a base of *Culture and Context*. *Culture and Context*, along with *Philosophy and Purpose*, describes the setting and environment for the service-learning initiatives. *Policy and Parameters* includes the school, district, and state policies and structures that prescribe the service-learning initiatives. The top two sections, *Practice and Pedagogy* and *Assessment and Accountability*, describe what is done to implement service-learning and how results are evaluated and reported.


## Directions

### STEP 1 Complete Part I: Quick Assessment.



The self-assessment system is divided up into two parts. **Part I** is a 23-question rapid assessment, designed to provide you with a quick analysis of the strengths and weaknesses of your initiative. The answers are “Weak,” “Needs Work,” or “Strong.” It will take only 10-15 minutes to complete.

### STEP 2 Briefly Review Priorities for Improvement and Strengths of Your Service-Learning Initiative.




Once you have completed Part I, focus on the statements that cover areas you would like to improve. **Identify areas in which you can most influence change in a reasonable amount of time and/or that are your highest priorities for improvement. By completing Part II, you can look at those weak areas in more depth.**

### STEP 3 Complete Part II: In-Depth Analysis.

**Part II** is a much longer and more detailed version of Part I. The 23 statements are the same in both versions. Part II questions provide the opportunity to focus your attention on some specific components of the Part I general statements.

For example, in Part I, Statement 14, you are asked whether “students are involved in selecting, developing, implementing, and assessing service-learning initiatives.” You respond in one of three ways: “Weak” (we don’t involve students); “Needs Work” (we do it sometimes, but not as often as we would like); or “Strong” (we do it all the time in all areas and this is one of the strengths of our practice). If you choose “Weak” or “Needs Work,” select Statement 14 on Part II, and there you will find five separate queries. Answering these questions will help you to think more critically about the range of issues in your service-learning initiative and plan changes to address problems in this area.



With Part II, you can decide to select individual statements, or you can decide to complete entire sections. It is your choice. Answer as few or as many questions as you have both time and inclination to pursue. **Remember, the purpose for participating in a self-assessment process is to help you identify areas for improvement and potential strategies for that improvement. There are no right or wrong answers!**

### STEP 4 Plan and Take Action.

**Follow Up.** One of the most consistent things we learned during the three years of piloting this process is that instruments, by themselves, have limited value. The self-assessment process is enhanced most when individuals take the responses to the surveys and **discuss the results** with others knowledgeable about service-learning and educational reform. We encourage you to do the same. Fill out the Action Plan on the last page of this instrument. Be sure to share your responses with colleagues in your school, your district, and the larger service-learning community so that others can help you chart a course to ensure necessary improvements are made to develop the best initiative possible.

## PART I: Quick Assessment

**Before turning to Part I, examine**

### **Your Service-Learning Context**

To better assess your initiative, please explain the context in which you do service-learning.

We define service-learning as: \_\_\_\_\_

\_\_\_\_\_

The purpose of our service-learning initiative/program is: \_\_\_\_\_

\_\_\_\_\_

Our primary goal(s) for service-learning is (are): \_\_\_\_\_

\_\_\_\_\_

Typical activities performed by students doing service-learning include: \_\_\_\_\_

\_\_\_\_\_

We typically assess student learning and impact of service by: \_\_\_\_\_

\_\_\_\_\_

This self-assessment is focused on our \_\_\_ district \_\_\_ school \_\_\_ other: \_\_\_\_\_

What aspect of our service-learning initiative do we especially want to evaluate? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Directions for Part I

For each of the 23 statements, choose and check off one response that indicates the current status of your service-learning initiative. Each statement represents a positive, desirable goal for effective service-learning. Consider having students and your colleagues (teachers, administrators, parents, and other community members) fill out Part I and discuss reflections as a group.

- Select **“Weak”** if the area or element is not in place or there are conditions that work against it. This is where you encounter **“Barriers.”**
- Select **“Needs Work”** if the area or element is in place, but needs improvement for effective practice.
- Select **“Strong”** if you think the area or element is in place and operating at a highly effective level. This is where **“Assets”** contribute to your initiative.

## Upon Completion

Note which of the 23 statements you checked as “Weak” or “Needs Work.” For a more in-depth analysis of the areas you consider most important to change or most in need of improvement, complete only the corresponding questions on PART II. The second part provides more in-depth questions for each part of items in Part I.

