

Career and Academic Connections

A Division of  OKLAHOMA
CareerTech

GUIDE FOR Service Learning and Research Papers

WORK-BASED LEARNING TOOLKIT

This Guide is Recommended for Grades:

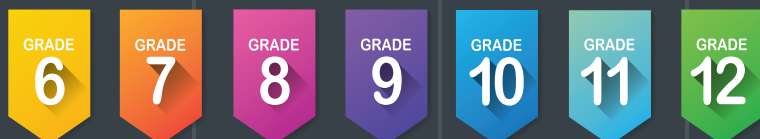




TABLE OF CONTENTS

Developing Service Learning

Introduction.....	3-4
Teacher Checklist for Service Learning Development	5
Student Checklist for Service Learning Development.....	6
Workplace Checklist for Service Learning Development	7
Before the Service Learning Project.....	8-10
During the Service Learning Project.....	11
After the Service Learning Project.....	12
Tools.....	13-47
Fact Sheets	48-53
Resources.....	54-58



INTRODUCTION

for Developing Service Learning

Introduction

This guide will help you develop service learning projects for students.

Service learning is a career exploration activity in which the method of teaching and learning combines academic work with service and social action. Students complete a planned series of activities and apply their skills and knowledge to help meet a need in the school or greater community. The activity usually culminates with a presentation of the research, the process and solution results. Service learning projects may be individual, team or classroom oriented.

All service learning experiences should include structured activity before, during and after the experience. Conducting these activities helps ensure that all involved parties have meaningful, productive experiences that result in enriched student learning. Proper planning and preparation, attention to legal and safety details, maximization of learning potential and communication and support for the student and community partner will help ensure success.

SAMPLE ACTIVITIES

for Service Learning

Advocacy	Direct
<p>Advocacy service learning experiences allow students to create, educate or increase public awareness on a topic that impacts the community at large.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Create a marketing strategy for a public health campaign. • Plan and execute community or public forums. • Work with elected officials to draft legislation to improve communities. • Invite a guest speaker to discuss a topic of interest in the community. 	<p>Direct service learning experiences allow students to have face-to-face involvement with service projects that directly affect individuals who receive the service.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Organize a coat drive. • Create a recycling program. • Join a student club/organization focused on community service. • Host a monthly game night at a local senior living community or senior center.
Indirect Research-Based	Research-Based
<p>Indirect service learning experiences allow students to help the community in a broader way.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Participate in a beautification or community gardening project. • Organize a collection drive to ask neighbors and school families to donate books, magazines, equipment, etc., to a local retirement center. 	<p>Research-based service learning experiences allow students to find, collect and analyze data to meet a community issue or need.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Have students research the best energy practices and learn what major/minor changes people can do to reduce costs and increase efficiency. Share this information with a local community center. • Research state and national laws on cyberbullying. Share the current legislation and data.
<p>OKLAHOMA STATE DEPARTMENT OF EDUCATION</p>	



TEACHER CHECKLIST

for Service Learning Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this How-to Guide.

Before the Service Learning Project

- Review materials, including the **Service Learning Fact Sheet**, the **J.C. Harmon Sample Service Learning Program Fact Sheet**, **Standards for Service Learning**, **Service Learning Contract** and **Service Learning Project Planning Worksheet**.
- Identify interested and qualified students.
- Work with students to develop a project framework.
- Get approval for the project.
- Make community partner contacts.
- Meet with community partners and discuss expectations for the experience.
- Distribute **Work-Based Learning Permission Form** and **Service Learning Contract**.
- Coordinate and implement orientation activities for students.
- Using the **WBL Plan and Evaluation**, review all supportive materials and disseminate to students and supervisors.
- Secure signatures of students, parents and community partners on the **Service Learning Contract** and **Work-Based Learning Permission Form**.
- Determine a communication strategy for the experience.
- Collect signed **Work-Based Learning Permission Forms** and **Service Learning Contracts**.
- Prepare students to maximize their learning.
- Prepare students to be safety and health conscious.
- Have students meet with community partner and visit service learning project site.

During the First Three Weeks of the Service Learning Project

- Using the **Work-Based Learning Plan and Evaluation**, support students' refinement of their learning objectives through classroom activities.
- Meet with students and worksite supervisor at the workplace for initial visit and to finalize the **Work-Based Learning Plan and Evaluation**.

