

## Assessment Rubric for the Sustainability of High Quality Service-Learning

This rubric is intended to provide school-based service-learning practitioners with a guide for planning, developing and assessing the status of their service-learning programs. Service-learning is a teaching methodology that connects meaningful community service with academic learning, personal growth, and civic responsibility. Below is continuum for service-learning that combines recommendations from *Learning that Lasts: How Service-Learning Can Become an Integral Part of Schools, States and Communities*, the *NH Service-Learning and School Improvement Self Assessment Tool*, and Learn and Serve - Michigan goals for service-learning.

This tool may be used to review the status of service-learning in your building or your district wide service-learning initiative, assist in documenting a strategic plan, and as a discussion guide for obtaining perspectives from key leaders in the school and community.

For more information about how to use this rubric contact Angelia Salas at [salasa@michigan.gov](mailto:salasa@michigan.gov) or Jeanine Yard at [yardj@michigan.gov](mailto:yardj@michigan.gov).

### Component I. Vision and Policy

**Goal: Schools will have a vision and written policy that supports service-learning.**

	Planning	Implementation	Institutionalization
<b>Definition of Service-Learning</b>	There is no school/district wide for service-learning. The term service-learning is defined in a variety of ways and is used to describe a variety of service and/or experiential activities.	There is a general definition for service-learning in the school district, there is some inconsistency in the use of the term. The district is exploring ways of formalizing the definition to guide the implementation of service-learning	The school district has a formal commonly adopted definition for high quality service-learning that is used consistently by everyone across grade and building levels to carry out the various aspects of service-learning.
<b>Alignment with School Mission</b>	The district is exploring where service-learning fits within its mission and/or plans.	The school district has established statements or plans that reflect the value of service-learning, but the term service-learning is not directly stated.	The vision for service-learning is formally stated in the school districts mission. Service-learning is also referenced in district planning documents such as school improvement plans or strategic plans.
<b>Alignment with Education Reform</b>	Service-learning stands alone or the district is exploring ties to other important school district efforts (e.g. establishment of learning communities, school-to-work, improvement of teaching, curriculum realignment).	There is a general definition for service-learning in the school district, there is some inconsistency in the use of the term. The district is exploring ways of formalizing the definition to guide the implementation of service-learning	The school district has a formal commonly adopted definition for high quality service-learning that is used consistently by everyone across grade and building levels to carry out the various aspects of service-learning.

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Policy and Supports</b>	Service-learning is not part of existing policy or procedures. The district is exploring policy and procedures to determine where service-learning fits.	Service-learning is reflected in policy, not directly stated. Service-learning is considered in procedures, but not consistently.	Formal written policy and procedures exist that support and encourage service-learning (e.g. hiring practices, staff development requirements, evaluation of teachers, staff meeting agenda topic).

## Component II. High Quality Service-Learning

***Goal: School districts will provide students with sequential high quality service-learning experiences.***

<b>Sequential Opportunities</b>	The school district provides students with service-learning opportunities in at least one building level. Opportunities to expand to other building levels are being explored and/or planned.	The school district provides students varying degrees of quality service-learning opportunities at more than one building level.	The school district provides students with sequential high quality service-learning experiences so that at a minimum all students have at least one experience at the elementary, middle, and high school levels.
<b>Core and Non-Core Curriculum Standards</b>	Integration of service-learning and core and non-core curriculum standards is being explored and/or planned.	Service-learning addresses varying core and non-core curriculum standards. Students have limited opportunities to participate in service-learning in all core and non-core content areas.	Service-learning addresses core and non-core curriculum standards. Students have the multiple opportunities to participate in service-learning in all core and non-core curriculum content areas.
<b>Civics and History Emphasis</b>	The district is exploring the integration of service-learning with civics and history.	Students in the district have varying opportunities to experience service-learning through civics and history.	All history and civics classes incorporate service-learning in their curriculum.

