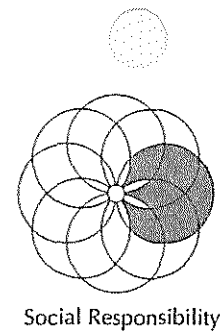


Appendix



- Parent survey and Summary, December 2010
- Teacher survey and summary, January 2011
- Educational Context Best Practice Results
- Non-educational Context Best Practice Results
- Professional Development Presentation, February 2011
- New Trier Service Learning website
- ISBE criteria for a Service Learning programs

This year, the District 39 Community Review Committee (CRC) is studying the topic of Social Responsibility, one of the areas highlighted in the CRC's 5 year "CONNECTED" Strategic Plan. As part of this project, the CRC is seeking parental input to help determine how important these areas are to you in general and how you think these concepts might be addressed in our schools. Your responses will be kept confidential and your input is greatly appreciated.

First, we'd like you to share your thoughts about Social Responsibility in an "overall" context

1. When thinking about the following components of Social Responsibility, please rate their importance to you and your family (please rate 1-4 importance):
 - a. Citizenship (Being a well-informed and active member of your community)
 - b. Empathy (Ability to see situations from others' perspectives)
 - c. Environmental Responsibility (Being a good custodian of our planet)
 - d. Ethical Conduct (Doing the right thing when no one is looking)
 - e. Financial Responsibility (Being financially accountable for one's actions)
 - f. Globalization (Awareness and understanding of global differences and issues)
 - g. Service Learning (Engaging in service activities to help others)

2. In your opinion, which groups should have a role in providing opportunities for and addressing issues of Social Responsibility? (please rate 1-4 in importance)
 - a. Community activities (sports, after school programs, etc.)
 - b. Parents
 - c. Extended Family
 - d. Religious/Faith based institution
 - e. Grade school
 - f. Middle school
 - g. Junior High
 - h. High school
 - i. Other _____

3. Does your child(ren) already participate in Social Responsibility efforts in any of these areas:
 - a. In the Community: (2 columns here)
 - b. At School:
 - i. Citizenship (Being a well-informed and active member of your community)
 - ii. Empathy (Ability to see situations from others' perspectives)
 - iii. Environmental Responsibility (Being a good custodian of our planet)
 - iv. Ethical Conduct (Doing the right thing when no one is looking)
 - v. Financial Responsibility (Being financially accountable for one's actions)

- vi. Globalization (Awareness and understanding of global differences and issues)
- vii. Service Learning (Engaging in service activities to help others)

Now, we'd like you to share your thoughts about Social Responsibility in an educational context

4. How important is it to you to incorporate Social Responsibility into District 39 schools? 1-4 rating
1 (not a priority) 2 (low-medium priority) 3 (medium-high priority) 4 (highest priority)

5. When thinking about Social Responsibility in an educational context, please rank the top 4 elements that would be important to you (wording)
 - a. Citizenship (Being a well-informed and active member of your community)
 - b. Empathy (Ability to see situations from others' perspectives)
 - c. Environmental Responsibility (Being a good custodian of our planet)
 - d. Ethical Conduct (Doing the right thing when no one is looking)
 - e. Financial Responsibility (Being financially accountable for one's actions)
 - f. Globalization (Awareness and understanding of global differences and issues)
 - g. Service Learning (Engaging in service activities to help others)

6. How do you think these areas should be addressed within the educational context (check all that apply):
 - a. Incorporated into the curriculum (as research projects, etc)
 - b. Separate, focused activities or classes during school
 - c. After school activities

7. How appropriate do you think it is to teach Social Responsibility within each of the following settings: (1- not at all appropriate, 2-not very appropriate, 3-moderately appropriate, 4-very appropriate):
 - a. Classroom
 - b. School
 - c. City of Wilmette
 - d. State of Illinois
 - e. United States
 - f. World

Next we have some more detailed questions about each of the Social Responsibility areas

8. Within the theme of Environmental Responsibility, should District 39's environmental awareness programs focus on (Y/N):
 - a. Classroom
 - b. School
 - c. City
 - d. State
 - e. US
 - f. Global Efforts

9. Within the theme of Financial Responsibility, should D39 teach an understanding of the global economy? Yes/No Why or Why not?

10. Within the theme of Globalization, how important is it to you that your child work with others with diverse backgrounds (cultural, religious, lifestyle, etc.) at school? Extremely/Very/Not Very/Not at all

11. Within the theme of Service Learning, do you believe that your child's school should provide service opportunities, such as clothing/book drives or nursing home projects? Yes/No/why or why not

12. Are there specific service opportunities or areas you would like to see incorporated into the curriculum? Examples?

13. Please check all topics that you believe are important to be addressed in school:
 - a. Global Warming
 - b. Core Human Values (honesty, integrity, work ethic)
 - c. Tolerance of individual differences
 - d. Political process
 - e. The Global Role of the US
 - f. Diversity of Learners
 - g. Lifestyle Choices
 - h. Racial Issues
 - i. Cultural Differences

14. Are there other aspects of social responsibility you would like to see included in our schools? Please explain
 - a. Yes
 - b. No

15. What are the greatest benefits to incorporating Social Responsibility into the D39 curriculum?

16. What are the greatest barriers to incorporating Social Responsibility into the D39 curriculum?

17. Do you have any experience that would be helpful to our study and you would be willing to share?
18. Would you be willing to participate in a focus group as a follow-up to this survey?
19. If yes to either of the previous two questions, please send an email to Chris Leutz at rleutz@comcast.net
20. Please select the school(s) your children attend.
 - a. Central
 - b. Romona
 - c. Mckenzie
 - d. Harper
 - e. HMS
 - f. WJHS
21. Gender of respondent (This one still throws me, especially when I read it as a survey....I thought why are they asking this)
 - a. Male
 - b. Female
22. Please provide us with any final comments/suggestions



Social Responsibility Survey

CRC Context Subcommittee

Jan 8, 2011

Background

- Study fielded Dec 2-13, 2011
- Communicated via Principal emails blasts
- 342 respondents
 - Strong response compared to 400 for communication survey
 - School breakdown

| | % | # |
|-----------|-----|-----|
| Central | 39% | 119 |
| Harper | 22% | 69 |
| McKenzie | 8% | 23 |
| Romona | 13% | 40 |
| Highcrest | 38% | 117 |
| WJHS | 24% | 74 |





Survey Objectives

- Gauge parent views on social responsibility areas, specifically how they may be incorporated into the educational setting
- Gain reaction to current acceptance and potential barriers
 - Be provocative
 - Find the “line”

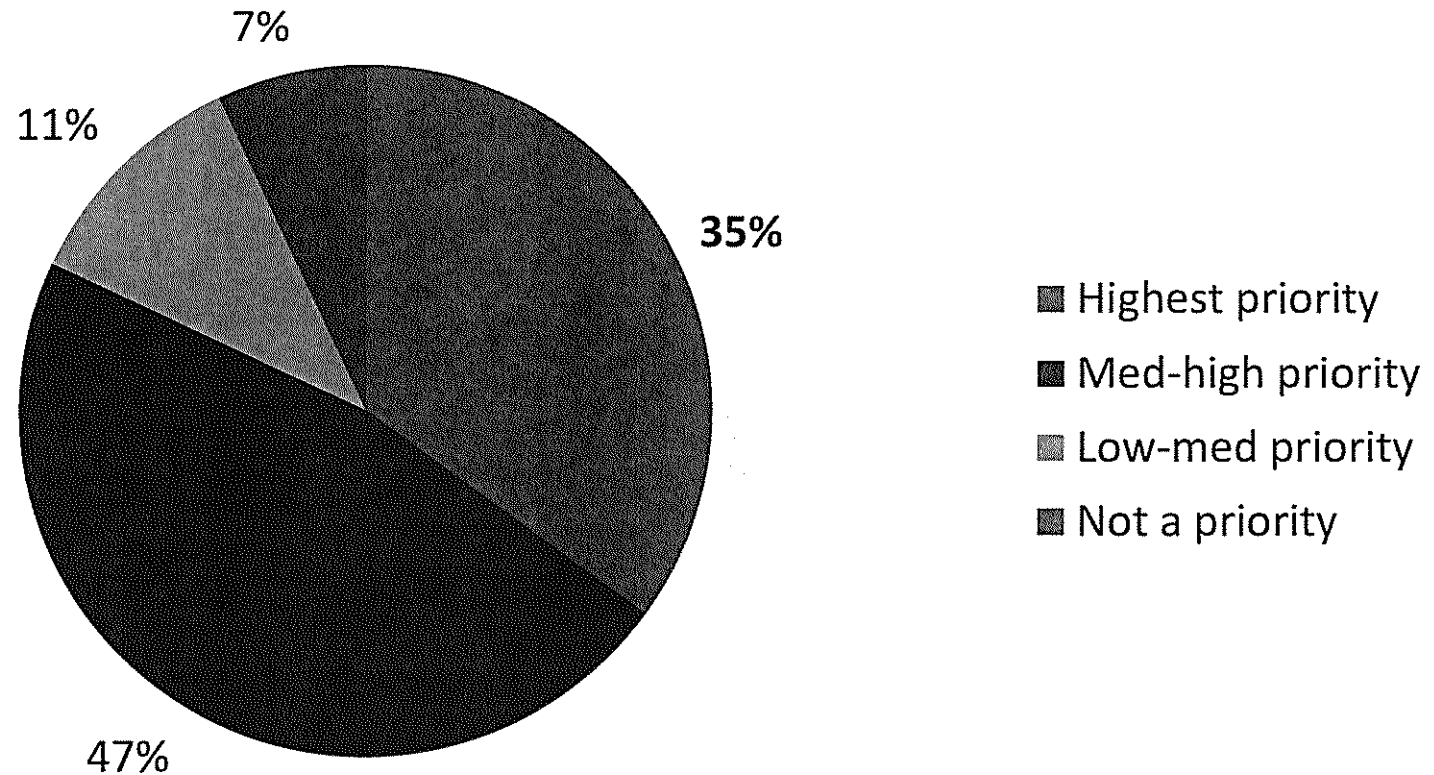
Topline Results

- 82% feel positively about incorporating Social Responsibility into our schools
 - 35% feel it represents the “highest priority”
 - Great areas of acceptance: empathy and ethical conduct
 - Other areas had less support, esp among respondents with younger children
 - Key concerns include time and money
 - Especially within D39’s current financial climate
 - Small but potential vocal minority opposed to including SR in school context



82% of respondents support Social Responsibility in District 39

Importance of SR within D39 schools



Ethical Conduct and Empathy are the respondents' top priorities

Both overall and within the educational context

| Area | School (rank top 4) | Overall (importance rating 1-4) |
|---------------------------------|---------------------|---------------------------------|
| 1. Ethical Conduct | 1.90 | 3.87 (#1) |
| 2. Empathy | 2.03 | 3.68 (#2) |
| 3. Citizenship | 2.63 | 3.44 (#5) |
| 4. Globalization | 2.91 | 3.26 (#7) |
| 5. Environmental responsibility | 2.94 | 3.24 (#6) |
| 6. Service Learning | 2.97 | 3.26 (#4) |
| 7. Financial responsibility | 2.98 | 3.44 (#3) |





Positive Comments

Overall thoughts:

"I LOVE that you are considering this and taking a proactive approach."

"Very excited to see that potential for such valuable material in our curriculum."

"I am 100% for SR in schools. I think the earlier you teach empathy and taking someone else's feelings into consideration is invaluable."

Survey identified some concerns

- Concerns center around taking time and money away from core subjects, especially during this tight budget climate in D39
- A very small number (approximately 7) indicated their strong opposition to teaching SR in schools



“Concerning” Comments

Concern over time and money:

“In light of the financial crisis the district is in right now I don’t see there is time, interest or money for this study this year. Put it on hold there is too much to deal with already”

“Given the current financial crisis D39 faces, my sense is that all resources should be focused within the current curriculum. I would not be in favor of incremental spending.”

"How much money is being spent on this programming? Is kindergarten being cut to make room for SR programming?"

“Concerning” Comments (cont’d)

Desire to focus on the more core aspects of SR (concern when moving toward more specific topics):

"I am very concerned that this broad definition of SR can be abused and used to dispense inappropriately politicized information to young kids. It needs to stick to the core character values."

"It is appropriate to teach SR to kids. I disagree with the inclusion of the overly broad, politicized topics such as global warming, globalization/cultural difference"

"Schools are the place to educate and teach academic skills with a focus on kindness and empathy."





Negative Comments

Strongly negative reactions to SR in schools:

"The things listed in the survey are not appropriate for the school to do. How do you know that all people are concerned about the environment. Do all families want to know about other groups' customs... Just take care of the academics and let the families socialize and teach their children responsibility."

"STOP! our efforts at indoctrinating kids in a public school with your particular world view smacks of National Socialism."

Conclusions

- Parents are the #1 teachers of Social Responsibility, so the CRC needs to
 - Be clear in terms of what SR is
 - Be mindful of how we work into curriculum without costing time or money
 - And of how we educate and communicate SR to parents
 - Be transparent in our communication and try to address/reassure some of the negative comments
 - Ensure plans are age appropriate with specific topics for older students



Next Steps

- Hear what other sub-teams have discovered
- Share some of our learnings/best practices with specific teams, e.g. service ideas
- Plan to conduct focus groups once we have more definite plans that we want to gauge reaction to
 - Following share-outs in Feb meeting



Teacher Survey Questions

In your day-to-day teaching, how often do you incorporate the following components of social responsibility? (gradual scale)

A lot of the time, some of the time, little or none of the time

Citizenship (being a well-informed and active member of your community)

Empathy (Ability to see situations from others' perspectives)

Environmental Responsibility (Being a good custodian of our planet)


Ethical Conduct (Doing the right thing when no one is looking)

Financial Responsibility (Being financially accountable for one's actions)

Globalization (Awareness and understanding of global differences and issues)

Service Learning (Engaging in service activities to help others)

List the specific activities that you do in your teaching that incorporates the components of social responsibility. Please list at least three activities.
(box)



Are you aware of any other programs in the area of teaching social responsibility that you would like to see used in District 39? (box)

What would you like to put in place regards to social responsibility that you don't currently do? (box)

Would you be willing to serve on a focus group? (Yes/No, name and email)

anonymous





2010-2011 CRC Social Responsibility

Teacher Survey

Roll-up

February 2011

CRC fielded a survey to all D39 teachers Social Responsibility in the Classrooms

- Survey went out to all current teachers within D39
- 10 minute survey asking 7 high-level questions to understand what is currently happening in our classrooms
- Excellent returns- 263 teachers responded!!