During the Service Learning Project

- Provide opportunities for reflection throughout the experience.
- Coordinate and implement concurrent learning activities at school.
- Support students in working toward achieving learning objectives.
- Maintain ongoing communication with community partners.

After the Service Learning Project

- Meet with worksite supervisor and students to discuss the complete evaluation.
- Support students in their next steps.
- Publicly recognize student work by allowing them to present projects to the school board or administration.
- Review the project and plan for the following semester.
- This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



STUDENT CHECKLIST

for Service Learning Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Service Learning Project

- Apply for the service learning program.
- Work with your classmates to identify a need within the community that you or the group would like to address through your service learning project.
- Agree with classmates or group on a project you would like to work on.
- Turn in all signed parent permission forms.
- Complete the self-directed assignment to support the project.
- Using the **WBL Plan and Evaluation**, review your handbook and begin writing learning objectives.
- Attend orientation at the chosen organization and interview your supervisor. Ask questions related to health and safety at the project site.

During the First Three Weeks of the Service Learning Project

- Using the **WBL Plan and Evaluation**, develop learning objectives and discuss them with worksite supervisor.
- Meet with teacher and worksite supervisor to finalize the **Work-Based Learning Plan**.

During the Service Learning Project

- Reflect on the connection between what is learned at school and at the workplace.
- Participate and complete reflection activities and assignments.
- Complete self-evaluation and reflection activities. Meet worksite supervisor and teacher about next steps.

After the Service Learning Project

- Complete and send thank-you notes to worksite supervisor/community partner. Electronic methods are acceptable.
- Update your resume on **OKCareerGuide.org** based on any new skills and experience.
- Update **My Documents** on **OKCareerGuide.org** with documentation of your project.
- Meet with teacher to discuss **WBL Evaluation** and grade.
- Complete program evaluation and give to teacher.



WORKPLACE CHECKLIST

for Service Learning Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this guide.

Before the Service Learning Project

- Indicate your interest in participation in service learning activities by completing your business profile on **Connect 2 Business** at <https://okcg-c2b.kuder.com>.
- Determine who will be the person working most closely with the students and teacher.
- Inform other staff that a service learning project and students will be at the organization.
- Review support materials provided by the teacher. This will help guide your role with students for the service learning project.
- If using the **WBL Plan and Evaluation**, review materials to learn how to support students in writing learning objectives.
- Provide workplace orientation for students and teacher.

During the First Three Weeks of the Service Learning Project

- If using the WBL plan and evaluation, work with students to develop their work-based learning objectives for the project.
- Be on the lookout for opportunities at the workplace that will support students' academic and workplace skill development.

During the Service Learning Project

- Meet with the teacher and the students involved with the service learning project to finalize the **WBL Plan**.
- Confirm the communication strategy.
- Communicate successes and opportunities for improvement during the service learning project so the teacher can use them to enhance the value of classroom connections.
- If using the **WBL Plan and Evaluation**, assist students in working toward learning objectives.

After the Service Learning Project

- Meet with teacher and students to complete final evaluation of the students.
- Support students in their next steps.
- Complete program evaluation and send to the school.



BEFORE

the Service Learning Project

Review supporting materials.

Read the **Service Learning Fact Sheet** and the **J.C. Harmon Service Learning Program Fact Sheet, Standards for Service Learning, Service Learning Contract** and **Service Learning Project Planning Worksheet**. These service learning documents provide you with the guidelines and support you need to structure rich learning experiences for your students. Review these materials to think about how to build projects into your curriculum.

Identify interested and qualified students.

Students may apply or be recruited to service learning projects. Let students know that service learning provides them the opportunity to apply the academic skills they learn in school to real problems in the community, developing their own work readiness in the process. When students are given the opportunity to work in after-school and senior centers, tutor young children or lead an effort to clean up a local stream, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort.

Work with students to develop a project framework.

Student participation is vital when preparing the project framework for a service learning project.

Instead of being told that they will be helping in the community, students might be asked to determine the needs of the community in which they live. Even if it has been concluded that there are certain sites that are open to receiving students, it is important that students be polled to find out how they would like to participate. Just as it is necessary to build consensus and support for any group effort in the adult world, it is also necessary to gain the support of students in framing their interest in service.

The **Service Learning Project Planning Worksheet** should be used to guide you as you work with students to design the project. Principals and program coordinators review and approve projects prior to students being released to participate at some schools in the district. Check with your principal to determine the protocol at your site.