<b>I. Culture and Context</b> <i>The social and personal climate, as well as the larger setting, in which service-learning is planned and implemented</i>	<b>Weak (Barrier)</b>	<b>Needs Work</b>	<b>Strong (Asset)</b>
1. Cooperative connections between school and community are valued.			
2. The role of service in improving individual and community quality of life is valued.			
3. Involving students in the development of the learning program is valued.			
4. Learning through real world experience is considered integral to the school and community.			
<b>II. Philosophy and Purpose</b> <i>The ideas, reasons, intentions, and rationale that guide your service-learning practice</i>	<b>Weak (Barrier)</b>	<b>Needs Work</b>	<b>Strong (Asset)</b>
5. The purpose(s) of our S-L program is(are) clear to everyone involved.			
6. We consider S-L important in improving teaching and learning.			
7. Our school and/or district's philosophy includes service as a vehicle for learning.			
8. The purpose of our initiative is clearly linked to meaningful activities and learning objectives.			
<b>III. Policy and Parameters</b> <i>Formal, organizational elements that define service-learning through administrative policies and support, state and district mandates, board of education policies, school structures, etc.</i>	<b>Weak (Barrier)</b>	<b>Needs Work</b>	<b>Strong (Asset)</b>
9. Our schedules are flexible enough to allow us to meet S-L participant needs.			
10. We have specific curricular goals and guidelines that support S-L initiatives.			
11. There is sustained administrative commitment for developing and implementing S-L initiatives.			
12. The district's and/or school's policies support effective S-L.			
13. There is ongoing pertinent staff development for all members of our S-L initiative.			
<b>IV. Practice and Pedagogy</b> <i>What teachers, students, community partners, and administrators do to implement service-learning</i>	<b>Weak (Barrier)</b>	<b>Needs Work</b>	<b>Strong (Asset)</b>
14. Students play an active role in selecting, developing, implementing, and assessing S-L initiatives.			
15. Structured student reflection encourages critical thinking and is central to fulfillment of curricular objectives.			
16. Our program includes training, supervision, and monitoring of S-L and all people involved.			
17. S-L students are engaged in responsible and challenging actions for the common good that meet genuine needs in the school or community and have significant consequences.			
18. Student learning through service is directly tied to regular class objectives and activities.			
19. S-L occurs during regular school hours.			
<b>V. Assessment and Accountability</b> <i>Evidence that the service-learning initiative is meeting its goals and the process and results are being reported</i>	<b>Weak (Barrier)</b>	<b>Needs Work</b>	<b>Strong (Asset)</b>
20. Our assessment plan is clear, purposeful, and linked to state standards and district learning objectives.			
21. Our assessment process is appropriately frequent and thorough.			
22. Our assessment looks at the different sectors (students, teachers, parents, community, school, etc.) involved in S-L.			
23. Our assessment secures enough pertinent data to measure effectiveness and guide improvement.			

## Summary of Part I

### Planning for Part II

To establish priorities for a more in-depth analysis of your initiative, please write on this page the three statements or sections you identified in Part I as highest priorities for improvement. These are statements to which you answered either "Weak" or "Needs Work." Also include the top three strengths, with "1" being the highest priority.

#### Priorities for improvement

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

#### Strengths

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



## **PART II: In-Depth Analysis**

### **Directions for Part II**

Use your Part I responses to complete only the comments and questions in Part II that correspond to the numbered statements in Part I that you considered “Weak” or “Needs Work.” (For example, if you checked “Weak” for Statement 4, “The purpose of our S-L program is clear,” make comments and answer the two statements under Number 4 in this part of the assessment.)

Part II of this instrument is designed to help you examine in more detail portions of your program that you want to improve. The same 23 statements that you answered in Part I are repeated here. The major difference is that each statement has a series of sub-statements that will help you think more critically about what components of the issue need to be addressed. When the statements have relevance to more than one section, they are repeated in the appropriate sections.

A primary purpose for this survey is to help you examine issues about your program that need improvement. If any question is unclear, answer it as best you can, knowing that the instrument will serve as a point for discussion as you become further engaged in the self-assessment process. It is not necessary to complete this survey; address those questions that will help you further analyze areas for improvement.

## Section I. Culture and Context

*The social and personal climate, as well as the larger setting in which service-learning is planned and implemented*

<p>Please use the following to assess your overall “impression” of service-learning <b>in your setting</b>. If you work in service-learning in multiple settings, please choose one on which to concentrate. Write your answers in the space provided and/or use additional paper, if necessary. <u>Mark the response that most closely describes the culture and context that exist in your school or district.</u> District culture is the overall climate created by all of the stakeholders together—students, teachers, administrators, and community members.</p>	
<p><b>1. Cooperative Connections Between School and Community Are Valued.</b></p>	
<p><b>A) Students value cooperative educative connections between school and community.</b></p>	
<p>Choose One:  <input type="radio"/> Weak Value  <input type="radio"/> Medium Value  <input type="radio"/> Strong Value</p>	<p>Comments:</p>
<p><b>B) Teachers value cooperative educative connections between school and community.</b></p>	
<p>Choose One:  <input type="radio"/> Weak Value  <input type="radio"/> Medium Value  <input type="radio"/> Strong Value</p>	<p>Comments:</p>
<p><b>C) Administrators value cooperative educative connections between school and community.</b></p>	
<p>Choose One:  <input type="radio"/> Weak Value  <input type="radio"/> Medium Value  <input type="radio"/> Strong Value</p>	<p>Comments:</p>
<p><b>D) Community members value cooperative educative connections between school and community.</b></p>	
<p>Choose One:  <input type="radio"/> Weak Value  <input type="radio"/> Medium Value  <input type="radio"/> Strong Value</p>	<p>Comments:</p>
<p><b>E) We value cooperation among all stakeholders: students, teachers, administrators, parents, and other community members.</b></p>	
<p>Choose One:  <input type="radio"/> Weak Value  <input type="radio"/> Medium Value  <input type="radio"/> Strong Value</p>	<p>Comments:</p>