In your day to day teaching, how often do you incorporate the following components of Social Responsibility?

- 70% of teachers spend a lot of time on **Empathy Development**
- 67% of teachers spend a lot of time on **Ethical Conduct**
- Slightly less than 50% of teachers spend some time in class on areas of **Globalization, Citizenship, and Environmental Responsibility.**
- 43% of teachers spend some time on **Service Learning**
- Over 50% spend little to no time on **Financial Responsibility**

Most Classrooms and Teachers are spending time on Empathy and Ethical Conduct

Empathy

- Characteristics of Successful Learners
- Active Listening
- Respecting and Understanding Differences

- Habits of Mind
- Rough Spots
- Real time teachable moments
- Homeroom activities
- Book Discussions

Ethical Conduct

- Fair Play
- Modeling Behavior
- Test Taking Expectations
- Internet Safety
- Copy write laws

- Book Discussions
- Real time teachable moments

Empathy and Ethical Conduct are independent areas of focus in the classroom

Half of the respondents spend some time on the areas of Environmental Awareness, Citizenship, and Globalization

Environmental Awareness

- Recycling
- Reduced paper waste
- Proper waste disposal
- Recycle Rex
- Human Footprint

Globalization

- Cultural Differences
- Tolerance of Diversity
- Country studies
- Book Discussions
- Current Events
- Music and Art Exploration

Citizenship

- Student responsibility for classroom cleanliness
- Current Events
- Working together cooperatively
- Book Discussions
- Student Council
- Literature Studies
- Art studies
- Model Supreme Court

These areas seemed to be more imbedded in curriculum studies and had more overlap with one another.

What would you like to put in place in regards to Social Responsibility?

- Use our homeroom time for dedicated Social Responsibility teaching time (ie. Anti-bullying programs, Empathy building, etc)
- Have universal district wide Social Responsibility targets and programs worked into our lesson plans
- Tie Service Learning opportunities to specific curriculum areas so students can make connections to their individual learning.
- School-wide projects so we can get *really* excited about a **few** projects and do them *really* well.
- Increase our emphasis on and rewards for positive behavior from students
- Improve our parent and home partnerships for Social Responsibility efforts.



Best Practices Educational Context

Presented: February 7th, 2011

Standards and Indicators of Best Practices Service-Learning in the Development of Social Responsibility

Why?

Service Learning is an invaluable and multi-faceted approach to developing social responsibility in all of its students. Service learning increases student engagement in the curriculum and promotes the development of academic and social skills. Service learning increases connections between students and their 'community' and fosters a more positive school environment.

(Adapted from RMC Research Corporation and National Service Learning Clearinghouse)





Standards and Indicators

1. Duration and Intensity: Service learning experiences require that students take the time to identify the needs of the community, prepare for service, act accordingly, reflect upon their experience and celebrate their success.

2. Link to Curriculum: Service learning experiences should be aligned with the curriculum and should help students transfer the knowledge and skills they are learning in the classroom to the community. The learning should exceed the service.

3. Meaningful Service: Service learning experiences must be age and developmentally appropriate. The experiences should address issues that are personally relevant to all participants.

4. Youth Voice: Students should have a strong voice in planning and implementing service learning experiences.

Standards and Indicators

5. Diversity: Service learning experiences should help participants understand multiple points of view and perspectives.
6. Partnerships: Service learning experiences should be a collaborative effort amongst students, educators, families, and the community.
7. Reflection and Progress Monitoring: Service learning experiences should offer students the opportunity for reflection that prompts students to develop greater understanding and learning. Students should be encouraged to evaluate their experience from implementation to outcomes.





K-8 Best Practice Examples

Service Learning

Many of the best practices listed were, as expected, tailored to their individual community. Here is an example of two different schools that worked with local elder care facilities. **Bethune Academy**, that provided musical performances and **Nasonville Elementary**, that provided reading, had an interesting and effective twist in their respective programs. They both visited their chosen facilities biweekly. The readers were paired up with the same elder person for at least two months. This type of arrangement allowed for the musicians to gain more experience by frequently playing in front of a live audience. The readers gained more confidence in their reading abilities. Due to the frequent visits, the students and elderly developed a rapport with each other. The students developed an appreciation for the older generation and they relished the time spent with them. A real sense of community was developed.

K-8 Best Practice Examples

Citizenship

At **Unami Middle School**, they follow a core dictum of “Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.” To exemplify this, the students shed their typical attire and bell schedule as they are submerged into periods of history. Seventh graders experience Greek life. In the eighth grade students explore Colonial life. This tradition continues for the freshman class as well. Dressed as immigrants and carrying a visa and luggage, the ninth grade students seek citizenship as they simulate the immigration process at Ellis Island. These events bring together faculty, staff members, and parents for the planning and preparation of a large-scale simulation. Students are learning curriculum-based material through a historical simulation. The activities are not solely history based but include other academic and encore (music, art, etc.) subject areas. Through role-playing, students learn to view the world from a new perspective. Near the end of the simulation, the student experiences the final step in the citizenship process--the oath of allegiance and the swearing in, which is administered by a local judge .





K-8 Best Practice Examples

Environmental Programs

The centerpiece of the **Hacienda Science/Environmental Magnet School** environmental program is a one acre “Outdoor Classroom” which enables students to observe and experiment in a natural habitat. This outdoor classroom showcases 75 plant species in 7 native plant communities. In their weekly science lesson, students are actively engaged in making first hand discoveries about the relationships of plants and animals to their environment. Comparisons between the different plant communities lead students to a better understanding of environmental change and adaptations. These ideas are expanded upon in the classroom’s experimental garden beds. Benefits in this program include: 1. Children experience high levels of sensory input from their environment.. 2. Students take ownership by caring for the “Outdoor Classroom”. Each grade level has a plant community that they study and that they care for. Upper grade students each have a plant that they “adopt”. Middle and high school students often return to see how “their” plant is doing. Many former students choose to do their 40 hours of required high school community service at Hacienda. The students show pride working alongside their parents and being a part of something bigger than themselves.

K-8 Best Practice Examples

Character / Empathy

Southport Elementary School, Southport, FL

The Same, but Different program. The project addresses bullying in school and academic growth of 4th-5th grade students. Older students create a bullying needs investigation using School Climate Surveys, then older and younger students' pair to complete the survey and become "buddies" for the year. Survey results are compiled by teachers, with help of three elected students from each 4th -5th grade class. The elected students make up a Leadership Council and meet bi-weekly for 45 minutes to discuss project activities, mediate student concerns, and disseminate information back to classes. 4th -5th students meet with Pre-K through 3rd grade student buddies twice a week for one hour, during which anti-bullying lessons and academic help occur. Each upper grade class rotates weekly providing a 2-minute message about anti-bullying on school TV announcements. Students develop skits, plays, puppet shows, PowerPoints, games, books, and other visual aids focusing on anti-bullying and present to classes, other district schools, and the School Board.



K-8 Best Practice Examples

Bethune Academy, Haines City, FL

Busting Borders Student leaders work with Siegel Academy, a school for K-12 students with severe physical and mental disabilities, in this project targeting science, language arts, music, and tolerance. Specific goals include increasing student achievement and motivation, improving science test scores, and reducing bullying. 4th-5th graders meet with specialists who train them in crafting meaningful learning experiences for their mentees. Science activities occur in an outdoor classroom provided by CEMEX, an international mining company. Bethune students pair with Siegel students and lead field science experiences: testing water quality, recording animal observations, learning about native Florida animals and habitats, and learning to fish. Students also tutor struggling readers at Bethune Academy, reading books on character and tolerance; write and present puppet shows for children during the Ability Festival; prepare and present concerts with Siegel students; and host a dance party for Siegel students. Both groups of students participate in National Service Day through a watershed clean-up. On other national service days, students host community awareness events at the CEMEX site, where they lead guided nature walks and provide hands-on activities. Student presentations are disseminated through closed-circuit TV and the local cable TV. PowerPoints documenting the project are presented to school board members and administrators. The project culminates with a student-hosted Ability Festival for community, media, and elected officials.

K-8 Best Practice Examples

Urbana Middle School, Ijamsville, MD - Best Practices Character Education Award

Title of Best Practice: “SOAR to Success”

Objective(s): To assist student in becoming good citizens by developing a school wide program the emphasizes consistent rules, empathy, and leadership skills. Students are rewarded for demonstrating the expected behavior.

Promote core ethical values as the basis of good character.

Urbana Middle School utilizes two models for shaping student behavior and building character, Positive Behavioral Interventions and Supports (PBIS) and the Olweus Bullying Prevention Program. Both of these programs were developed based upon Urbana Middle School's core values:

- Display honesty and integrity in all interactions.
- Demonstrate empathy, caring, and respect for all.
- Create and maintain a safe school climate.
- Understand and celebrate the strength of diversity—locally, nationally, and internationally.
- Cultivate a positive, stimulating, and collaborative working environment in which all staff are dedicated to helping students learn and grow.
- Orient all of our efforts towards high achievement for all students

K-8 Best Practice Examples

Define "character" comprehensively to include thinking, feeling, and behavior.

Urbana Middle School takes into account a comprehensive definition of character, which includes thinking, feeling, and behavior. UMS introduces students to this concept through the school motto SOAR to Success, which is based on the school mascot, the Hawk, and the 4 basic PBIS expectations.

SOAR is an acronym for the following:

S= Success (through)

O= Ownership

A= Attitude

R= Respect

Every Friday, students return to their homerooms for 30-minute PBIS lessons. In the introductory lessons, students learn the motto as a tool for understanding that appropriate behavior stems from our thinking and feelings, and if we address them, we will display appropriate and positive behavior. Next, students are taught that with each expectation, staff expect specific behaviors in each setting. In some settings, especially classrooms, students participate in the process of developing the specific rules. This year, with UMS's addition of the Olweus Anti-Bullying Program, the staff has spent many Friday PBIS classes addressing the issue of bullying. An important part of bullying education involves exploring student feelings and thinking, including on the part of the victim, the bully, the witnesses, and the rest of the school community.

K-8 Best Practice Examples

Use a comprehensive, intentional, proactive, and effective approach to character development.

The primary way in which UMS employs a comprehensive, intentional, proactive, and effective approach to character development is through the Friday character lessons. These lessons are often based on student behavioral data so that the lessons match student needs. Once they are certain that students understand and know how to meet the expectations, the school uses several PBIS/Olweus school-wide incentive programs and opportunities for student leadership.

Urbana Middle School also incorporates character development into the academic classes. One important value that the school has tried to instill in students is the ability to see the issues of the world through the eyes of other people and empathize with their perspective. For example, in LA students learn about various character themes in addition to the cultivation of cultural empathy. Language Arts units are developed based on the following themes: acceptance, choices, tolerance, prejudice, friendship, and perseverance.





K-8 Best Practice Examples

Create a caring school community.

This year UMS integrated the OLWEUS Bullying Prevention Program into their PBIS program to help foster a more caring school environment. Adoption of this program has helped the PBIS committee better educate staff about the definition of bullying, the types of bullying, where it occurs, and how to properly intervene. Urbana Middle School also creates a caring school community through several student programs mentored by staff. One program, Student Ambassadors, was founded to develop empathetic interpersonal relationships amongst Urbana Middle School students by promoting the values of the Six Pillars of Character. The Student Ambassador Program fosters leadership skills, team building, conflict resolution skills, a greater understanding and acceptance for diversity, and peer empathy in the program's ambassadors, all with the expectation that they influence the behavior of other UMS students. Currently, UMS has approximately 120 student ambassadors in all three grades.

K-8 Best Practice Examples

Engage the school staff as a learning and moral community that shares responsibility for character education and attempt to adhere to the same core values that guide the education of students.

UMS is only three years old, so all aspects of the school culture have been developed in the last few years. During the very first meeting of the new staff, the principal facilitated the creation of the school vision, which was built upon the core values enumerated above in Principle 1. These values reflect and shape all staff interactions and processes. The staff model respect and integrity, and look for opportunities to reinforce positive student behavior by using praise, Talons, High Flying Hawk Referrals, and post cards home.



K-8 Best Practice Examples

Financial Literacy

Port Meade Middle School, Port Meade, FL

Financial Literacy Workshop. The Business Technology Dept. at Fort Meade Middle School provides service-learning opportunities for students on how to handle personal finances and instill and strengthen student values. The program focuses on 21st Century Skills, financial literacy, and improving public speaking and presentations skills. Students participate in team-building training, mentoring activities, and organizing projects that assist local organizations and/or schools. Students study the basics of financial literacy, concentrating on budgets, savings, investments, checking, and credit. They then design presentations on basic financial knowledge for their peers. Presentations are made throughout the school. Students also participate in Florida Penny Harvest and use the money they collect to fund student-led service-learning projects to help their communities. Students produce posters, a PowerPoint presentation, and design a video about financial literacy which is shown through SweatMonkey, a custom youth-oriented website.