Train students to prepare them for the project.

Preparatory study of the context, problems, history and policies surrounding the project enriches student learning as do deliberate discussion and other classroom-based or related community-based activities.

Preparation should have included OKCG assessments [career interests, skills confidence and work values] to make sure they have the skills and attitudes needed for the service to be effective.

Service learning projects provide a myriad of opportunities for students to build on their academic and workplace skills. Service learning efforts should begin with clearly articulated learning goals that will be achieved through structured preparation and reflection—discussion, writing, reading and observation—and the service itself. Learning goals—knowledge, skills, attitudes—must be compatible with the developmental level and ICAP of the young person. The **Service Learning Project Planning Worksheet** will guide you through a process that will help you define the curriculum connections to the service.

One way for students to become familiar with these skills and attributes is to complete the **OKCG Assessments**. The assessments and the supporting classroom activities will help students become conscious of the skills they have and those they need to continue to develop.

Make community partner contacts.

Partner contacts are made by different staff members at each school. Appropriate partners for service learning projects include schools, nonprofit agencies and the community at large. Service learning can reduce the barriers that often separate schools and students from the larger community. Students learn that they can move beyond their small circle of peers and take their place as contributing members of the community as they discover that learning occurs throughout the community in traditional and nontraditional settings, including libraries, public agencies, parks, hospitals and other schools.

If you need assistance locating community partners, use **Connect 2 Business** at **OKCareerGuide.org**. When you make contact with new businesses and



BEFORE *(continued)*

the Service Learning Project

agencies, ask them register on **Connect 2 Business** at <http://okcg-c2b.kuder.com>. Contact and other relevant information is listed on the *Business/Education Coalition Fact Sheet*.

Meet with community partners.

Project coordinators should meet with community partners to discuss their expectations of the experience. Make sure that the specific expectations regarding student attendance and behavior are clearly articulated in the **Service Learning Contract** that will be signed by the student, parents/guardians and community partner. Provide the community partner with an orientation to the **Work-Based Learning Plan and Evaluation** tool and the other supporting documents included in this guide.

Determine a communication strategy for the experience.

Communication between all partners is critical for success. Sharing email addresses, fax numbers and phone numbers as early as possible is important. In addition, it is helpful to have a conversation about the best times to contact one another. Ideally, the students, teacher and community partner should feel comfortable contacting each other whenever the need arises.

Make sure everyone understands who will be the key contact person at the site and who will monitor student progress. Communicate the number and type of visits from the teacher the community partner can expect. Arrange for the initial face-to-face appointment to be with both students and the community partners.

Sometimes it is difficult to arrange appointments with both the community partners and the students at the same time, but it is very important that you make every attempt to do so. These meetings are not just about monitoring and compliance; they can be rich opportunities for ensuring the success of the experience and learning for all parties.

Prepare students to maximize learning.

The **Work-Based Learning Plan** becomes the map for learning at the project site. It helps focus students and the community partner on the learning objectives that can be accomplished during the service learning project, provides an evaluation tool that supports students' ongoing skill development, and helps both student and community partner keep their eyes on one important prize: student learning and achievement.


Determine whether each individual student will have his or her own **Work-Based Learning Plan** or whether the project group will share a set of learning objectives and be evaluated as a group.

Secure signatures of students, parents/guardians and community partners on the service learning contract and work-based learning permission form.

The **Service Learning Contract** and the **Work-Based Learning Permission Form** are critical to ensuring the safety and legality of students' involvement in service learning projects. Review the **Transportation for Work-Based Learning Fact Sheet** for information about student transportation to service learning project sites.

Prepare students to be safety and health conscious.

Issues of health and safety are crucial in the project site. While site-specific safety and health training provided by the school and employer are critical, students also should have the opportunity to develop and practice general safety and health skills they will carry with them from job to job. Students can be trained to monitor safety and health issues for both their community partners and themselves, providing an additional skill set for future employment. These skills include recognizing hazards in any workplace, understanding how hazards can be controlled, knowing about their rights to a safe workplace and communicating effectively when problems arise. Students should be prepared to ask their supervisor questions about safety.



BEFORE *(continued)*

the Service Learning Project

Sample Questions for a Student to Ask a Supervisor

- Are there any potential hazards in the workplace I should be aware of?
- What are my safety and health responsibilities?
- Will I need to use any safety equipment, and if I do, when will I receive training about its use?
- Is there someone I should talk to if I have a safety and health question?
- What do I do if I see something I think is dangerous?
- What do I do if I get hurt at the project site?