<b>2. The Role of Service in Improving Individual and Community Quality of Life Is Valued.</b>	
<b>A) District and school values are consistent.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:
<b>B) The role of service in improving individual and community quality of life is valued by stakeholders: students, teachers, administrators, parents, and other community members.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:
<b>C) Youth are valued as resources for solving community problems.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:
<b>D) The knowledge and skills of community members are valued.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:

<b>3. Involving Students in the Development of the Learning Initiative Is Valued.</b>	
<b>A) Our students are involved in the learning program's development (students identify projects, make community contacts, implement the project step-by-step, evaluate the initiative, etc.).</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:
<b>B) Teachers recognize and value student involvement in program development.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:

<b>C) Administrators recognize and value student involvement in program development.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:
<b>D) Parents recognize and value student involvement in program development.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:

<b>4. Learning Through Real World Experience Is Considered Integral to the School and Community.</b>	
<b>A) Relevance of learning experiences tied to the lives of students is valued by all stakeholders.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:
<b>B) The role of reform and change in educational improvement is valued by all stakeholders.</b>	
Choose One: <input type="radio"/> Weak Value <input type="radio"/> Medium Value <input type="radio"/> Strong Value	Comments:

<b>Other Issues of Culture and Context You Consider Important:</b>

## Section II. Philosophy and Purpose

The ideas, reasons, intentions, and rationale that guide your service-learning initiative. In this section, focus on what you hope students will learn from involvement in the service-learning initiative.

Mark the response that most closely describes the philosophy and purpose that exist in your school or district. Write your answers in the space provided and/or use additional paper, if necessary.	
<b>5. The Purpose(s) of our S-L Program Is(Are) Clear to Everyone Involved.</b>	
<b>A) Teachers involved in our service-learning initiative understand its purpose.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>B) Students involved in our service-learning initiative understand its purpose.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>C) Community members involved in our service-learning initiative understand its purpose.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>D) Administrators involved in our service-learning initiative understand its purpose.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:

<b>6. We Consider S-L Important in Improving Teaching and Learning.</b>	
<b>A) The philosophy that guides the purpose of our initiative is . . . (e.g., students learn citizenship skills by meeting community needs or attempting to solve community problems)</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>B) Our service-learning philosophy fits in with the educational philosophy of the district.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:

<b>7. Our School and/or District's Philosophy Includes Service as a Vehicle for Learning.</b>	
<b>A) Our district and school values are consistent.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>B) Our philosophy of educational improvement assumes service-learning fits in the educational change process in the following ways—students help develop learning objectives, appear excited about what they are learning, and take more responsibility.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>C) Our teachers understand the philosophy of our service-learning initiative.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>D) Our students understand the philosophy of our service-learning initiative.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>E) Our administrators understand the philosophy of our service-learning initiative.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>F) Our community members understand the philosophy of our service-learning initiative.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:

<b>8. The Purpose of Our Initiative Is Clearly Linked to Academic Activities and Learning Objectives.</b>	
<b>A) The service-learning initiative serves several complementary purposes, which include (for example, dropout prevention, academic enrichment, etc.):</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>B) School and community work together to develop the service-learning initiative, especially the learning outcomes.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:
<b>C) School and community objectives for our service-learning initiative are mutually consistent.</b>	
Choose One: <input type="radio"/> Weak <input type="radio"/> Needs Work <input type="radio"/> Strong	Comments:

<b>Other Issues of Philosophy and Purpose You Consider Important:</b>

### Section III. Policy and Parameters

Formal organizational elements that define service-learning through administrative policies and support, state and district mandates, board of education policies, school structures, etc. Please describe the specific policies and parameters that influence your ability to implement high-quality service-learning initiatives.

**Note to Administrators:** \* indicates questions specifically for administrators

Mark the response that most closely describes the policies and parameters that exist in your school or district. Write your answers in the space provided and/or use additional paper, if necessary.	
<b>9. Our Schedules Are Flexible Enough to Allow Us to Meet S-L Participant Needs.</b>	
<b>A) Our school-day schedule allows students to engage in service activities as follows (considerations for this question include your school's scheduling, e.g .modular, block, etc., and what aspects of service-learning, i.e., projects, school-to-work, etc., are scheduled into the school day):</b>	
i) flexibility in schedule	
<i>Rigid/non-flexible</i> ①    ②    ③    ④    ⑤ <i>Very flexible</i>	Comments:
ii) time units	
<i>Short/inadequate blocks of time</i> ①    ②    ③    ④    ⑤ <i>Longer/adequate blocks of service-learning time</i>	Comments:
<b>B) The time students spend doing service is integrated into regular course activities.</b>	
<i>Not integrated</i> ①    ②    ③    ④    ⑤ <i>Fully integrated</i>	Comments:
<b>C) The balance between the time students spend doing service during and outside the school day is the most appropriate to achieve the highest quality of service-learning experience.</b>	
<i>No balance</i> ①    ②    ③    ④    ⑤ <i>Most appropriate balance</i>	Comments:



**10. We Have Specific Curricular Goals and Guidelines That Support S-L Initiatives.**

**A) Service-learning is integrated into the curricula.**

*No integration*    ①    ②    ③    ④    ⑤    *Full and appropriate integration*

Comments:

**B) Service-learning curriculum is developed jointly by students, community members, and staff.**

*Only staff (non-collaborative)*    ①    ②    ③    ④    ⑤    *Totally collaborative*

Comments:

**C) Policies and standards for service-learning in our school, district, or state are characterized by the following:**

i) The following describes requirements for graduation from our school:

*No mandate for service or service-learning*    ①    ②    ③    ④    ⑤    *Mandate for service or service-learning*

If service-learning is mandated, by whom? \_\_\_\_\_

If service-learning is mandated, how? \_\_\_\_\_

Subjects or courses (e.g., English) \_\_\_\_\_

Classes (e.g., Writing 10A) \_\_\_\_\_

Hours \_\_\_\_\_

Honor projects \_\_\_\_\_

Extracurricular \_\_\_\_\_

Other \_\_\_\_\_

Comments:

ii) Service-learning is required by:

Circle all that apply:  
*School School district State*  
Comments:

iii) Quality standards for service-learning are developed by:

Circle all that apply:  
*Teachers School board School district State*  
Comments:

iv) Curriculum standards for learning are developed by:

Circle all that apply:  
*Teachers School board School district State*  
Comments:

**D) There are policies for awarding of academic credit.**

*There is no specific policy for granting credit for service-learning.* ① ② ③ ④ ⑤ *Academic credit for service-learning is granted according to school/district policy.*  
Comments:

**E) Our service-learning initiative is available to all students who want to participate.**

*Available only to a specific group* ① ② ③ ④ ⑤ *Open to all students*  
Comments:  
  
Describe the specific group, if this applies. Explain why they were selected.

**11. There Is Sustained Administrative Commitment for Developing and Implementing S-L Initiatives.**

**A) Administrative support for our service-learning effort can be characterized as follows:**

i) Level of support (circle one number for each administrative level). Select “varies” if the support fluctuates during the year, identifying the range of variation. For example, if support varies between 2 and 4, connect them by drawing a line between the two.

	<i>Low</i>			<i>High</i>		<i>Varies</i>
	①	②	③	④	⑤	_____
Principal(s)	①	②	③	④	⑤	_____
Superintendent(s)	①	②	③	④	⑤	_____
District administration (such as cabinet, curriculum coordinator/director)	①	②	③	④	⑤	_____
School board	①	②	③	④	⑤	_____
Other _____	①	②	③	④	⑤	_____

Comments:

ii) Level of involvement (to what extent they devote time, talent, and resources)

	<i>Little or no involvement</i>			<i>Full involvement</i>		<i>Varies</i>
	①	②	③	④	⑤	_____
Principal(s)	①	②	③	④	⑤	_____
Superintendent(s)	①	②	③	④	⑤	_____
District administration (such as cabinet, curriculum coordinator/director)	①	②	③	④	⑤	_____
School board	①	②	③	④	⑤	_____
Other _____	①	②	③	④	⑤	_____

Comments:

iii) Which administrators are fully involved and what are they doing to support service-learning (for example, they support staff with training opportunities, pay for substitute teachers, assist with program development, etc.)?

a)

b)

c)

Comments:

iv) What further administrative support is needed?

a)

b)

c)

Comments:

**B) Funding and other resources that influence the sustainability of our service-learning effort**

*Grant/soft money only*    ①    ②    ③    ④    ⑤    *Full district budget line item*

Comments:

**C) Breadth of support**

*Individual teachers*    ①    ②    ③    ④    ⑤    *Widespread support (teachers, school, district, community)*

Comments:

**D) System levels of support**

*Single school*    ①    ②    ③    ④    ⑤    *All schools*

Comments:

**E) Program stability**

*High teacher turnover*    ①    ②    ③    ④    ⑤    *Minimal teacher turnover*

i) Who do you consider to be the essential teachers necessary for the sustaining of your program?