K-8 Best Practice Examples

Environmental

Sculptor Charter School, Titusville, FL

Environmental Heroes Learn & Serve Program. Middle school students investigate environmental issues then share what they learned with elementary 'buddies' through hands-on presentations, activities, investigations, and field trips. Each month, middle school students research a specific issue, search for solutions to the issue, and find creative ways to share the information with their elementary buddies. Together, they do activities designed to address environmental problems related to Florida habitats and alternative energy sources. Working together, students serve the community by collecting toys for The Children's Center and by donating the vegetables they grow in the school garden to the North Brevard Sharing Center. Students present their projects during the District Service-Learning Showcase .



K-8 Best Practice Examples

Fort White Middle School, Fort White, FL

Fort White Middle School/Ichetucknee Springs State Park Learn & Serve Environmental Citizenship PARKnership. Fort White MS, in partnership with Ichetucknee Springs State Park (ISSP), continues to enhance student knowledge, skills, awareness, and appreciation of the environment through science curriculum with field-based service-learning applications. The Environmental Citizenship Program stresses “Service and Learning for Others,” which helps increase student understanding and participation in service-learning through environmental activities relating to water, air, and land quality. Students activities help raise awareness of community residents and park visitors alerting them of threats to spring and river ecosystems. Students in grades 6-8th participate in at least 20 field-based investigations where they conduct water testing, remove exotic species, plant native plants, monitor flora and fauna, and more. Students also make and disseminate information through trail guides, brochures, PSAs, PowerPoints, posters, an Earth Day newspaper, fall/spring newsletters, a web site, and a virtual tour of the Ichetucknee River by canoe. The Fort White Middle School Youth Council participates in the Florida Penny Harvest program and donates proceeds to four charitable organizations; they also present about their program to community stakeholders, civic organizations, and at state and local conferences.

K-8 Best Practice Examples

Community Service

Nova Blanche Forman Elementary School, Davie, FL

Real Needs/Good Deeds Project. Students' research hunger issues and identify local community resources, then share the information through podcasts created with "newscast style" interviews. 1st and 4th graders interview management, volunteers, and clients at a local soup kitchen. The students plan and lead community service activities, including a food drive and an "Empty Bowls" event, where ceramic bowls are exchanged for cash or "Good Deeds"—proceeds benefit the local food bank. There will be a new mini-grant program designed and administered by selected students for teachers incorporating service-learning activities into their curriculum. Museum art is now a focus of the K-5 art curriculum; through a partnership with a local museum, one classroom of students receives on-site museum docent training, including opportunities to lead tours. The students create demonstrative podcasts for the remaining 5th grade students and organize, design and install an art exhibit in the school hallways. The art show includes student's art works from the art curriculum along with quality prints from other units of study. The closing of the art show coincides with the school's Service-Learning Day where the students celebrate all three projects, share reflections and thank partners for their contributions.

K-8 Best Practice Examples

Ortega Elementary School, Jacksonville, FL

Ortega Learn & Serve Vegetable Garden. Students create and tend a school vegetable garden to donate food to local food banks and teach K-2 students about plant life and nutrition. Students achieve a broad sense of data and research methods that lead to higher mastery of Science and Math, as well as foster community service. This year, the program is installing hydroponic units and plant cams in the garden to track plant growth. The fundraiser “Souper Supper” will be hosted on Global Youth Service Day. Garden Club students produce a coloring book on plant life to share during lessons with primary students and also to sell as a fundraiser. Benches and plant labels/descriptions will be added to the garden to create a “Secret Reading Garden.” Students are evaluated through reflection/data journals that are updated bi-weekly and bOrtegay pre and post assessment tests. Students write and produce a “How to Grow a Garden” brochure. The program fosters a sense of community and civic duty through volunteer work done at the Second Harvest Food Bank.

K-8 Best Practice Examples

Globalization

The University of North Carolina - The Center for International Understanding **Confucius Classrooms: Chinese Language and School Partnerships North Carolina Confucius Classrooms.**

In partnership with Hanban, an affiliation of the Chinese Education Ministry, the Center for International Understanding will develop the nation's first statewide network of Confucius Classrooms over the next three years.

In April 2010, North Carolina **Governor Beverly Perdue** announced the launch of these Chinese culture and language programs as a major effort to provide students the skills they need to "*compete effectively and work globally*" in the 21st century.

In Year 1 (the 2010/2011 academic year) the Center is coordinating Confucius Classrooms in 16 North Carolina schools. [Confucius Classrooms Participants and Geography](#) outlines a list of current NC school districts and schools involved in the program. These schools from both urban and rural areas represent geographic, economic and demographic diversity. Confucius Classrooms will provide students the opportunity to study Mandarin Chinese, learn about Chinese culture and history, and to share their own culture and history with Chinese students through school-to-school partnerships.





K-8 Best Practice Examples

Through the Center's program, North Carolina schools selected to participate will:

- Host a qualified Chinese language teacher from China for three years with salary subsidies from the program
- Send school principals and teachers to China to learn about its culture, history, and education system
- Develop a partnership with a school in China, through which students in both countries will practice their language skills, collaborate on shared projects, and exchange teachers and possibly students in regular visits
- Engage teachers in yearly professional development opportunities, focused on improving language instruction
- Receive technical and academic support from the Center's team of education experts

Participating schools will have a demonstrated commitment to global education. By “clustering” the programs within select school districts, students can progress from school to school with continued opportunities to advance their proficiency in Chinese. Only NC schools whose superintendent and central office have taken part in Center for International Understanding China programs are eligible to apply. Currituck County Schools – Central Elementary School, Guilford County Schools – Ferndale Middle School, Northwood Elementary School, McDowell County Schools – East McDowell Junior High School, Onslow County Schools – Dixon Middle School, Polk County Schools – Polk County Middle School, Swain County – Swain Middle School

New Trier High School-- Ethical Conduct & Global Citizenship

Origins of the ECGC Initiative:

In 2005, as part of New Trier High School District's 2005-2010 Strategic Plan, the Board charged the ECGC committee with creating "a student-driven program to identify and articulate New Trier's core standards of **ethical conduct and responsible global citizenship** with appropriate follow-up activities, including communicating the standards and identifying curricular, co-curricular, and extracurricular programs that teach the standards."





New Trier High School-- Ethical Conduct & Global Citizenship

To that end, the ECGC committee adopted the following philosophy statement.

Mission:

To act ethically and be responsible global citizens we must be clear about what we believe to be right and just and we must possess the social and emotional skills that will allow us to act in ways that are in accordance with our beliefs. As we are able to act in these ways we can be more caring towards others near and far, feel safer, have more satisfying relationships, and be more successful in school, in society, and in life.

New Trier High School-- Ethical Conduct & Global Citizenship

Timeline--Between Fall of 2005 to Spring of 2009

A series of surveys, discussions, training and planning occurred at New Trier.

- The surveys centered around school climate.
- The discussions centered upon core values relating to ethical conduct and global citizenship, including honesty, respect, responsibility and compassion, a look at where those values are evident at NewTrier, and where those values are being contradicted.
- Staff training centered upon the social and emotional competencies that support the District's core values.



New Trier High School-- Ethical Conduct & Global Citizenship

Timeline--Between Fall of 2009 until the present

The ECGC planning committee focuses on the District's mission statement, specifically "hearts to compassion." The next steps will further concentrate on creating a climate of compassion by continuing mindful dialogue among staff, students, and parents with the goal of making New Trier a more compassionate and caring community.

New Trier High School-- Ethical Conduct & Global Citizenship

Timeline--Between Fall of 2009 until the present May 2009

- **A committee formed to determine the role of parents** in future ECGC work, building on the parent- sponsored book discussions in April that built on the March sessions they hosted with Dr. Maurice Elias.
- **School leaders participated in a workshop** on how to facilitate meetings that incorporate core values and social emotional skills.
- **Professional development programs are being sought** that offer training for all staff in **active listening, universal problem-solving, ethical decision-making, etc.**
- **The school climate survey was re-administered** in 2010.
- **Students** representing each adviser room **meet to determine what steps they believe should be taken to create a culture of compassion.**





New Trier High School-- Ethical Conduct & Global Citizenship

ECGC ACTION PLANS

- 1. Create a student driven program** to identify and articulate New Trier's core standards of ethical conduct and responsible global citizenship.
- 2. Devise a plan for communicating, reinforcing, and modeling** the standards of ethical conduct and responsible global citizenship identified through the process described in Action Plan #1 for New Trier staff, students, and community.
- 3. Identify the staff development, extracurricular, and co-curricular programs** that currently reinforce and teach the standards identified in Action Plan #1. Provide structures that allow for communication and coordination of these programs.
- 4. Evaluate and coordinate existing programs** where students reach beyond the New Trier community to promote responsible global citizenship.
- 5. Promote responsible global citizenship** by creating additional opportunities for our students to have direct contact with peoples of diverse backgrounds.

New Trier High School-- Ethical Conduct & Global Citizenship

ECGC ACTION PLANS (Cont)

- 1. Increase the recruitment and retention** of diverse staff members.
- 2. Identify and create a plan for each course** in each department so that **ethical decision making** can be illustrated and reinforced.
- 3. Identify and create a plan for each course** in each department so that **global citizenship** can be illustrated and reinforced.
- 4. Identify existing and create new staff development programs** to support the implementation of the specific results identified by the Ethical Conduct and Global Citizenship Action Team.
- 5. Identify and create a plan for each athletic program and extracurricular activity** to reinforce ethical decision making and responsible global citizenship.

International Schools Best Practice Examples

American School of Warsaw, Warsaw, Poland

In June 2009, the Board of Trustees of the American School of Warsaw approved a strategic plan that institutionalized what had been a long-held educational practice at the school: service learning. Until that time Service Learning had been the province of well meaning and enthusiastic teachers who knew the educational value and impact of Service Learning. There were numerous examples of projects throughout the school, some of which took root and became school traditions.

Beginning in the spring of 2010, a position was established to help the school meet its strategic goal to “embed itself in the community in mutually meaningful ways.” This has led to the formation of a vision for Service Learning that states: “Every child, every year (he/she) attend(s) ASW will participate in a meaningful service-learning project.”

International Schools Best Practice Examples

ASW, (con't)

Below is a list of current Service Learning activities across our three grades. Some are Service only (S), others are our more desired outcome of Service learning (SL).

Elementary School

- § Roots and shoots (S)
- § Cafeteria Staff (S)
- § Warsaw Childrens Hospice Center (S)
- § Student Council (S)
- § Chopin Biography (SL)
- § 2nd grade & PK Konstancin Nursing Home (SL)
- § Peace Police Patrols (SL)
- § 4th & 5th grade Road Warriors (SL)
- § 5th grade Fair Trade Project (SL)
- § Books and letters for Haiti (SL)
- § 2nd grade beautification (SL)
- § 2nd grade Gardening Club (SL)
- § 5th grade Swallow Project (SL)
- § 3rd In Our Global Village (SL)
- § 5th grade Pennies for Peace (SL)
- § 5th grade E-waste unit (SL)
- § Museum of the History of Polish Jews (emerging) (SL)
- § 5th grade Lopuszna trip (SL)



International Schools Best Practice Examples

ASW (con't)

Middle School

- § Student Council & Special needs Schools (S)
- § 7th grade Animal Shelter (SL)
- § 8th grade Living History (SL)
- § 6th grade KIVA (microlending) project
- § 7th grade Botanical Garden (SL)
- § 6th & 7th grade Warsaw Volunteer Mission (SL)
- § 8th grade Refugee Project (SL)
- § Other isolated student leadership examples involving charity fundraising. (S)

High School

- § HS dance troupe (S)
- § Habitat for Humanity (S)
- § Wielka Orkiestra Swiatencznej Pomocy (charity) (S)
- § Race of Hope (S)
- § 9th grade Museum of the History of Polish Jews (SL)
- § 10th grade Bike path Comp Gov project (SL)
- § HS KARTA, History Meeting House (SL)
- § 10th grade Technology class & Special Needs School (SL)
- and
- § CAS 10 – 12 (SL)

International Schools Best Practice Examples

PTIS International School, Chiang Mai, Thailand

PTIS, from its conception, has been committed to making global and green a core value, expressed through a commitment to operating in a sustainable and socially responsible way.

At campus planning, policy level and in practice, The PTIS Community seeks to keep our campus, our thinking and our behaviour sustainable, thereby ensuring social responsibility to our students and their parents, our employees, the communities of which we are part, and the wider environment

Inspired by the AtKisson Compass of Sustainability*, the compass tool is used at different levels throughout the PTIS campus to encourage students, staff and policy to focus not just on green, but also on global. Encouraging a holistic view, the compass tool allows us to become aware of the interactions of each of the following dimensions:





International Schools Best Practice Examples

PTIS (con't)

Nature: Taking action to address climate change and conserve the natural environment.

Economy: Ensuring PTIS operates in an economically sustainable way.

Society: The importance of valuing culture and understanding and supporting the immediate and wider community.

Well-Being: Our responsibility to care for each individual's rights and needs.

International Schools Best Practice Examples

PTIS (con't)

An example of how the compass model is used to develop a school-based community project:

In one after-school club, Roots and Shoots for a Sustainable Future, the students wanted to improve the paper recycling within our school and the surrounding community. Using the Compass Model, students devised a plan to build a paper recycling center on campus.

The primary focus of the compass model was on Nature and the impact on waste disposal sites and tree cutting, but then the other three points on the compass model were considered. The students thought of Economy and how the recycle center might employ local people near the school to work with the paper recycling center.

In guided discussions, the students thought about creating paper products, such as gift cards and boxes that would display local area artwork from Northern Thailand and displaced persons from Burma (Myanmar).

The students considered the community's Well-being and the employment such a paper recycling center might bring to the area as well as income derived from the sales of the gift cards and boxes. In Society, the students were able to think about the impact such an operation might have on local governments and laws regarding waste removal in the community. This project is still being worked on at the planning stages.



