

**Nevada Service-Learning
Evaluations – Due October 15, April 1, & June 1**

Place an X in the category that best signifies your actions toward meeting the statement.

Statement	DONE	In Progress	Need To Do	Don't Know	Comments (optional)
<u>Preparation</u>					
A valid community need was identified.					
A formal advisory board is developed to manage the program/project and to institutionalize service-learning.					
Students and partners (at least 5) are involved in planning the project/program to address the community need.					Partner #: ____
A training(s) was provided to community partners and teachers about service-learning, youth development, and youth/adult partnerships.					
Students, partners, and volunteers from diverse backgrounds are involved.					
Nevada academic and/or skill standards are incorporated into the project/program (at least 5).					
Promotion and publicity efforts were made to highlight service-learning and the project/program.					
An activity is planned on Martin Luther King (MLK) Day or in the month of January to promote service.					
<u>Action</u>					
At least 50 student participants and numerous partners and volunteers are involved.					Student#: ____ Volunteer#: ____
Students continue to have a voice in the project/program.					
MLK Day activity is complete.					
<u>Reflection</u>					
Reflections are scheduled and performed with the school, community partners, parents, community leaders, advisory board, and media throughout the project/program.					
-----Pre-Service – Examine beliefs, assumptions, and attitudes about issues					
-----During Service – Opportunity to learn from peers, share observations, ask for and receive feedback, ask questions, and solve problems					
-----Post-Service – Look back at initial beliefs, assumptions, and attitudes to assess development – Evaluate projects, apply what was learned, and develop ways to solve problems that may arise in the future					
Student and community reflections have a powerful voice in guiding the process of the service-learning project/program.					

Reflection includes forms from a wide range of curricula that support diverse learning styles, interests and needs.					
A session is determined near the end of the project/program to advance future service-learning experiences for students. (sustainability/advisory board)					
Participants committed at least 20 hours per semester to the project/program. (captured through log)					Ave. Hour#: ____
<u>Celebration/Recognition/Demonstration</u>					
Celebrations are scheduled and performed with the school, community partners, parents, community leaders, and media throughout the project/program.					
Recognition of the strength of service is celebrated with all participants, no matter their involvement.					
Reflection is included in the celebration which reviews or demonstrates the service that was performed and the learning that was gained. (This includes actual curriculum)					
A session is determined near the end of the project/program to advance future service-learning experiences for students. (sustainability/advisory board)					
<u>Evaluation (Internal)</u>					
Curriculum and service-learning experiences are evaluated regularly to ensure that they are significant, profound, and transformative and meet district priorities for curriculum.					
Project successes and challenges are examined with the students and partners to determine whether or not they meet performance measures and project goals/objectives identified early in the program/project. (advisory board)					
Plans are made with the students and partners on how to sustain the program/project as well as service-learning. (advisory board)					
<u>Evaluation (External)</u>					
Pre and post project/program surveys were administered to students and volunteers.					
Post project/program surveys were administered to community partners.					
LASSIE report was completed online – due June 30.					
Statement	DONE	In Progress	Need To Do	Don't Know	Comments (optional)

Adapted from Indiana Service-Learning self evaluation forms.

K-12 Service-Learning Standards for Quality Practice

*Rate
5 Met
1
Haven't
Started*

Developed By National Youth Leadership Council

Meaningful Service - S-L actively engages participants in meaningful and personally relevant service activities.	
1. S-L experiences are appropriate to participant ages and developmental abilities.	
2. S-L addresses issues that are personally relevant to the participants.	
3. S-L provides participants with interesting and engaging service activities.	
4. S-L encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.	
5. S-L leads to attainable and visible outcomes that are valued by those being served.	
Link to Curriculum - S-L is intentionally used as an instructional strategy to meet learning goals and/or content standards.	
1. S-L has clearly articulated learning goals.	
2. S-L is aligned with the academic and/or programmatic curriculum.	
3. S-L helps participants learn how to transfer knowledge and skills from one setting to another.	
4. S-L that takes place in schools is formally recognized in school board policies and student records.	
Reflection - S-L incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.	
1. S-L reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.	
2. S-L reflection occurs before, during, and after the service experience	
3. S-L reflection prompts participants to think deeply about complex community problems and alternative solutions.	
4. S-L reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.	
5. S-L reflection encourages participants to examine a variety of social and civic issues related to their s-l experience so that participants understand connections to public policy and civic life.	
Diversity - S-L promotes understanding of diversity and mutual respect among all participants.	
1. S-L helps participants identify and analyze different points of view to gain understanding of multiple perspectives.	
2. S-L helps participants develop interpersonal skills in conflict resolution and group decision-making.	
3. S-L helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.	
4. S-L encourages participants to recognize and overcome stereotypes.	

<u>Youth Voice</u> - S-L provides youth with a strong voice in planning, implementing, and evaluating s-l experiences with guidance from adults	
1. S-L engages youth in generating ideas during the planning, implementation, and evaluation processes.	
2. S-L involves youth in the decision-making process throughout the s-l experiences.	
3. S-L involves youth and adults in creating an environment that supports trust and open expression of ideas.	
4. S-L promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.	
5. S-L involves youth in evaluating the quality and effectiveness of the s-l experience.	
<u>Partnerships</u> - S-L partnerships are collaborative, mutually beneficial, and address community needs.	
1. S-L involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.	
2. S-L partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.	
3. S-L partners collaborate to establish a shared vision and set common goals to address community needs.	
4. S-L partners collaboratively develop and implement action plans to meet specified goals.	
5. S-L partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.	
<u>Progress Monitoring</u> - S-L engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.	
1. S-L participants collect evidence of progress toward meeting specific service goals & learning outcomes from multiple sources throughout the s-l experience.	
2. S-L participants collect evidence of the quality of s-l implementation from multiple sources throughout the s-l experience.	
3. S-L participants use evidence to improve s-l experiences.	
4. S-L participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen s-l understanding and ensure that high quality practices are sustained.	
<u>Duration & Intensity</u> – S-L has sufficient duration and intensity to address community needs and meet specified outcomes.	
1. S-L experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.	
2. S-L is conducted during concentrated blocks of time across a period of several weeks or months.	
3. S-L experiences provide enough time to address identified community needs and achieve learning outcomes.	