Comments:

<i>High administrator turnover</i> ①    ②    ③    ④    ⑤ <i>Minimal administrator turnover</i>
ii) Who do you consider to be the essential <u>administrators</u> necessary for the sustenance of your program?
Comments:
<i>High community turnover</i> ①    ②    ③    ④    ⑤ <i>Minimal community turnover</i>
iii) Who do you consider to be the essential <u>community members</u> necessary for the sustenance of your program?
Comments:

<b>12. The District's and/or School's Missions and Policies Support Effective S-L.</b>	
<b>A) The district's policies provide support for effective service-learning.</b>	
Choose One: <input type="radio"/> Weak Support <input type="radio"/> Medium Support <input type="radio"/> Strong Support	Comments:
<b>B) The school's policies provide support for effective service-learning.</b>	
Choose One: <input type="radio"/> Weak Support <input type="radio"/> Medium Support <input type="radio"/> Strong Support	Comments:
<b>C) Characteristics of staff that facilitate service-learning initiatives. Include items such as the percentage of involvement in service-learning initiatives, availability of other paid staff, internal and external support, parents, community, businesses, volunteers, etc.</b>	
i) There is teaching staff.	
<i>Staff have responsibility for service-learning with minimal time allocation.</i> ①    ②    ③    ④    ⑤	<i>Staff have responsibility for service-learning with maximum time allocation.</i>
Comments:	

ii) There is administrative staff.	
<p><i>No administrative staff are assigned to service-learning initiatives.</i></p> <p>Comments:</p>	<p style="text-align: center;">①   ②   ③   ④   ⑤</p> <p><i>Administrative staff have substantial responsibility for service-learning initiatives.</i></p>
iii) There is support staff.	
<p><i>No other staff (aides, coordinators)</i></p> <p>Comments:</p>	<p style="text-align: center;">①   ②   ③   ④   ⑤</p> <p><i>Full-time staff (includes all areas of instruction)</i></p>
iv) There is external staff (AmeriCorps, VISTA, parents, volunteers, etc.).	
<p><i>No external staff support</i></p> <p>Comments:</p>	<p style="text-align: center;">①   ②   ③   ④   ⑤</p> <p><i>Adequate and appropriate external support</i></p>
v) External staff are used in delivery of the service-learning initiative.	
<p>Comment on how they participate.</p>	
<b>D) Liability coverage for our service-learning activities includes the following areas/issues:</b>	
i) Written liability policies	
<p><i>No written policy</i></p> <p>Comments:</p>	<p style="text-align: center;">①   ②   ③   ④   ⑤</p> <p><i>Board approved formal policies</i></p>
ii) Liability policies cover:	
<p><i>Students only</i></p> <p>Comments:</p>	<p style="text-align: center;">①   ②   ③   ④   ⑤</p> <p><i>Full coverage for everyone involved in the service-learning activity</i></p>

iii) Liability covers all school-related off-campus conduct.

No coverage for off-campus activities    ①    ②    ③    ④    ⑤    Full coverage for all off-campus activities

Comments:

**E) Our transportation policy allows for student travel for service-learning activities.**

i) Location of service sites

Difficult to access    ①    ②    ③    ④    ⑤    Easy to access    Varies  
-----

Comments:

ii) Transportation is provided completely by school or district for out-of-classroom service activities:

Transportation not provided    ①    ②    ③    ④    ⑤    All transportation provided for all students

Comments:

iii) Transportation is easily accessible and readily available.

Not readily available    ①    ②    ③    ④    ⑤    Always readily available

Which out-of-classroom activities use transportation?

List other sources of transportation (community organization, etc.).

Transportation is funded by:

Comments:

<b>13) There Is Ongoing Staff Development for All Members of Our S-L Initiative.</b>	
<b>A) Teachers/professionals are trained in monitoring and coordinating techniques for out-of-classroom service-learning settings.</b>	
<i>No formal training or experience</i>	<input type="radio"/> ① <input type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤
	<i>Formal course work, in-service, or prior experience monitoring and coordinating learning</i>
<b>B) Teachers and other staff receive regular training and/or development.</b>	
<i>No training</i>	<input type="radio"/> ① <input type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤
	<i>Consistent training</i>
<b>C) Training and/or development is available through the state, district, or other organization.</b>	
Circle all that apply:	
<i>State</i>	<i>District</i>
<i>University</i>	<i>Professional organization</i>
<i>Other</i> _____	
Comments:	
<b>D) Credit is available for training and/or development.</b>	
Circle all that apply:	
<i>State</i>	<i>District</i>
<i>University</i>	<i>Professional organization</i>
<i>Other</i> _____	
Comments:	
<b>E) Community members receive regular training and/or development.</b>	
<i>No training</i>	<input type="radio"/> ① <input type="radio"/> ② <input type="radio"/> ③ <input type="radio"/> ④ <input type="radio"/> ⑤
	<i>Consistent training</i>
Comments:	



**Other Issues of Policy and Parameters You Consider Important:**

## Section IV. Practice and Pedagogy

What teachers, students, community partners and administrators do to implement service-learning

Mark the response that most closely describes the practice and pedagogy that exist in your school or district. Write your answers in the space provided and/or use additional paper, if necessary.

### 14. Students Play an Active Role in Selecting, Developing, Implementing, and Assessing Our Service-Learning Activities.

A) Students are involved in program development and assessment of learning. Respond to this statement by using the following considerations.

i) Students are involved in developing curricula and programming with community members.