Standards and Indicators of K-12 Quality Service-Learning

Duration and Intensity

Standard: Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Link to Curriculum

Standard: Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Meaningful Service

Standard: Service-learning actively engages participants in meaningful and personally relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Youth Voice

Standard: Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Indicators:

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.



Diversity

Standard: Service-learning promotes understanding of diversity and mutual respect among all participants.

Indicators

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Partnerships

Standard: Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

Reflection

Standard: Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Progress Monitoring

Standard: Service-learning 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.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Source: RMC Research Corporation for Learn and Serve America's National Service-Learning Clearinghouse





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Non-Educational Social Responsibility Overview

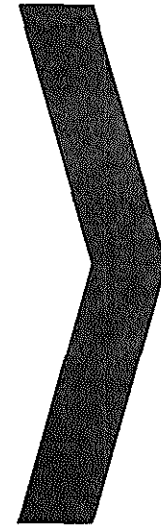
Community Review Committee

February 7, 2011

The non-educational universe was segmented to effectively assess implications for this topic

Organizations Examined

- ❑ Clubs
- ❑ Religious Organizations
- ❑ Child Led Initiatives & Organizations
- ❑ Media
- ❑ Scientific Study
- ❑ Corporations



Areas Covered

- Motivation / Goals
- Platforms / Themes
- Key Success Factors
- Application to Education
- Best Practices & Examples

Clubs/Organizations

Key Highlights

Goals / Motivations

- Gaining new skills
- Leadership

Common Platforms / Themes

- Respect for the environment
- Support of Others
- Do Your Best

Key Success Factors

- Growing responsibility as age and skills increase
- Specific Guidelines with identified success criteria

Application to Education

- **Medium Low Applicability**
- Growth through individual responsibility

Best Practices & Examples

☐ Boy Scouts

- Strong emphasis on leadership
- Personal responsibility
 - "Do your Best"
 - "Leave no Trace"
 - "Do a Good Turn"
- Service Projects
 - Increasing complexity with increased ranks
 - Major individual voluntary project part of ultimate "graduation" to EAGLE

☐ Girl Scouts

- Emphasis on leadership through team building
 - Major projects include building team
- Service projects with increasing complexity

☐ Heifer

- Pass on the Gift
- Self reliance
- Sustainability and improving the environment

Religious Organizations

Key Highlights

Goals / Motivations

- Service/Social action a component of religious beliefs and practices.
- Social/community encouragement
- Required for milestones (e.g. confirmation, bar mitzvah)
- Youth group activity

Common Platforms / Themes

- Charity work - staffing soup kitchens, donating goods, clothing, and food to social service agencies, building houses
- Service projects
- Cultural exchanges (sister cities and sister congregations)

Key Success Factors

- Partnering with organization that specializes in service activities
- Requirement for youth milestones
- Opportunities on an on-going basis
- Structure and leadership

Application to Education

- Low (spiritual guidance involved)
- High (youth groups have drives or provide assistance to kitchens, etc.)
- High (youth driven service projects)
- Low (adult oriented)

Best Practices & Examples

- ❑ Youth groups partner with orgs such as **A Just Harvest, PADS, Northfield Township Food Pantry, Good New Community Kitchen**
 - Local congregations and schools provide food and volunteers "while building a just society through advocacy and collaborative relationships across racial, cultural and socio-economic lines."
- ❑ Service projects where youth are required to explore own interests and passions
- ❑ Exchanges
 - **Kilimanjaro Children's Foundation** (youth group mission trips); **Hands of Peace** (bring together Palestinian, Israeli and North Shore American teens for two weeks of activities)

Scientific Study

Key Highlights

- Goals / Motivations**
 - To learn behavior by investigating the science of compassion
 - To provide examples and recommendations of proven practices to foster compassion
- Common Platforms / Themes**
 - Research centered on how certain regions of the brain (e.g. amygdala) respond to various stimuli
- Key Success Factors**
 - Practices that increase compassionate feelings and actions
 - Breathing/Contemplative practices
 - Positivity Techniques
 - Duplication of findings
 - Measurable results
- Application to Education**
 - Medium Applicability
 - Science taught in higher grades
 - Provides evidence to stakeholders
 - Practices can be woven into Social Emotional (SEL) Programming.

Best Practices & Examples

- ❑ **Richard Davidson** – Laboratory of Affective Neuroscience (University of Wisconsin)
- ❑ **Center for Compassion & Altruism Research** (C-Care at Stanford)
- ❑ **Fetzer Institute**
- ❑ **Barbara Fredrickson, Positive Emotions and Psychophysiology Lab (PEPLab), University of North Carolina**

Social Media

Key Highlights

Goals / Motivations

- Get people involved in socially responsible action and thinking

Common Platforms / Themes

- Use social media for positive ends
- Opportunities to share with wide audience

Key Success Factors

- Leverage individual strengths / interests
- Clear vision & creativity leads to action
- Connections made on multiple levels
- Use of online power

Application to Education

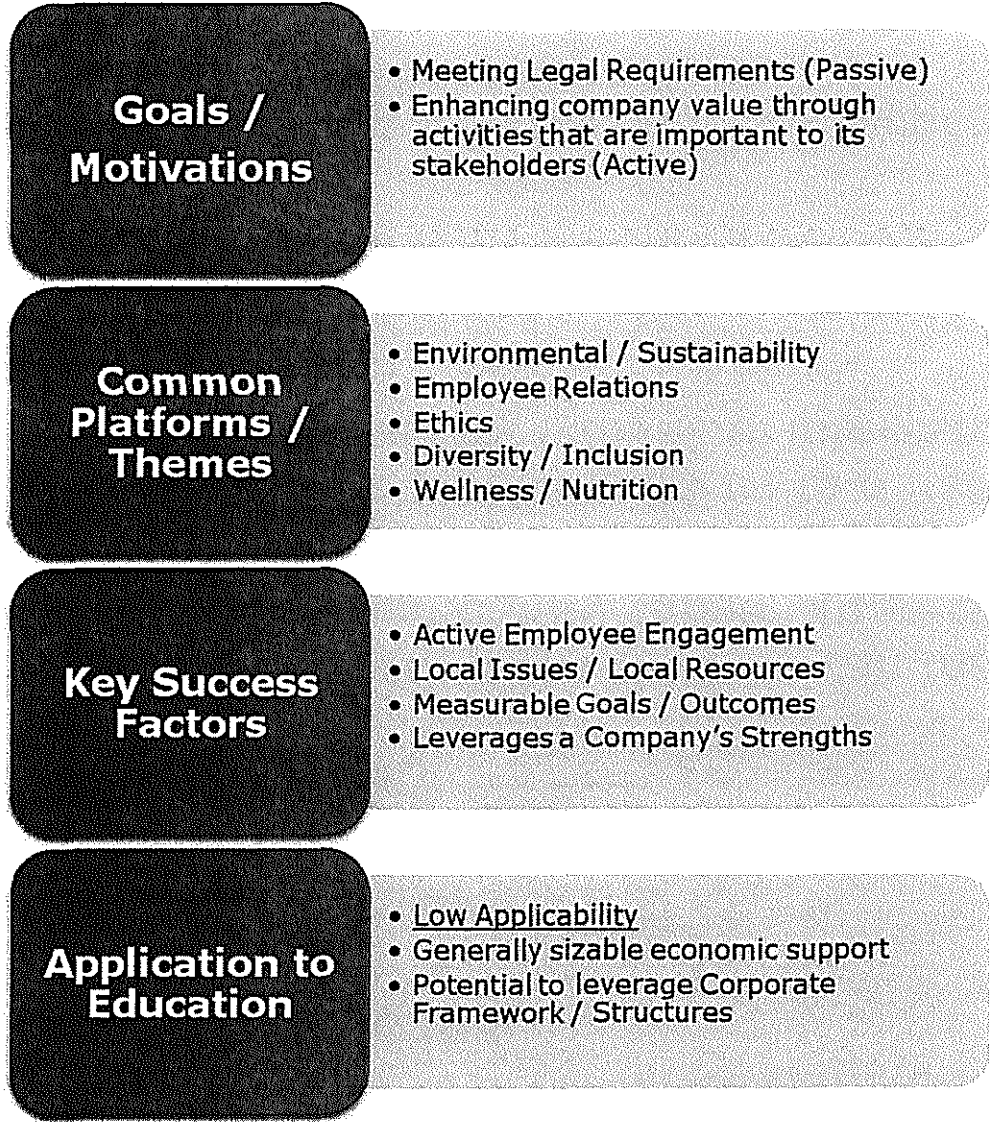
- High Applicability
- Multiple Ages / Applications
- Workbooks to help determine opportunities and interests

Best Practices & Examples

- ❑ **Dosomething.Org**
 - The Gold Standard, focus is tweens/teens
 - Asks kids to look at where they stand on many topics (ethics)on Facebook Feed
 - Helps kids figure out how to use interests/talents to get involved
 - Experts share knowledge, including webinars & workshops
 - Kids empower other kids
- ❑ **Charter forcompassion.org**
 - Document of compassion signed by "members" all over the globe
 - International "web" of compassionate acts, users add-on
- ❑ **Givesmehope.com**
 - Users post examples of acts/situations that inspire, give hope
- ❑ **Greatergood.org**
 - Connects users with on-line opportunities to learn about the science and practice of compassion in every day life.

Corporations

Key Highlights



Best Practices & Examples

- ❑ **Motorola**
 - Grants and employee volunteers that equip students with math and science skills to solve real world problems
- ❑ **Boeing**
 - Provides engineers to assist in solving difficult humanitarian related causes
- ❑ **McDonalds**
 - Defined goals, outcomes, and organizational structure clearly highlighted in Social Responsibility Annual Report
- ❑ **World Bank** (Evoke Game)
 - Social network game to help empower young people all over the world to come up with creative solutions to our most urgent social problems

Key Observations

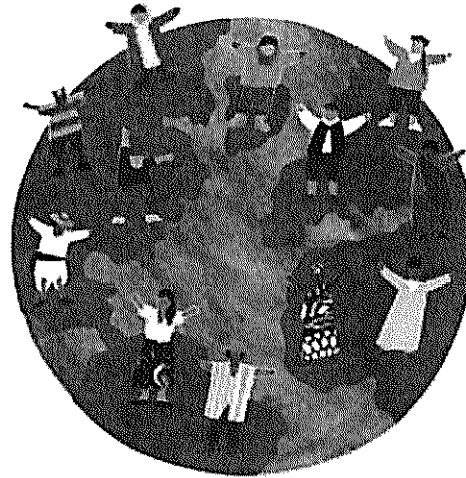
- Application in a educational setting difficult due to economic and motivational aspects
- More impact when children can make a personal connection (e.g., kids the same age, similar interests, etc)
- Helpful to expose children to a variety of project/program types that can satisfy individual interests and activity levels
- On-line / Electronic interface contemporary and important to harness meaningful levels of engagement
- Partnering with secondary / tactical organizations generally leveraged in many efforts
- Measurable and identifiable goals important
- Scientific research highlights benefits to brain development



Service Learning and Global Awareness

Wilmington D39
Administrators

Melissa Forovitz
David Pizzol
Denise Walter



Guest Panelists

Arlington Hts. D25
Kristy Csernaich
Jennifer Patton

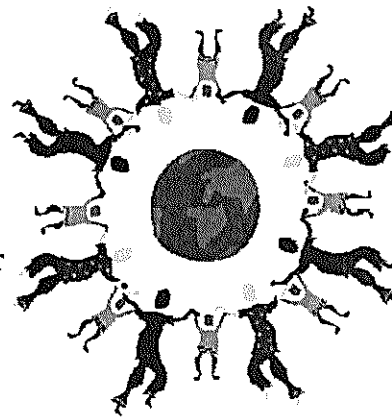
Winnetka D36
Maureen Cheevers
Todd Burleson

North Shore D11
Cheryl Levi

Characteristics of "Service Learning"

Miller, Service Learning: A Guide to Effective Implementation and Best Practices

- Authentic experiences
- Cooperative rather than competitive
- Complex problems in settings
- Powerful opportunities for problem solving
- Deeper learning
- Personally meaningful

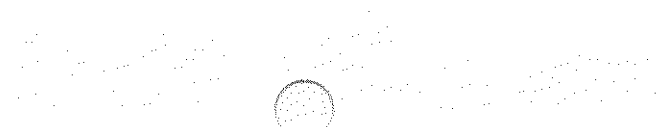


1. Authentic experiences: Positive, meaningful & real
2. Promote skills associated with teamwork, community involvement, and citizenship
3. Rather than simplified problems in isolation
4. Opportunities to engage in problem-solving, gain knowledge of specific context of the service-learning activity and community challenges (rather than only to draw upon generalized knowledge, as in textbooks)
5. No "right" answers in the back of a book. Results are immediate and uncontrived.
6. Challenges values, ideas, and beliefs, which in turn supports social/emotional/academic learning

Uncharacteristic of "Service Learning"

- An episodic volunteer program
- An add-on to existing school curriculum
- A graduation requirement (logging a set number of community service hours)
- Compensatory service assigned as a form of punishment
- Only for high school or college students
- One-sided!

Service Learning in Action



Standards & Indicators for Effective Service-Learning Practice

National Youth Leadership Council (NYLC) 2009

STANDARD #1: Meaningful Service

INDICATORS:

- developmentally appropriate
- personally relevant
- interesting/engaging
- issue-based
- valued by those served



Outcomes were strongest when young people were engaged in work that interested, challenged, or gave them the highest level of responsibility. They felt a sense of efficacy and thus were committed to the activities and their outcomes.

