

CES Northwest Service Learning Planning Tool

School:

Teacher(s):

Community Partner(s):

Purpose:

Why are you developing a service-learning project? How will students benefit? What community need(s) will be addressed?

Essential Question:

What is your essential or guiding question for this project?

Standards:

What state standards will be met?

Civic Skills:

What civic skills, attributes or knowledge will be fostered through this experience?

- understanding of community resources and organizations
- awareness of community issues
- ability to identify personal values and beliefs about an issue
- ability to use logical argument to support values and beliefs
- ability to understand the root causes of issues
- ability to connect community issue and academic coursework
- awareness that students themselves are a strong resource within the community
- other _____

Career-Related/Life Skills:

What career-related skills, attributes or knowledge will be fostered through this experience?

- critical-thinking and problem-solving skills
- ability to work as part of a team
- ability to assume different group roles
- increased performance as self-directed and active learners
- heightened self-esteem
- ability to take pride in success
- other _____

Community Impact and Involvement:

How will the product or service be of value to the greater community?

- develops positive school-community relationships
- addresses a stated community need
- helps individuals meet basic needs
- creates public awareness of important issues
- offers valuable information to the greater community
- gives a voice to marginalized groups
- provides community members with new opportunities to learn
- creates an opportunity for community members to feel valued
- other _____

How will you maximize the role and resources of the community?

- communicate with community partner consistently throughout service-learning experience
- design project goals and expectations in collaboration with community partner
- identify program needs and determine ways community can support students
- involve community partners in reflection and debrief sessions
- provide opportunities for community to assess student work
- invite community partners to school environment for celebration activities
- other _____

Design and Implementation:

Preparation

What knowledge and/or skills must students attain before being able to master core academic skills of the service-learning project?

Content knowledge:

Skills:

What preparation will you provide for the community partner so they can engage students and maximize student learning?

Ownership and Engagement

How will students be involved in the design and implementation of the project?

- provide students a core subject area and encourage them to generate project ideas
- give students a list of project ideas to select from
- identify the project and ask students for implementation ideas
- ask students to contact organizations to inquire about community needs
- brainstorm community needs and explore potential projects based on these needs
- design project goals and expectations in collaboration with students
- encourage students to assume various roles throughout the service-learning experience
- other _____

Reflection

What reflection activities will be included in this service-learning experience?

- regular verbal check-in
- personal journal
- pair-sharing
- chalk talk
- regular written reflection
- group discussion
- debrief sessions with community partners
- other _____

How will you help students see connections between course objectives and the service learning project?

Materials and Resources

What educational materials will students use?

What resources, transportation, supplies and/or equipment will students need to accomplish the objectives?

Action Plan

What needs to be done?	Who is responsible?	When is it needed?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Evaluation:

How will the impact on the community be assessed?

- verbal check-in
- written reflection
- survey/questionnaire
- group discussion
- other _____
- observation
- observation and analysis
- roundtable with community partner
- quality of product

How will student learning be assessed?

- subject-area testing
- student reflection on learning
- observation
- roundtable with community partner
- other _____
- core concept quiz
- group discussion
- checklist/rubric
- review/evaluation of product

How will success be celebrated?

- verbal praise
- awards
- public exhibition
- community acknowledgment
- other _____
- peer acknowledgment
- submit article to district/school newsletter
- post pictures/reflections on bulletin board
- celebration day

How will you let others know? (media, district, school, parents, etc.)

- write a press release
- send photos to local newspaper
- submit article to district/school newsletter
- invite students, staff and parents to project preview
- other _____
- invite parents/guardians to class presentations
- encourage students to present project at district meeting
- make announcement at school event
- post pictures/reflections on bulletin board