*Not involved*    ①    ②    ③    ④    ⑤    *Totally involved*

Comments:

ii) Students are involved in setting learning goals.

*Not involved*    ①    ②    ③    ④    ⑤    *Totally involved*

Comments:

iii) Students are involved in implementing the service-learning initiative.

*Not involved*    ①    ②    ③    ④    ⑤    *Totally involved*

Comments:

iv) Students are involved in evaluating service-learning.

*Not involved*    ①    ②    ③    ④    ⑤    *Totally involved*

Comments:

v) Students are prepared for the experiential learning process.

*No preparation*    ①    ②    ③    ④    ⑤    *Continuous preparation*

Comments:

vi) Students develop programs that address educational standards/mandates.	
Never	① ② ③ ④ ⑤ Always
Comments:	
vii) Students feel ownership, participate in decision making.	
<i>Students feel no ownership and do not participate in decision making.</i>	① ② ③ ④ ⑤ <i>Students have ownership and participate in decision making.</i>
Comments:	
viii) Teachers support student engagement in development and assessment.	
<i>Teachers believe students should not be involved.</i>	① ② ③ ④ ⑤ <i>Teachers fully support student involvement.</i>
Comments:	
ix) Administrators support student engagement in development and assessment.	
<i>Administrators do not support engagement.</i>	① ② ③ ④ ⑤ <i>Administrators fully support engagement.</i>
Comments:	

<b>15. Structured Student Reflection Encourages Critical Thinking and Is Central to Fulfillment of Curricular Objectives.</b>	
<b>A) Reflection on S-L is multifaceted.</b>	
<i>Not structured</i>	① ② ③ ④ ⑤ <i>Highly structured</i>
<i>Single form</i>	① ② ③ ④ ⑤ <i>Multiple forms</i>
<i>Done once</i>	① ② ③ ④ ⑤ <i>Done continuously</i>
<i>Done pre-activity</i>	① ② ③ ④ ⑤ <i>Done post-activity</i>
	<i>Done mid-activity</i>
Comments:	

<b>B) Adequate time is provided for reflection.</b>	
<i>No reflection time</i>	①   ②   ③   ④   ⑤ <i>Sufficient reflection time</i>
Comments:	
<b>C) What is reflected on?</b>	
Comments:	
<b>D) Reflection connects the service-learning activity with the curriculum.</b>	
<i>No connection</i>	①   ②   ③   ④   ⑤ <i>Full connection</i>
Comments:	

<b>16. Our Initiative Includes Training, Supervision, and Monitoring of S-L and All People Involved.</b>	
<b>A) Teachers and other professional staff are available to monitor students at out-of-classroom service-learning settings.</b>	
i) School personnel monitor/supervise our service-learning students while they are out of the classroom:	
<i>Students not monitored while out of classroom for service-learning.</i>	①   ②   ③   ④   ⑤ <i>Students are appropriately monitored while out of classroom for service-learning.</i>
Comments:	

ii) Students are monitored/supervised by (check all that apply):

- Teachers, administrators, coordinators (school staff)
- Community partners or agency staff
- Trained volunteers (parents, VISTA, AmeriCorps, etc.)
- Others \_\_\_\_\_

Comments:

iii) Monitoring/supervising of students takes the form of (check all that apply):

- Observation
- Written communication
- Phone conversations
- Checklists
- Other \_\_\_\_\_

Comments:

iv) While students are being monitored/supervised, the focus is on (check all that apply):

- Learning core concepts/principles associated with course/program
  - Attendance
  - Student behavior
  - Career development
  - Problem-solving process
  - All of the above
  - Other \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Comments:

v) Teachers/professionals are trained in monitoring/supervising techniques.

*No formal training*    ①    ②    ③    ④    ⑤    *Formal training*

Comments:

<b>17. S-L Students Are Engaged in Responsible and Challenging Actions for the Common Good That Meet Genuine Needs in the School or Community and Have Significant Consequences.</b>	
<b>A) Students perform challenging and responsible actions.</b>	
<i>No challenging and responsible actions</i>	①   ②   ③   ④   ⑤ <i>Challenging and responsible actions</i>
Comments:	
<b>B) Actions are directed toward the common good.</b>	
<i>Common good is peripheral.</i>	①   ②   ③   ④   ⑤ <i>Common good is central.</i>
Comments:	
<b>C) We perform needs assessment activities (such as issue analysis, research, talking with community members about an issue, etc.) before we begin any S-L activity.</b>	
<i>No needs assessment</i>	①   ②   ③   ④   ⑤ <i>Continuous needs assessments</i>
<b>D) The community has input into the selection of activities.</b>	
<i>No input</i>	①   ②   ③   ④   ⑤ <i>Appropriate community input</i>
<b>E) The community we serve provides feedback on the value and effectiveness of service.</b>	
<i>No feedback</i>	①   ②   ③   ④   ⑤ <i>Continuous feedback</i>
<b>F) Significant consequences result from S-L activities.</b>	
<i>Students cannot recognize consequences.</i>	①   ②   ③   ④   ⑤ <i>Students recognize consequences.</i>
<i>Community members cannot recognize consequences.</i>	①   ②   ③   ④   ⑤ <i>Community members recognize consequences.</i>