STANDARD #2: Curriculum Connection

INDICATORS:

- has clearly articulated learning goals
- aligned with academic curriculum
- teaches “transferable” knowledge/ skills
- recognized in school policies & student records



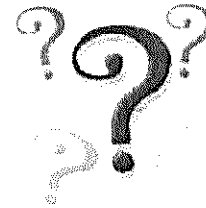
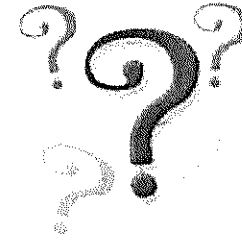
Service learning is intentionally used as an instructional strategy to meet learning goals and content standards. Research points out that students whose activities were linked to the curriculum learned more of the content and skills than if they would have been taught using a more traditional classroom model. Students earned higher grades and were seldom absent.



STANDARD #3: Reflection

INDICATORS:

- think deeply about complex community problems and alternative solutions
- examine preconceptions/assumptions to explore roles/responsibilities as citizens
- connects public policy and civic life
- occurs before, during, after experiences

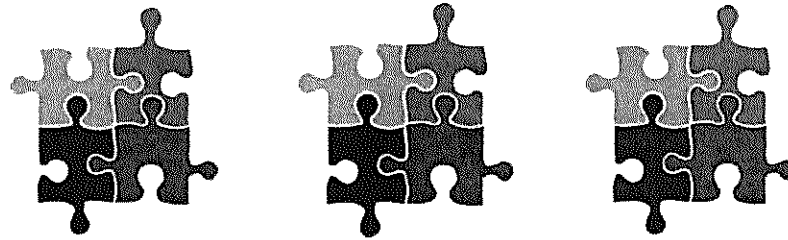


Service learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society. As students learned investigated societal issues more deeply they also learned how to weigh alternatives, solve conflicts among themselves, persuade others, and manage complex tasks.

STANDARD #4: Diversity & Mutual Respect

INDICATORS:

- identify/analyze different points of view
- develop interpersonal skills in conflict resolution & group decision-making
- recognize & overcome stereotypes



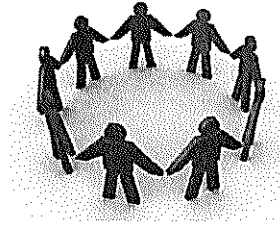
S-L promotes diversity and mutual respect among all participants.



STANDARD #6: Partnerships

INDICATORS:

- involve a variety of partners
- establish shared goals to address community needs
- develop & implement collaborative action plans
- view each other as valuable resources

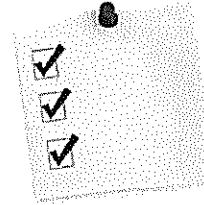


S-L partnerships are collaborative, mutually beneficial, and purposeful in addressing the needs of a community.

STANDARD #7: Progress Monitoring

INDICATORS:

- collect ongoing evidence from multiple sources
- use evidence to improve the experience
- communicate progress with wider community to promote sustainability



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. This kind of feedback, along with reflection, helps students (practitioners) monitor the flow and direction of their practice to ensure that their goals are met.

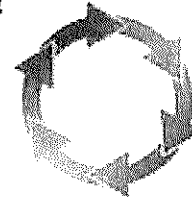


STANDARD #8: Duration & Intensity

INDICATORS:

- occurs during concentrated blocks of time across several weeks/months
- includes the processes of investigation, preparation for service, action, reflection, assessment, and celebration!

| | | |
|---------|----------|-----------|
| January | February | March |
| April | May | June |
| July | August | September |
| October | November | December |



Extended time provides more opportunities to contribute to the community, more varied and challenging tasks, a greater sense of ownership over the project, and more opportunities to apply academic content to the real world.

Service Learning Resources

National Service-Learning Clearinghouse www.Servicelearning.org

Service-Learning Exchange www.nslexchange.org

Youth as Resources www.YAR.org

National Mentoring Partnership www.mentoring.org

Operation Respect www.operationrespect.org

Other examples:

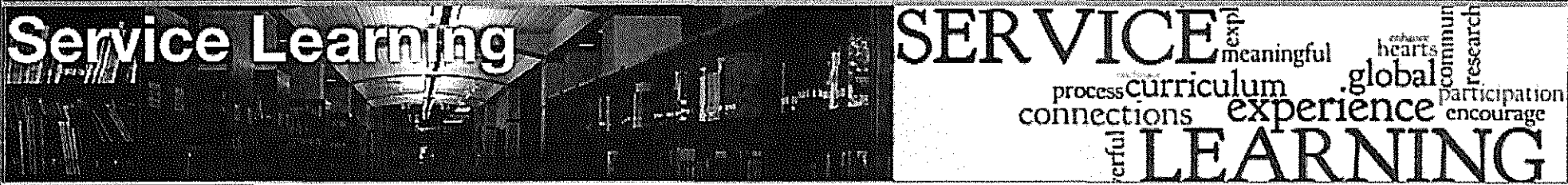
www.vermontcommunityworks.org/cwpublications/journal/index.html

[www.marylandpublicschools.org/MSDE/programs/servicelearning/
project_ideas.htm](http://www.marylandpublicschools.org/MSDE/programs/servicelearning/project_ideas.htm)

bostonteachnet.org/chesp/chesp_main.htm

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| |
|---------------------------------------|
| Academic Resources |
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| Student Tutoring |
| Senior Project |
| Service Learning |
| Summer School |
| Student Technology Resources |
| Test Center |

Home > Academic Resources > Service Learning

Service Learning

New Trier Service Learning Mission Statement:

Service learning raises awareness and encourages the New Trier school community to learn about and explore the world beyond themselves, their walls, and their borders.

Rationale:

Service Learning provides members of the New Trier school community the opportunity to question, challenge, make decisions, and address problems. Through education and exposure to local and global communities, individuals identify and develop their roles in the larger society. Service learning addresses the needs of the whole person, bringing together the head and the heart which supports our school motto, "To commit minds to inquiry, hearts to compassion, and lives to the service of humanity."

PROJECTS

- Submit Project
- Projects by Departments

RESOURCES

- Articles
- Planning Your Project

CAMPUS WIDE INITIATIVES

- Chicago Partnership
- Haiti Project
- Haiti Resources

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New Trier Township High School District 203

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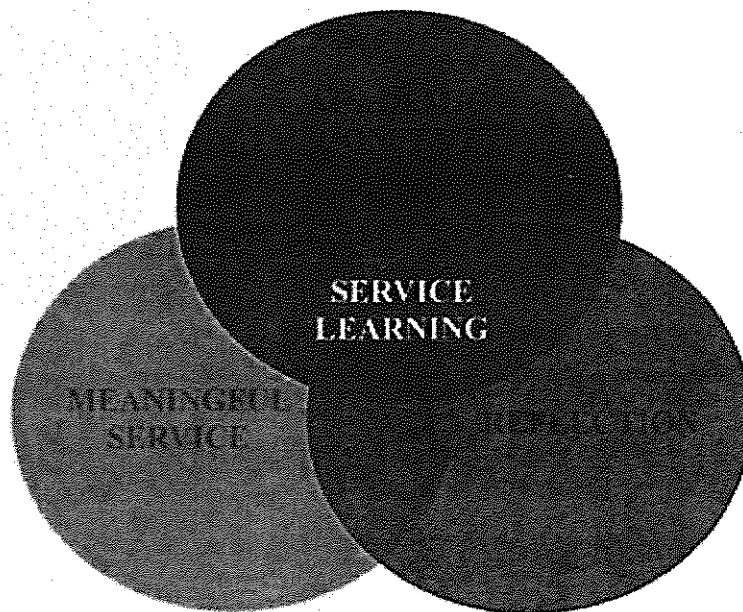
Service Learning

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"If you have come to help me, you are wasting your time; but if you are here because your liberation is bound up with mine, then let us work together." [Lilla Watson](#)

Questions and Comments? Contact the [Web Developer](#).

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Projects

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Resources

Service Learning Project

Title of Project: **Experiential Excursion**

Teacher: **Duell** Department: **Social Studies** Campus: **Winnetka**

Grade: **10** Class: **World Geography** Level: **4**

Date: **01/15/2011**

Project Description:

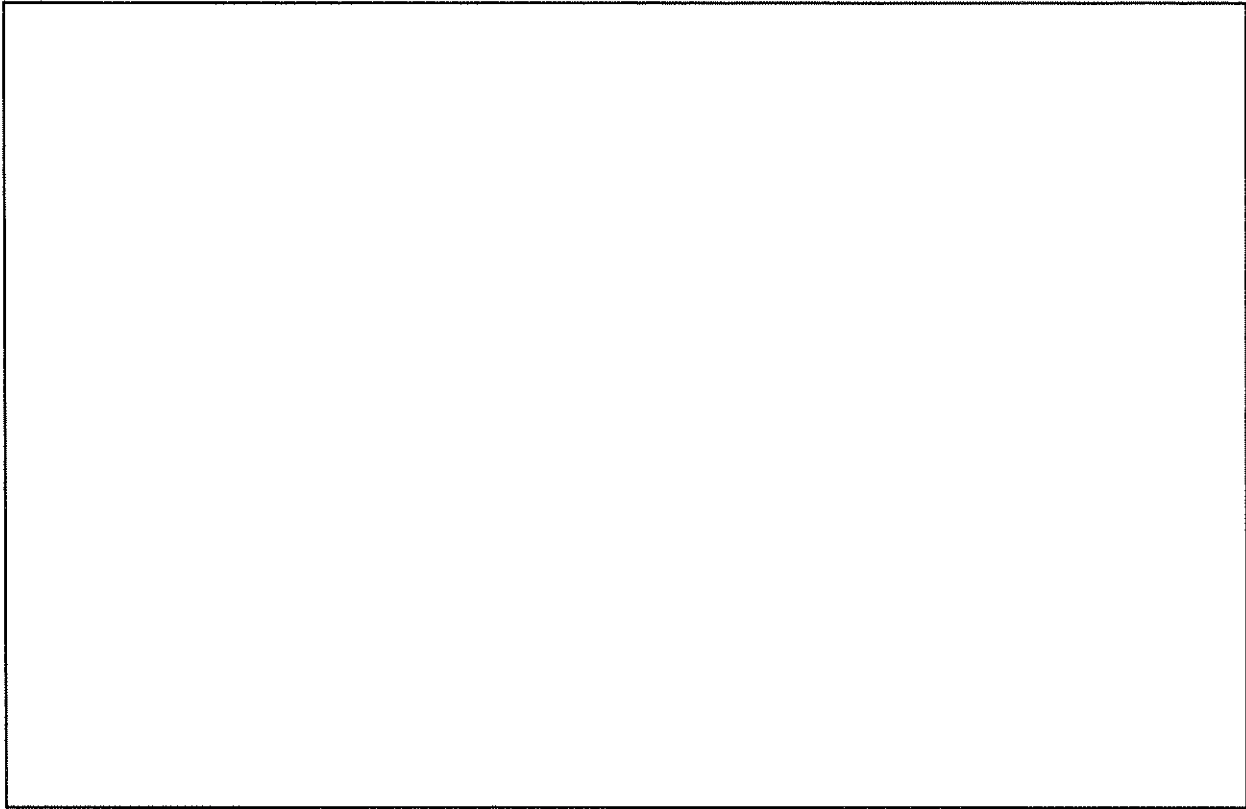
Once a semester venture into the community and experience some sort of event related to geography. Make certain the event you choose is experiential and that you consider all the factors involved in an experience as you participate in the event. Also, consider the "power of place" as you take part in the experience.

The following are some activities experienced by students in the past: ethnic wedding, funeral service, attending a religious service other than one's own, attend a special exhibit, lecture or other type of presentation at an area museum or other venue, visit a part of Chicago you have never been to that is different due to its unique background or people group it serves. Be adventurous, curious and observant.

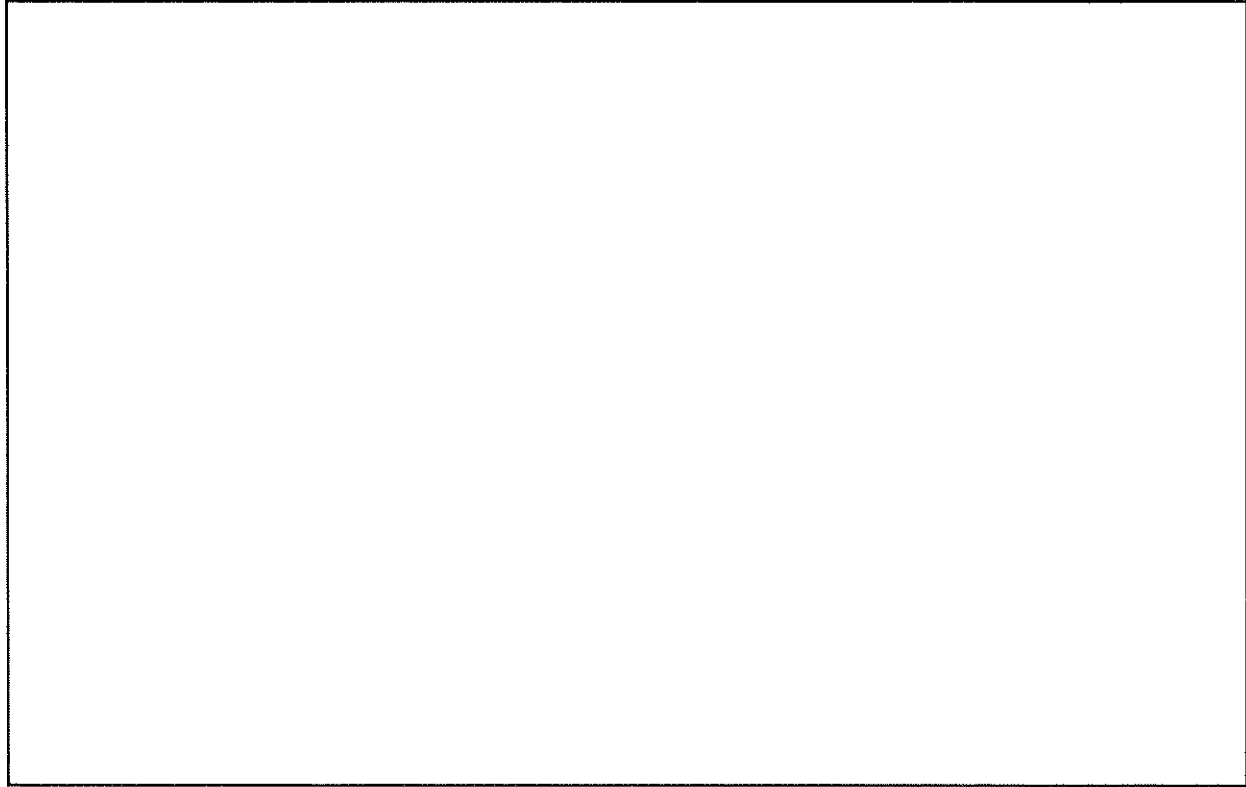
Community Contact(s):

Service Learning Project

Preparation:



Resources:



Service Learning Project

Type of Student Reflection (e.g. journal entries, discussion):

Written Requirement

Introduction – 5 W's. 5 pts

Expectation – what do you expect to experience at the event, do you think it will be a powerful place? 10 pts

Detailed description – think of the five senses you use to experience things and the unique and distinct characteristics of this place 30 pts

Impression – which aspect of the experience was most impressive (positive or negative) - 15 pts

Analysis – did the event/experience unfold as you expected? 10 pts

Personal evaluation – would you recommend this experience, is it a powerful place? Explain. 10 pts.