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Standards</b>	The district is exploring linking service-learning to state standards, assessments, and accountability tools.	Service-learning is loosely linked to state standards, assessments and accountability tools.	The school district links service-learning to state standards, assessments, and accountability tools.
<b>Essential Elements (see appendix)</b>	The school district is exploring and planning to utilize the eleven essential elements of service-learning as a framework for developing projects or becoming familiar with the eleven essential elements of service-learning through conducting a pilot project.	The school district inconsistently utilizes the eleven essential elements of service-learning as a framework for developing projects.	The school district consistently utilizes the eleven essential elements of service-learning as a framework for developing all projects.
<b>Duration</b>	The district involves students in one-time service activities. Planning is occurring to develop activities of longer duration.	The school district occasionally plans activities of sustained or significant duration so that student involvement lasts for a minimum of 20 hours per semester in order to have lasting impact. Activities are most often of a shorter duration.	The district consistently plans activities of sustained or significant duration so that student involvement lasts for a minimum of 20 hours per semester in order to have lasting impact.

### **Component III. Training and Professional Development**

***Goal: School districts will provide teachers and administrators with professional development opportunities that include training in the philosophy and pedagogy of service-learning.***

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Staff Leadership</b>	Influential staff members are being identified to serve as leaders in the school districts service-learning effort.	There are only one or tow influential staff members who serve as leaders in the school districts service-learning effort	A respected, influential group of staff members serve as the districts leaders and advocate for service-learning.

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Staff Recognition and Incentives</b>	Staff recognition activities and incentives are being explored and planned for those staff members involved in service-learning.	Staff members involved in service-learning are occasionally recognized for their work in service-learning. Staff are encouraged to utilize service-learning and are provided other various incentives in (e.g. mini-grant funds, funds for conference participation).	The school district supports a formal system of networking opportunities within and outside the district for teachers engaged in service-learning (common planning time, service-learning network).
<b>Networking Among Teachers</b>	Limited networking opportunities exist for teachers engaged in service-learning. The school district is exploring and planning opportunities for teachers to network within and outside the school district.	The school district supports informal networking opportunities within and outside the district for teachers engaged in service-learning. Discussion regarding the development of a formalized networking structure is taking place.	The school district supports a formal system of networking opportunities within and outside the district for teachers engage in service-learning (common planning time, service-learning network).
<b>Collaboration Between Teachers</b>	Opportunities to collaborate (teacher to teacher mentoring, interdisciplinary projects) are being explored.	Collaboration between teachers is supported but is initiated by teachers and occurs informally.	Staff members are encouraged and supported to develop interdisciplinary projects. Service-learning is formally addressed in building level learning communities.
<b>Teacher Enrichment</b>	Introductory service-learning training is available for teachers.	Service-learning training is provided on a regular basis but does not meet the needs of all teachers based on their level of expertise or knowledge.	Service-learning training is available for all teachers based on their current level of expertise/ need as part of a formalized professional development calendar.

## Component IV. Organizational Capacity

**Goal: School districts will demonstrate, through leadership and resources, the capacity to implement service-learning.**

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Staff</b>	There are one or two key individuals at the school and district administrative level who provide leadership sufficient to support the exploration and planning of service-learning.	There are a few key individuals at the school and district administrative level who provide leadership sufficient to support the implementation of service-learning.	The school district provides financial and programmatic support for key staff that oversees the implementation of service-learning, (e.g. service-learning coordinator, teacher specialists).
<b>Advisory Board</b>	The formation of an advisory board comprised of broad representation from the community (e.g. teachers, youth, administrators, and community members) is being planned. Potential members are being identified and invited to serve. Roles and functions of the board are being developed. Initial meetings of the board are held.	The advisory board comprised of broad representation from the community (e.g. teachers, youth, administrators, and community members) meets on a regular basis. The functions of the board (e.g. develop goals and plans, oversee accountability) are becoming formalized and members provide varying degrees of leadership.	The school district maintains a well established service-learning advisory board comprised of broad representation from the community ( e.g. teachers, youth, administrators, and community members). The advisory has clear leadership roles and functions that assist in the implementation and advancement of service-learning in the district.
<b>Connection to Other School Initiatives</b>	Service-learning stands alone or the district is exploring ties to other school efforts such as school improvement plans; school-to-work; and safe and drug free schools.	The school district loosely connects the service-learning initiative to other school efforts such as school improvement plans; school-to-work; and safe and drug free schools.	The school district purposefully connects the service-learning initiative to other school efforts such as school improvement plans; school-to-work; and safe and drug free schools.
<b>Resources</b>	The school district supports service-learning with soft money from outside the district. Hard Money from the district is being sought.	The school district supports service-learning activities with both soft money (grants) from outside the district and hard money from the district. Means of sustaining funding levels without soft money are being explored.	The school district support service-learning activities with hard money from the district.