<b>18. Student Learning Through Service Is Directly Tied to Regular Class Objectives and Activities.</b>	
<b>A) Service-learning assignments, including homework, are connected to class objectives.</b>	
<i>Not connected</i>	①   ②   ③   ④   ⑤ <i>Strongly connected</i>
Comments:	

<b>B) Student learning through service occurs in a range of disciplines.</b>	
<p style="text-align: center;"><i>Only one discipline</i>    ①    ②    ③    ④    ⑤    <i>Multiple disciplines</i></p> <p>Identify the disciplines:</p> <p>Comments:</p>	
<b>C) Service-learning standards are developed by:</b>	
<p>Circle all that apply:</p> <p style="text-align: center;"><i>Teachers</i>                      <i>School board</i>                      <i>School district</i>                      <i>State</i></p> <p>Comments:</p>	
<b>D) Service-learning components are included in classes.</b>	
<p style="text-align: center;"><i>No classes have service-learning components.</i>    ①    ②    ③    ④    ⑤    <i>Almost all classes have service-learning components.</i></p> <p>Comments:</p>	
<b>E) Student character development is fostered through our S-L initiative.</b>	
<p><i>No emphasis on character development</i>    ①    ②    ③    ④    ⑤    <i>Strong emphasis on character development</i></p> <p>Comments:</p>	
<b>F) Service-learning activities have helped us understand the changes or improvement in student learning in the following ways (if it helps you to answer i and ii below, think of several specific students you believe had constructive experiences with service-learning):</b>	
<p>i) <i>Areas of change or improvement</i></p> <p>○ Social development          ○ Academic achievement          ○ Affective development          ○ Ethical/moral/value          ○ Other _____</p> <p>Comments:</p>	

<b>ii) Kinds of change or improvement</b>
<ul style="list-style-type: none"> <li><input type="radio"/> Social behaviors</li> <li><input type="radio"/> Self-discipline</li> <li><input type="radio"/> Academic performance</li> <li><input type="radio"/> Leadership skills</li> <li><input type="radio"/> Citizenship skills</li> <li><input type="radio"/> Attitudinal changes (toward school, learning, interactions, etc.)</li> <li><input type="radio"/> Affective changes (self-esteem, personal happiness)</li> <li><input type="radio"/> Career knowledge</li> <li><input type="radio"/> Ethical/moral</li> </ul> <p>Comments:</p>
<b>iii) Application of changes or improvement:</b>
<ul style="list-style-type: none"> <li><input type="radio"/> Applying specific classroom learning to a service context</li> <li><input type="radio"/> Applying service context to specific classroom learning</li> <li><input type="radio"/> Other _____</li> </ul> <p>Comments:</p>

<b>19. S-L Occurs During Regular School Hours.</b>	
<b>A) Flexibility in schedule</b>	
<i>Rigid/non-flexible</i>	①   ②   ③   ④   ⑤ <i>Very flexible</i>
Comments:	
<b>B) Time units</b>	
<i>Short/inadequate blocks of service-learning time</i>	①   ②   ③   ④   ⑤ <i>Longer/adequate blocks of service-learning time</i>
Comments:	



**Other Issues of Practice and Pedagogy You Consider Important:**

**Section V. Assessment and Accountability**

*Evidence that the service-learning initiative is meeting its goals and the process and results are being reported.*

Mark the response that most closely describes the assessment and accountability that exist in your school or district. Write your answers in the space provided and/or use additional paper, if necessary.	
<b>20. Our Assessment Plan Is Clear, Purposeful, and Linked to State Standards and District Learning Objectives.</b>	
<b>A) Our assessment/accountability plan can be characterized as follows:</b>	
i) Purpose of assessment	
Comments:	<div style="display: flex; justify-content: space-between; align-items: center;"> <span><i>No clear purpose</i></span> <span>①</span> <span>②</span> <span>③</span> <span>④</span> <span>⑤</span> <span><i>Purpose is clear to all parties.</i></span> </div>
ii) Development of plan	
Comments:	<div style="display: flex; justify-content: space-between; align-items: center;"> <span><i>Few involved</i></span> <span>①</span> <span>②</span> <span>③</span> <span>④</span> <span>⑤</span> <span><i>Wide involvement of teachers, administrators, students, and community</i></span> </div>
iii) Clarity of plan	
Comments:	<div style="display: flex; justify-content: space-between; align-items: center;"> <span><i>No clear or specific plan</i></span> <span>①</span> <span>②</span> <span>③</span> <span>④</span> <span>⑤</span> <span><i>Clear and measurable goals and objectives</i></span> </div>
<b>B) Our assessment plan is linked to state and/or other standards.</b>	
<div style="display: flex; justify-content: space-between; align-items: center;"> <span><i>Never</i></span> <span>①</span> <span>②</span> <span>③</span> <span>④</span> <span>⑤</span> <span><i>Always</i></span> </div> <p> <input type="radio"/> State standards  <input type="radio"/> Other standards _____         </p> <p>Comments:</p>	