Conclusion 5 pts.

Sensual Supplement 5 pts

Something from the experience.

You must also post a brief summary and evaluation on our posterous web page. More on this later. 10 pts

Additional Notes:

Thank you for sharing your project.

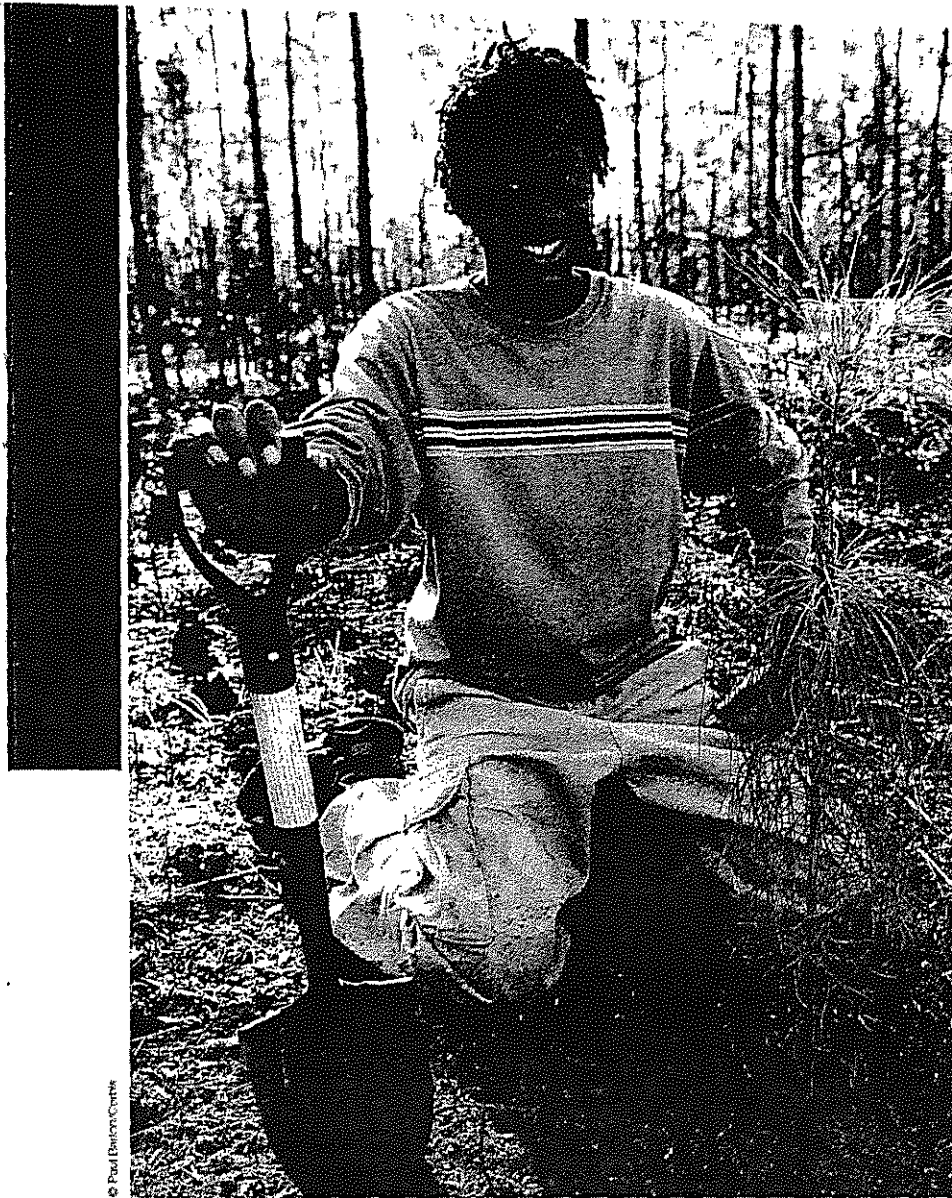
■ *Andrew Furco*

Assessing All Dimensions of Learning

Consider this scenario: Students in a seventh-grade science class are studying plant biology to learn about various species of plants and flowers, the process of how plants grow, and how nutrients are formed in fruits and vegetables. The topics are part of the regular science curriculum. To better understand the strengths and vulnerabilities of plant life, the students cultivate a garden of edible plants, whereby they create optimal conditions for the plants to thrive; identify what can happen to nutrients when conditions are less than optimal; and plot, plant, and care for the plants.

The activities, in and of themselves, qualify as a project-based learning experience, whereby students produce a product that demonstrates their understanding of the subject matter. But for the activity to qualify as service learning, the project must be part of a community service activity that meets an identified community need. So the teacher shares with the students a newspaper story about the local homeless shelter that is suffering from shortages of food, especially fresh fruits and vegetables. The article described the staff's concern about its inability to serve enough nutritious meals to those who seek out the shelter's services.

The students discuss this issue and decide that they can help not only by donating the food they grow but also by going to the shelter to help prepare and serve meals using the vegetables and fruits they have cultivated. In preparation for their service, the students work with the shelter staff to learn more about the shelter, what its needs are, and whom it serves. The students eventually organize a food distribution to the homeless shelter, meet and prepare meals for some of the homeless people at the shelter, and develop a nutrition brochure that lists the nutritional value of the ingredients contained in the food they have donated. Throughout the experience, the students reflect on how their experiences in the classroom and garden inform their service at the shelter, and vice versa.



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The Assessment Problem

At its most basic level, service learning integrates community service activities with intentional learning components to enhance students' understanding of subject content and to meet identified community needs. Although service learning is similar to other active learning pedagogies—such as project-based, problem-based, inquiry-based, and work-based learning—it is distinguished from other approaches by its focus on the use of community service as the active learning vehicle in which students engage. In this regard, service learning simultaneously enhances students' academic and civic development.

To complicate matters, service learning is a highly adaptable instructional practice that can be incorporated into any subject matter, engage students of all ages, and meet a variety of social needs in all types of communities. The broad application of service learning and the multiple education purposes it serves have implications not only for how service learning is organized and implemented but also for how students' learning is assessed. What learning outcomes should be assessed and which assessment approaches and measures should be used vary from classroom to classroom, even when the particular service issues being addressed are the same.

High-quality service learning teaches three types of knowledge: course content, service skills, and social awareness.

Traditional classroom-based assessments primarily test students on their course content knowledge.

Teachers need administrator support and encouragement to develop assessments that measure students' mastery of all three types of knowledge.

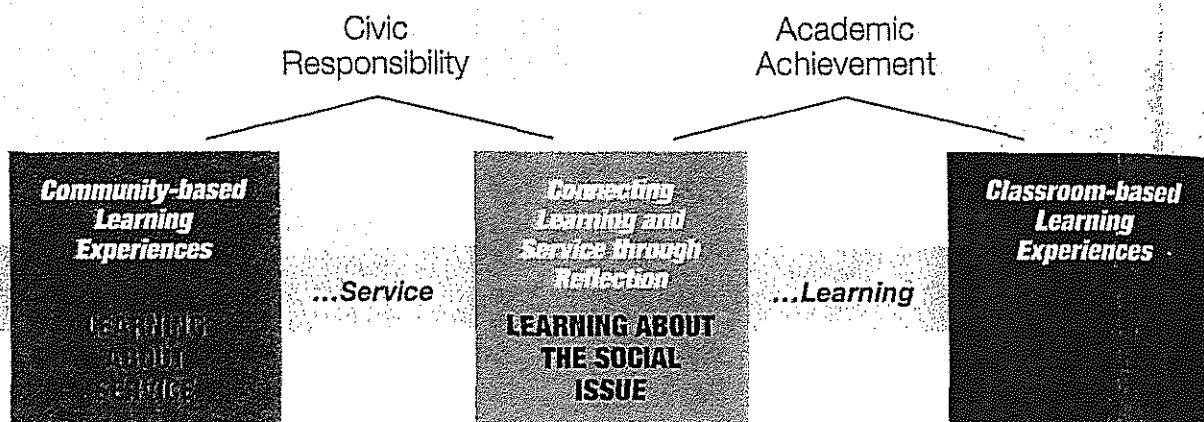
In addition, because service learning often extends student learning beyond the preset content of the academic curriculum, the sole use of subject matter assessments to evaluate students' learning from service learning is often inadequate.

More than 10 years ago, the National Service-Learning and Assessment Group, which was composed of teams of educators from several states, examined best practices for assessing service learning. Out of this group grew a realization that student learning in this area cannot be confined to the traditional classroom-based, subject-matter assessments. Instead, alternative and authentic forms of assessment must be considered if teachers want to capture the full range of student learning outcomes from service learning.

As part of their work, the members of California's assessment team came to the conclusion that the kinds of assessment tools they were using to capture service learning outcomes tended to garner data that mostly described what students *did* during their service learning experience, rather than what students *learned*.

Figure 1

The Dimensions of Learning in Service-Learning



Source: National Service-Learning and Assessment Study Group. (1999). Service-learning assessment network: A field guide for teachers. Retrieved from www.vermontcommunityworks.org/cwpublications/slassessguide/AssessGdChpt1-2.pdf

After examining and piloting different assessment approaches in their classrooms, the team members agreed that there is much variance in service learning practice across classrooms and, thus, many different ways that student learning can be assessed. They also determined that despite this variance, there are some fundamental learning components that are universal to all service learning experiences. To define these components, the California study group members developed a conceptual model that can guide teachers in developing comprehensive assessments that can more fully capture the outcomes that students garner from service learning.

The conceptual model is predicated on the belief that the learning dimensions of service learning extend beyond subject matter content to include students' gains in knowledge and understanding about important social issues as well as development of specific skills that allow them to perform high-quality service to the community. (See figure 1.) The model suggests that to fully capture students'

learning from service learning, assessments must address three learning dimensions: learning the subject matter, learning particular skills to perform an effective service, and learning about an important social issue. This conceptual framework can be applied to any type of service learning experience.

More Than Academics

Although it is rooted in academics, service learning extends the curriculum's learning dimensions beyond academic goals. Like all seventh graders, the students in the science class must learn the content of the plant biology science curriculum (learning the subject matter), which gives them the knowledge of how to cultivate a robust edible garden. As the students grow their garden, they gain additional knowledge and skills, such as learning how to properly plot and plant fruits and vegetables and the kinds of care plants require to thrive.

Beyond science knowledge, the students might also learn how to work effectively in groups, when and how to pick the fruits and vegetables, and how to prepare the fruits and vegeta-

bles for distribution and consumption (learning skills to do a quality service). The students' involvement at the shelter might challenge their assumptions about homeless people, give them an opportunity to learn about what homeless shelters do, and help them understand the nutrition that fruits and vegetables provide. Thus, through this service learning experience, the students are learning about an important situation in their community that they might otherwise have had limited exposure to (learning about the social issue). (See figure 2 for some of the possible learning outcomes for this particular service learning experience across the three learning dimensions.)

Given this broad range of potential student outcomes, assessments must account for outcomes in each of the three categories—learning subject matter content, learning skills to do a quality service, and learning about a social issue—and focus on those particular learning objectives that are most important for students' overall development and achievement. In the science class, the teacher might give students a science knowledge test that

would capture their learning of plant biology (subject matter content). But this assessment, in and of itself, would be inadequate to assess fully the learning outcomes of service learning.

To capture the learning outcomes more completely, the science teacher might include a rubric that rates the quality and robustness of the plants and the extent to which specific procedures for plant cultivation have been followed. The teacher can use this rubric to assess the strengths and weaknesses of students' understanding of growing and caring for edible plants (learning about service).

To prepare students to learn about homelessness, the teacher can ask the students to write an essay about what they expect to see at the shelter and what they expect their interactions with homeless people will be like. At the end of service learning experience, the teacher can ask students to write another essay about what they actually saw at the shelter and how it was or wasn't aligned with their original expectations. Asking students to describe their attitudes before and after their experience with the homeless can help the teacher ascertain the extent to which students have gained a more realistic understanding of who is homeless, what homeless shelters offer, the importance of the food donations, and a host of other possible learning outcomes.

What is important to note is that the assessment process in service learning does not need to encompass only formal assessments (e.g., graded tests or other assignments). Service learning assessments often also include informal measures (e.g., visual checks of student work) that can be used to facilitate formative assessments of students' learning and understanding. In addition, the service learning activities themselves can serve as components or instruments of the assessment. For

example, the quality of the students' garden plot, the ways in which their interactions with the homeless improve over time, and the accuracy of the nutritional value list they produce can all be used as evidence of learning.