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Partnerships</b>	The school district is exploring potential partnerships with higher education institutions, K-12 schools, and/or community-based organizations in order to support service-learning. Community organizations are being educated about the school district's goals for service-learning and partnerships are being explored.	The school district is developing partnerships with higher education institutions, k-12 schools, and/or community-based organizations in order to support service-learning. Cooperative and collaborative community partnerships exist and being enhanced. There is some understanding between the school district and the community organization about each other's needs, goals, timelines, resources, and capacity for implementing service-learning.	The school district has well-established partnerships with higher education institutions, K-12 schools, and community-based organizations that support service-learning. Many reciprocal community partnerships exist.

<b>Public Relations</b>	Plans for informing individuals and organizations about the impacts of service-learning are being explored and planned. Service-learning is included in some public relations materials, but focuses on the addition of service and less on the connection to learning.	Service-learning is included in informal public relations efforts that inform some individuals and organizations about the impacts of service-learning on students and the community.	The school district includes service-learning in a formalized public relations strategy that informs school personnel, community members, and elected officials about the impacts of service-learning on student and the community.
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## **Component V. Teaching and Learning**

***Goal: The school district will implement service-learning that incorporates best practices in teaching methodology and establishes clear education goals for students.***

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Youth Voice</b>	Teachers are exploring the role of youth as active partners in the design, implementation, and evaluation of service-learning.	Teachers sometimes involve youth as active partners in the design, implementation, and evaluation of service-learning.	Teachers consistently involve youth as active partners in the design, implementation, and evaluation of service-learning.

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Essential Elements</b> (see appendix)	Teachers are exploring and planning to utilize the eleven essential elements of service-learning as a framework for developing projects or becoming familiar with the eleven essential elements of service-learning through conducting a pilot project.	Teachers inconsistently utilize the eleven essential elements of service-learning as a framework for developing projects. Teachers engage students in preparation, meaningful service, and reflection some or all of the time.	Teachers consistently incorporate the eleven essential elements of service-learning activities. Teachers engage students in preparation, meaningful service, and reflection.
<b>Assessment</b>	Some teachers are exploring and developing methods of assessing student performance and learning that is linked to service-learning activities.	Some teachers are using authentic assessments to document student learning linked to service-learning.	All teachers involved in service-learning are assessing student performance and learning linked to each service-learning activity. Multiple approaches to assessment are tied to standards and benchmarks, and occur on a regular basis.

## Component VI. Evaluation/Accountability

***Goal: Partnerships of K-12 schools, higher education, and community-based organizations will regularly conduct program evaluations and research studies in order to investigate and improve the efficacy of service-learning as a teaching methodology and a strategy to improve academic performance.***

	<b>Planning</b>	<b>Implementation</b>	<b>Institutionalization</b>
<b>Evaluation Plan</b>	The district is developing a manageable evaluation plan that contains objectives, timelines, tools, and systems for collecting data.	A manageable evaluation plan exists that contains objectives, timelines, tools, and systems for collecting data, but may or may not be linked to other district evaluation efforts.	A manageable evaluation plan is in place that contains objectives, timelines; tools, and systems for collecting data, and is integrated with other district evaluation.
<b>Progress Monitoring</b>	The district is developing goals for service-learning and methods for monitoring progress toward the achievement of those goals.	Monitoring of progress toward the achievement of service-learning goals occurs in an informal way.	Systems and realistic timelines are in place for monitoring progress toward the achievement of service-learning goals.
<b>Program Improvement</b>	Linkages between evaluation and promoting continuous program improvement are being explored.	Evaluation results are used to inform program improvement at the classroom and building level.	Evaluation results are used to inform continuous program improvement (e.g. school improvement, program enhancement and expansion, education reform efforts.)