<b>C) Our assessment plan is linked to district learning objectives.</b>	
<i>Never</i> ①    ②    ③    ④    ⑤ <i>Always</i>	Comments:

<b>21. Our Assessment Process Is Appropriately Frequent and Thorough.</b>	
<b>A) Our assessment process includes the following:</b>	
<b>i) Frequency</b>	
<i>No evaluation</i> ①    ②    ③    ④    ⑤ <i>Continuous evaluation</i>	Comments:
<b>ii) Participants</b>	
<i>No one involved in evaluation</i> ①    ②    ③    ④    ⑤ <i>Key participants are involved in evaluation</i>	Comments:
<b>iii) Types of Data</b>	
<i>Single data source (limited methods)</i> ①    ②    ③    ④    ⑤ <i>Multiple data sources and methods</i>	Comments:
<b>iv) Accountability</b>	
<i>No accountability</i> ①    ②    ③    ④    ⑤ <i>Data tied to local/state accountability measures such as standards or curriculum guidelines</i>	Comments:

**22. Our Assessment Looks at the Different Sectors (Students, Teachers, Parents, Community, School, etc.) Involved in S-L.**

**A) The assessment of the effectiveness of our activities indicates the following:**

i) Impact on students

*Not considered in evaluation*    ①    ②    ③    ④    ⑤    *An important evaluation component*

Comments:

ii) Impact on community

*Not considered in evaluation*    ①    ②    ③    ④    ⑤    *An important evaluation component*

Comments:

iii) Impact on teachers

*Not considered in evaluation*    ①    ②    ③    ④    ⑤    *An important evaluation component*

Comments:

iv) Impact on school

*Not considered in evaluation*    ①    ②    ③    ④    ⑤    *An important evaluation component*

Comments:

v) Impact on district

*Not considered in evaluation*    ①    ②    ③    ④    ⑤    *An important evaluation component*

Comments:

vi) Other areas of impact

Please list other areas of impact:

**23. Our Assessment Secures Enough Pertinent Data to Measure Effectiveness and Guide Improvement.**

**A) We use assessment to plan future activities**

*Never*   ①   ②   ③   ④   ⑤   *Always*

Comments:

**B) We use assessment to monitor the implementation of the program (continuous program improvement).**

*Never*   ①   ②   ③   ④   ⑤   *Always*

Comments:

**C) We use student learning outcome data for program improvement.**

*Never*   ①   ②   ③   ④   ⑤   *Always*

Comments:

**D) We use community assessment data for program improvement.**

*Never*   ①   ②   ③   ④   ⑤   *Always*

Comments:

**E) We use assessment data to demonstrate cost-effectiveness of the service-learning initiative.**

*Never*   ①   ②   ③   ④   ⑤   *Always*

Comments:

**Other Issues of Assessment and Accountability You Consider Important:**

## What's Next? Creating an Action Plan

Remember that the purpose of this self-assessment process is to provide you with useful information that can guide improvements of your service-learning initiative. To move from information to action, use this sheet to help develop an explicit plan and decide how to assess progress toward improvement of your initiative.

### Strengths of our service-learning initiative

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Areas for improvement

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Action steps to improve our service-learning initiative

#### Action priority 1

What? \_\_\_\_\_

By whom? \_\_\_\_\_

By when? \_\_\_\_\_

How to assess changes? \_\_\_\_\_

#### Action priority 2

What? \_\_\_\_\_

By whom? \_\_\_\_\_

By when? \_\_\_\_\_

How to assess changes? \_\_\_\_\_

**Internal resources (e.g., other teachers, parents):** \_\_\_\_\_

\_\_\_\_\_

**External resources (e.g., university, state department of education):** \_\_\_\_\_

\_\_\_\_\_

Now that you have identified strengths and weaknesses of your initiative, it will help to share this with other service-learning practitioners, especially those who will help you improve your practice. Follow up with colleagues in your school, district, and larger service-learning community to both discuss the results of this assessment and choose ways to make the improvements you have identified as most needed for your service-learning initiative.

## Monitoring the Action Plan

Use copies of this sheet to periodically review progress and revise plans for improving your service-learning initiative.

DATE \_\_\_\_\_

### Current strengths of our service-learning initiative

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Areas currently needing improvement

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Action priority 1:** \_\_\_\_\_

Progress: \_\_\_\_\_

\_\_\_\_\_

Obstacles: \_\_\_\_\_

\_\_\_\_\_

What to do next: \_\_\_\_\_

\_\_\_\_\_

**Action priority 2:** \_\_\_\_\_

Progress: \_\_\_\_\_

\_\_\_\_\_

Obstacles: \_\_\_\_\_

\_\_\_\_\_

What to do next: \_\_\_\_\_

\_\_\_\_\_

**Overall assessment (did things improve?):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_