Reflection is another essential element of high-quality service learning. Students' reflections, both written and oral, can be used to conduct formative or summative assessments of achievement of particular learning objectives. Overall, the assessment of service learning should focus on the most essential learning objectives in each of the three dimensions of student learning.

Professional Development

The multifaceted nature of service learning assessment calls for professional development opportunities that can guide teachers in developing a full complement of service-learning assessments for their classrooms. School and district administrators play a central role in creating and supporting these professional development opportunities. In particular, administrators can advance teachers' capacity to develop quality service-learning assessments in three related ways.

Innovation. Administrators must encourage a culture and climate of innovation. Teachers perform better when principals value their professional judgments and give them the autonomy to make the decisions to improve practice (Blase & Kirby, 2008). Service learning requires teachers to explore alternative assessment strategies that can capture the broad array of potential learning outcomes the pedagogy can foster. Teachers must also avoid compartmentalizing the assessments into separate, discrete components. Each assessment activity should be considered part of a comprehensive appraisal of individual students' overall learning.

In the California study group, the participating service learning teachers invented various tools to assess learning. They designed board games that tested students' knowledge of the social issue, filmed students throughout the service learning experience and then had students assess their own learning, and asked community partners to help them identify components of students' learning. The teachers were able to develop effective assessment approaches and tools because their administrators encouraged them to be innovative.

In a constrained school culture, teachers are more likely to stay within their comfort zones and, in turn, are less likely to make the optimal decisions that will best meet their teaching goals (Lietch & Day, 2000). Thus, teachers must receive the license and space to explore, develop, adopt, and evaluate innovative assessment approaches and procedures that can capture the full range of students' learning from service learning.

Reflection. Administrators need to encourage a culture of reflective practice. Reflective practitioners not only seek innovation but also venture outside their comfort zones, take risks with new ideas and practices, and ultimately adopt improved ways of conducting their work (Schön, 1987). Reflective practice is especially important in service learning because of the hidden curriculum that is embedded in service learning activities. Many of the community issues addressed through service learning are steeped in competing social, political, and sometimes religious ideologies. For example, some might view the edible garden project as an activity that exacerbates the homeless problem—the more services that are made available to the homeless, the more homeless persons will be attracted to the neighborhood.

Practitioners of service learning need time to reflect on and work through the various perspectives of a social issue, evaluate their own assumptions and beliefs about it, and gain clarity on the extent to which their own views might influence their students' beliefs. Administrators can encourage reflective practice among teachers (and students) by providing the tools and materials that teachers need to think deeply about competing perspectives.

Administrators can also advance teacher practice by setting guidelines that help teachers understand how far students can be immersed in potentially sensitive or controversial topics. With these guidelines in mind, service learning teachers can be better equipped to reflect on and ultimately identify the most appropriate learning outcomes and the most effective ap-

proaches to assess those outcomes.

Collegiality. Administrators need to encourage teacher-peer exchanges. Learning communities in which teachers who use service learning can share their experiences, challenges, and successes—as well as give and receive constructive peer feedback—can provide a collegial forum for building teachers' capacity for effective service learning assessment (Berman, Bailey, Collins, Kinsley, & Holman, 2000). The California study group was highly successful because the group provided a safe forum for new and experienced service learning teachers to experiment with various assessment approaches, share their experiences with peers, and learn from one another. The peer collaboration energized the teachers, many of whom often felt isolated as the sole professionals in their classrooms.

Extended Learning

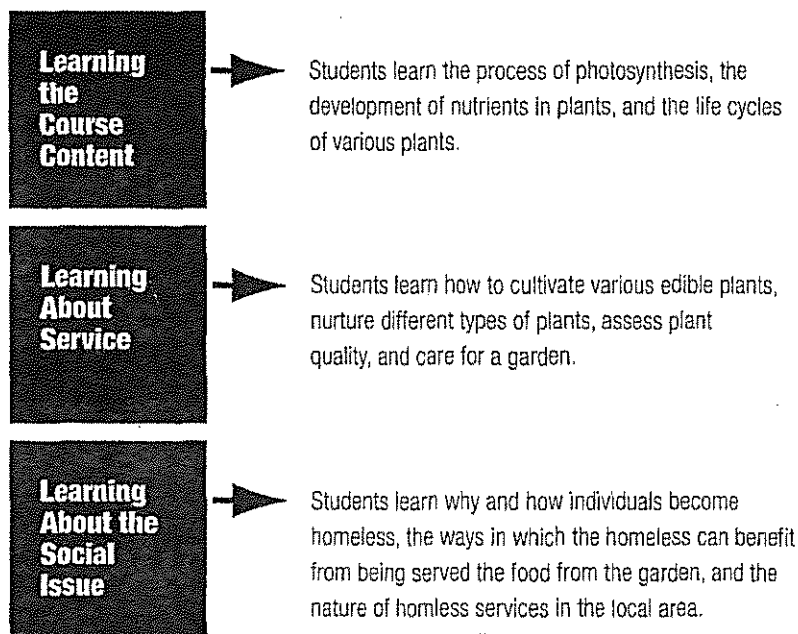
Overall, service learning's pedagogical power lies in its ability to integrate academic content with hands-on learning, authentic problem solving, and community action to enhance students' academic achievement and civic development. Service learning extends student learning beyond subject matter content by creating opportunities to learn about important local, national, or global social issues. In addition, because service learning puts students to work to address social issues, students often need to learn new skills. The manner in which teachers approach the assessment process is central to capturing the full range of important learning outcomes from service learning. PL

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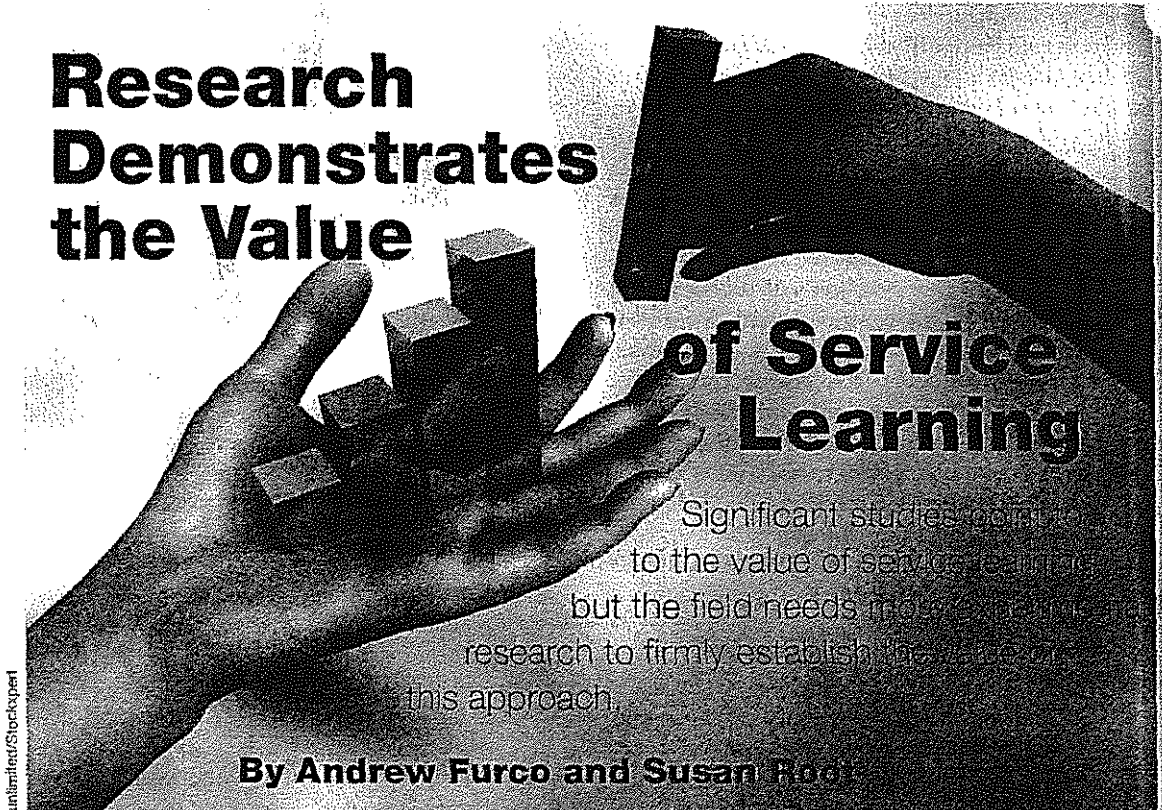
Andrew Furco (afurco@umn.edu) is the associate vice president for public engagement and an associate professor of organizational leadership, policy, and development at the University of Minnesota in Minneapolis.

Figure 2
Learning Dimensions for Plant Biology Edible Garden for the Homeless



Research Demonstrates the Value

of Service Learning



Significant studies point to the value of service learning, but the field needs more empirical research to firmly establish the value of this approach.

By Andrew Furco and Susan Root

Service learning has been a part of America's K-12 education landscape for more than 30 years. Yet today, service learning is found in less than 30% of K-12 schools in the United States, even though it's achieved a substantial footing in American institutions of higher education and the primary, secondary, and higher education systems of many other countries (Spring, Grimm, and Dietz 2008). Skepticism over service learning's educational merit continues despite published research reviews showing a consistent set of positive outcomes for students. Indeed, reviews of K-12 service learning research include close to 70 studies, most of which have found positive impacts on participating students' academic, civic, personal, social, ethical, and vocational development (Conrad and Hedin 1991; Furco 1994; Andersen 1998; Billig 2000; Shumer 2005).

For an innovation to gain traction in today's educational environment, strong and compelling evidence of its effectiveness must be secured. According to the U.S. Department of Education, evidence is secured when the effects of an educational intervention are tested under certain research conditions. Of the 68 studies cited in the K-12 service learning literature, only 25% have been tested under these conditions. If service learning is to be embraced by more educators and schools, then future investigations must incorporate the kinds of research design that can raise the status of service learning as an evidence-based practice. But the K-12 service learning studies that have been able to produce "possible evidence" and "strong evidence," as defined by the U.S. Department of Education, show a consistent set of outcomes for students across all six of the aforementioned educational domains. Four outcome areas within these six domains are especially noteworthy.

IMPROVED ACADEMIC ACHIEVEMENT

Because of the important role that standardized subject-matter exams play in schools, researchers have explored the relationship between service learning and performance on academic-content examinations. For example, Weiler, LaGoy, Crane, and Rovner (1998) assessed differences in reading and language arts per-

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formance between primary and secondary school students ($n = 775$) enrolled in 12 classrooms that offered service learning and students ($n = 310$) from eight comparable classrooms that did not. To assess the effect of academic service learning, this study concentrated on 15 classrooms in which service learning was well-designed and well-implemented, based on a set of established quality indicators. The researchers identified eight classrooms with characteristics (grade level, nature of student body, etc.) similar to the service learning classrooms to serve as comparison sites that did not do service learning. They collected scores on students' subject-matter achievement tests, student surveys assessing their attitudes toward school and community service, and observations of classroom practice. Findings revealed statistically significant differences between the two groups, with service learning students outperforming the other students in the reading and language arts portions of the California Test of Basic Skills. In addition, the students engaged in service learning reported that they had learned more in their service learning classes than in nonservice learning classes.

Positive but limited effects in subject-matter achievement from participating in service learning were noted in a recent large-scale study using student panel data from 1988-2000 National Educational Longitudinal Study, or NELS ($n = 15,340$) to assess the relationship between high school students' participation in community service and performance in mathematics, reading, history, and science (Davila and Mora 2007). By analyzing NELS 1992 data on community service work, Davila and Mora concluded that students' engagement in community service was related to positive but small gains in scholastic achievement in mathematics, science, and history. However, no statistically significant relationship was found between community service participation and students' reading development.

In a number of other well-designed studies, however, Akujobi and Simmons (1997), Klute and Billig (2002), and Kraft and Wheeler (2003) all found significant improvements in reading and language arts among service learning participants when compared to similar students not engaged in service learning.

As the findings from these few studies demonstrate, there is possible evidence and some strong evidence that service learning can have positive effects on students' performance on subject-matter examinations and assessments.

IMPROVED STUDENT ENGAGEMENT IN SCHOOL AND LEARNING

In their quasi-experimental study, Conrad and Hedin (1981) administered a battery of pre-post in-

struments to more than 1,000 students (ages 12-19) enrolled in 27 high-performing experiential learning programs, as well as to a group of comparable students (matched on age, grade in school, geography, grade point average, and socioeconomic status) not engaged in experiential learning. The instruments measured changes in students' attitudes toward school and engagement in learning, as well as several psychological, moral, and social-developmental outcomes. Students in the experiential learning group expressed higher interest in and motivation for learning than did students in the comparison group. They also found that engagement in community-based experiential learning activities exposed students to factors and opportunities known to mediate academic achievement, including opportunities for students to act autonomously, develop collegial relationships with adults and peers, and boost their self-esteem and sense of self-efficacy.

Service learning can have positive effects on students' performance on subject-matter examinations and assessments.

Increased motivation toward school and more positive attitudes toward learning have also been reported in several other quasi-experimental studies of service learning (Melchior 1995; Melchior 1998; Laird and Black 1999; Hecht 2002; Brown, Kim, and Pinhas 2005). For example, Melchior (1998) analyzed academic data from students enrolled in 17 middle and high schools operating high-quality service learning programs. Relying on more than 20 measures from pre-post surveys and school records, he noted statistically significant differences in the areas of school engagement and performance in mathematics between service learning students ($n = 608$) and comparable students ($n = 444$) not engaged in service learning. Pre-survey assessments had indicated that mathematics was the students' least preferred curricular subject. In his follow-up assessment, Melchior found that most of the academic performance gains noted among service learning students had disappeared one year later. However, student engagement in learning remained significantly higher for service learning students than for students who did not participate in service learning.

Scales and his colleagues (2000) also reported significant pre-post changes in motivation for learning, engagement in school, and overall academic success among middle years students ($n = 1,153$) enrolled in three schools. At the start of the school year, students were randomly assigned to teams in their schools.

The schools then selected half of the teams to be service learning teams and the remainder to serve as control teams that would not participate in a service learning experience for at least one semester. In addition to social and personal outcomes, the researchers assessed students' commitment to classwork, engagement with school, perceived scholastic competence, and personal sense of intellectual achievement responsibility, all through a pre-post instrument. When compared to students in the control group, service learners maintained a stronger pursuit of better grades and showed less decrease over time in their commitment to school work.

ENHANCED CIVIC RESPONSIBILITY AND CITIZENSHIP

Hamilton and Zeldin (1987) were among the first researchers to employ quantitative measures and a quasi-experimental design to compare civic outcomes between students participating in community-based service experiences and students participating in other modes of learning. They assessed the effects of community-engaged experiences on students' attitudes toward government and students' overall civic knowledge and skills. The community-based learning group posted higher overall gains in the areas of knowledge and political efficacy, which the researchers attributed to students' participation in the community-based experiences.

Kahne and Sporte (2008) studied the effects of family, neighborhood, and school characteristics, as well as exposure to best practices in civic education and service learning, on the development of commitment to civic participation among Chicago high school students, the majority of whom were low-income and minority students. Results showed that service learning and exposure to effective strategies for civic education were the strongest predictors of commitment to civic participation, having markedly stronger effects than school, neighborhood, or family factors.

ENHANCED PERSONAL AND SOCIAL SKILLS

Some of the most robust effects of service learning have been found in personal and social development. Several studies have found service learning to be an effective instructional strategy for developing students' leadership capacity (Ladewig and Thomas 1987; Weiler et al. 1998; Boyd 2001). Other studies have assessed the effects of service learning and related community-engagement programs on students' self-esteem and self-efficacy (Yates and Youniss 1996), sexual behaviors (Kirby 2001; O'Donnell et al. 2002), substance use (Tebes et al. 2007), preparation for the workforce (Yamauchi et al. 2006), transitions to adulthood (Martin et al. 2006),

and a host of other issues. In a recent quasi-experimental study, Billig and colleagues (2008) assessed pre-post changes in values development among middle years and secondary school students ($n = 840$) over a three-year period. The researchers compared differences in development of caring, altruism, citizenship, civic responsibility, persistence, and respect (for self and others) in students engaged in a character education curriculum that included service-learning activities and students whose character education curriculum did not include service learning. Students who participated in service learning character education programs had significantly less diminution in value attainment, which suggests that service learning may help students retain their character assets as they mature.

One of the most important sources of variation in students' experience with service learning and service learning effects is the quality of implementation. Not all service learning is equal, and over the past three decades, researchers and practitioners have sought to identify elements that are fundamental to high-quality service learning practice, resulting in the K-12 Service Learning Standards for Quality Practice (Billig and Weah 2008).

STRENGTHENING THE EVIDENCE

The extant research includes a number of experimental investigations that have produced evidence that service learning can have positive effects on participating students. This suggests that there is potential for service learning to become recognized as an evidence-based educational practice. To do so, however, future studies will need to transcend the limitations of prior studies. The following suggestions can help the field strengthen the evidence base on K-12 service learning.

Conduct more true experiments and build on the existing body of quasi-experimental studies. Researchers must continue to strive to conduct experimental tests of service learning's effects. Where experimentation is a practical or ethical impossibility, researchers should conduct quasi-experimental studies matching service learning groups as closely as possible to comparison groups and applying statistical procedures to control for rival causal factors.

Conduct correlational studies. In K-12 settings, experimental studies can be impractical. Correlational studies can be an alternative because they statistically test rival explanations, providing information on which is the most plausible. The explanation or model produced can then be tested further to determine its accuracy and strength (Thompson et al. 2005).

Ensure that the intervention under study qualifies as high-quality service learning. Many of the studies in the literature have investigated community-based

experiences that might not be service learning or whose quality is not assured. In future studies, researchers should fully describe the nature of the program or intervention under investigation so that others can assess the extent to which it qualifies as high-quality service learning.

Replicate high-quality studies. Findings from a single study rarely provide definitive information about the effects of an intervention. While strong evidence is based on replication, only a handful of studies of K-12 service learning have been replicated. The field can benefit by having researchers conduct multiple replications of the best studies in the field.

Focus on probable effects. Despite pressure to demonstrate that service learning improves performance on standardized tests, establishing a causal link is unrealistic. Focusing on more likely outcomes from service learning participation — for example, academic engagement — may be a better way to build more controlled study designs that can produce stronger evidence. If strong evidence can be garnered to show that participating in service learning improves academic engagement, this evidence can be linked to evidence that higher academic engagement is associated with higher academic performance.

The focus on evidence-based research is necessary to help move a 30-year practice more fully into the mainstream of America's K-12 education system. All the same, a great deal about the nature and effects of service learning has been learned over the years through nonexperimental studies. It is unlikely that the practice of service learning would have advanced and matured as it has over the past three decades had it not been for these studies. Much is still to be learned about service learning, and although more evidence-based research is needed to make the case for the educational merits of service learning, all forms of research should be embraced as we continue to explore the promise of K-12 service learning. **K**

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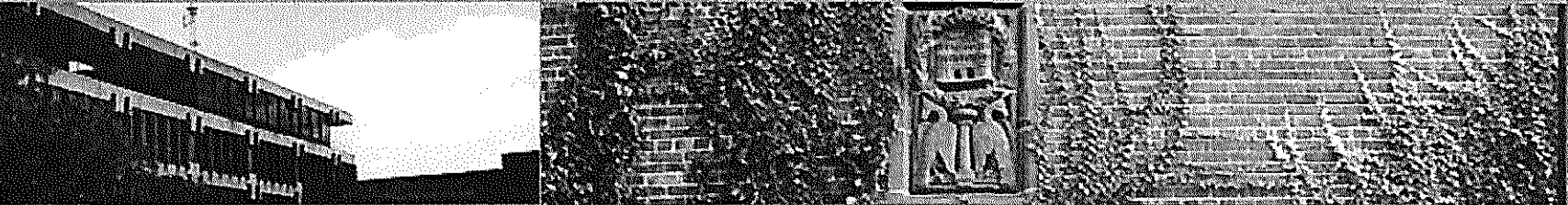
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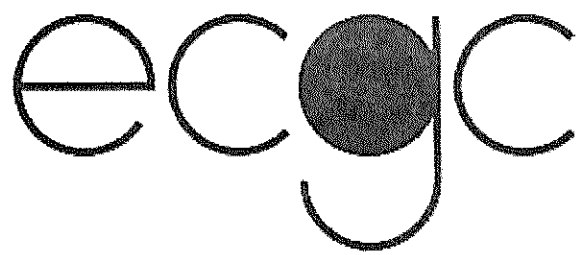
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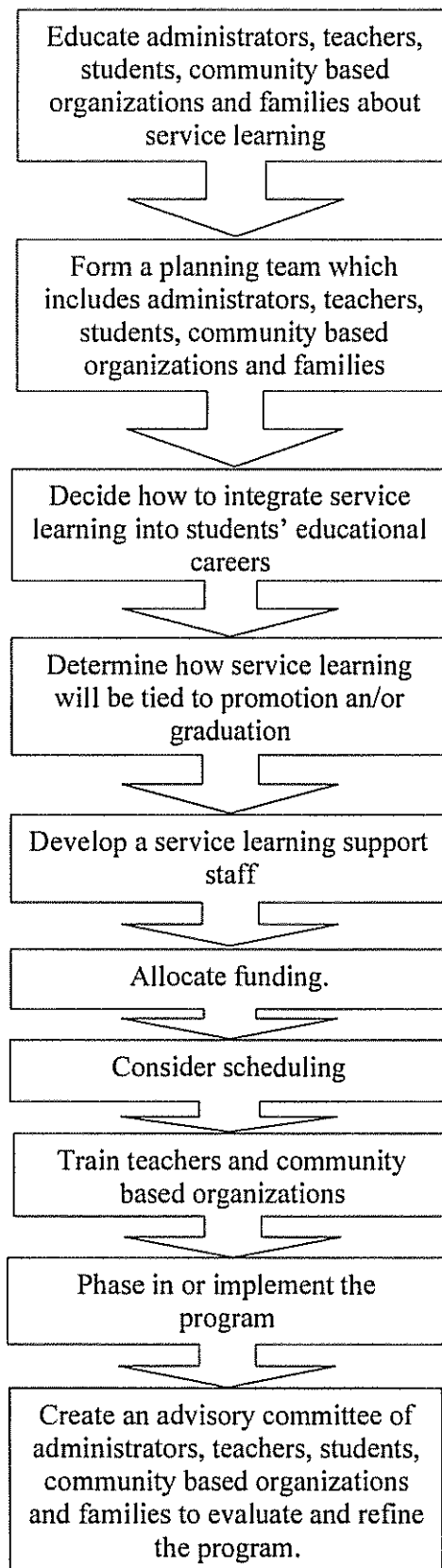
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BOARD UPDATES

Implementing a Service Learning Program



Best Practices Implementing a Service Learning Program

- Execute a public education campaign, focusing on administrators, teachers, students, families and community based organizations (CBOs) prior to planning a service learning program. Continue this campaign throughout implementation of the program.
- Involve all affected parties – administrators, teachers, students, families and CBOs – in the planning process.
- Structure service learning to be an integrated, intentional part of the curriculum. Focus on service learning as a process which naturally takes place in the classroom throughout a student's education, not as a requirement of a certain number of service hours.
- Emphasize sustained and committed service. Develop a program which has students work in-depth on one project rather than briefly on multiple projects.
- Make service learning a commitment and a priority at the administrative level
- Provide adequate support for teachers in the form of professional development, funding, flexible scheduling and service learning support staff at the district and school level.
- Form strong community partnerships.
- Recognize that service learning is an effective way to meet many state learning standards. Provide schools and teachers with examples of how to integrate learning standards and service learning

Planning and Development Guide Service Learning Program

Service learning affects a wide array of people, groups and organizations. Each of these parties plays a crucial role, and their support is necessary for service learning to be effective.

- *Administrators* are responsible for providing support to teachers and schools. This support can come in the form of funding, transportation, training, and flexibility. Without this support, service learning is very difficult to implement.
- *Teachers* are a key vehicle for service learning. It is the teacher who will actually implement service learning in the curriculum and lead students through the various steps which make service learning an effective learning experience.
- *Students* are one of the main reasons for benefactors of a service learning program. They are given a great amount of the responsibility for carrying out service learning projects. A service learning program needs to be designed so that students can succeed within its framework
- *Families* play a key role in all aspects of students' education. In service learning, as with all other aspects, their support is crucial.
- *Community Based Organizations* provide the context in which service learning occurs. Without CBOs to act as partners, a service learning program cannot function. Properly trained, enthusiastic CBOs add an important dimension to service learning. CBOs can also be a source of funding, training and transportation.

To ensure that these parties support service learning it is important to educate them about what service learning is and involve them in the planning process.

- *Administrator* education should focus on the fact that service learning is an effective teaching and learning strategy which can raise test scores and improve school environments, not simply a method of encouraging volunteerism.
- *Teacher* education should focus on assuring teachers that service learning is not an added duty or an additional curricular requirement, but a new method of carrying out existing requirements. Teachers should receive guidance to aid them in integrating learning standards into a service learning curriculum. Teacher education could take the form of conferences, in-services and informational literature.
- *Student* education should convey to students their role in service learning and the ways in which service learning will enhance their education. Students should be given a clear understanding of the difference between volunteerism and service learning. Student education could take the form of informational literature and service learning orientations.
- *Family* education should relay the difference between service learning and volunteerism. It should illustrate the ways in which service learning will enhance students' education. It should also make clear what will be required of students in

a service learning program. Family education could take the form of informational literature, service learning orientations and discussion forums.

- *Community Based Organization* education should make clear the difference between service learning and volunteerism. It should emphasize how service learning will benefit CBOs and clarify the role CBOs will play. CBO education could take the form of informational packets sent out to all area CBOs which include an interest survey to gauge the willingness of CBOs to become involved in a service learning program. Interested CBOs should receive further training before the program is implemented.

After all parties have been educated, actual planning for a service learning program can begin. Assemble a group of administrators, teachers, students, families and CBOs to serve as a planning committee.

Service learning programs can take on many forms. The ideal format of a service learning program depends on the unique needs and resources of a school or district. However, several overriding guidelines apply to all programs.

- The experience of performing service does not, on its own, lead to learning. It is important that service learning programs be designed within the context of a classroom so that teachers can facilitate the process and ensure learning.
- Service learning can be done in the form of class-wide projects or individual projects, but should not take the form of requiring students to complete a certain number of service hours and expecting them to do so independently. The process should be guided by a teacher at every step.
- Service learning should be used as a means of meeting state learning standards.

With these guidelines in mind, the planning committee can begin to make decisions which will shape the service learning program

- Decide how to integrate service learning into students' educational careers.
 - An effective method is to set a certain number of service learning hours or projects which must be integrated into various classes at each grade level. These classes should be those that are taken by all students to ensure that all students receive the service learning experience. Teachers then become responsible for implementing appropriate projects.

For example,

5th grade - (15 hours)
6th grade - interdisciplinary team project (20 hours)
7th grade - interdisciplinary team project (20 hours)
8th grade - interdisciplinary team project (20 hours)
9th grade - U.S. Government (20 hours)
10th grade - English (15 hours)
11th grade - science (15 hours)

- Another option is to provide a course - elective or required - which focuses solely on an individual service learning project. Students in this course would develop and carry out their own project. Course requirements might include a research paper on the background of the project, an oral presentation, analysis of data and a final product which