Have students meet with community partner and visit service learning project site.

A pre-project visit can help ensure that students are prepared for the implications of their service project. Prior to the students' visit to the partner site, you can help them develop questions and frame their service learning experience there. One model that can be adapted to service learning projects is the **Pre-Internship Workplace Partner Interview**.

Tools

- Confirm Your Interview
- Service Learning Project Workplace Supervisor Interview
- Service Learning Project Planning Worksheet
- Service Learning Contract
- SCANS Skills Assessment
- SCANS Skills Assessment Class Activity
- Work-Based Learning Permission Form
- Work-Based Learning Plan and Evaluation Sample
- Work-Based Learning Plan and Evaluation

Fact Sheets

- J.C. Harmon Service Learning Program
- Laws Pertaining to the Employment of Students
- Transportation for Work-Based Learning

Resources

- Standards for Service Learning



DURING

the Service Learning Project

Provide opportunities for reflection throughout the experience.

It is important that students are given an opportunity to reflect before, during and after their service learning project so they may shape the course of their learning and handle problems as they arise. Reflection on students' attitudes and expectations prior to the experience is especially important if students will be working in environments such as nursing homes, hospitals, hospices, animal shelters, homeless shelters and soup kitchens. All of these places can bring students face-to-face with an aspect of life that may be new and perhaps uncomfortable for them. See the **Standards for Service Learning** for ideas about how to structure reflection activities for students.

Coordinate and implement concurrent learning activities at school.

The classroom component of service learning continues to be important throughout the experience. Ongoing project research, reflection activities, career exploration and development of workplace skills provide school-based support to the community-based learning. **OKCareerGuide.org** can be used to help design classroom activities that support the service learning experience.

Maintain communication with community partners.

Program quality and continuity are best maintained through ongoing communication with the community partners involved in the project. The partners themselves are assisting student learning and growth. Relationships are enhanced as agencies, residents and local government officials find that their expertise and counsel is sought by the school. Learning occurs as youth-serving agencies, residents and local government officials collaborate by sharing expertise. It is important to provide partners with the support and encouragement they need and to encourage their participation. Let community partners know what classroom activities students are engaged in that can support their learning at the project site. Keep them informed of the academic concepts students are working with at school so that project opportunities can reinforce student learning.

Tools

- All Aspects Investigative Interview
- Service Learning Project Journal
- Service Learning Project Portfolio Rubric



AFTER

the Service Learning Project

Support students in participating in a youth advisory council session.

Student leadership group members and program participants should be ensured a voice in student planning. Develop a youth advisory council in your small learning community or at your school. Representatives on this council can collectively debrief the service learning projects that have happened and help with continuous improvement of service learning projects.

Publicly recognize student work.

In large and small ways during the period of service, students should share what they have gained. In a society that values work and measures people’s importance by the jobs they do, young people, especially adolescents, are sometimes perceived as noncontributing members. Credit for their achievements, affirmation of the skills they have mastered, and appreciation for the time they have devoted to the community should be acknowledged publicly. Recognizing the work that students perform reinforces the significance of the enterprise and the worth of the students’ efforts.

Review the project and plan for the following semester.

Continuous improvement is as important in service learning as in any other undertaking. Bring a group of stakeholders together to evaluate the success of the various projects that students have participated in. You should also use the **Work-Based Learning Program Evaluation Form** at the end of each experience to gauge feedback from both students and community partners.

Service learning projects are ideal for bringing students’ academic learning, their concern for their community and their need to develop their workplace skills together. The tools in this

guide will help you to design projects that meet the needs of your students, your small learning community and the larger community around your school. The **Standards for Service Learning** should be kept in mind and practiced throughout the development of projects.

Document and record the experience.

Issue a document or certificate to students who successfully complete service learning. This documentation validates the experience and can be included in student portfolios.

Make sure that the documentation is uploaded to **My Documents** in **OKCareerGuide.org**.

Tools

- All Aspects Investigative Interview
- Service Learning Project Journal
- Service Learning Project Portfolio Rubric
- Service Learning Program Evaluation

Resources

- Standards for Service Learning



TABLE OF CONTENTS

Tools

Teacher Checklist for Service Learning Development14

Student Checklist for Service Learning Development.....15

Workplace Checklist for Service Learning Development16

All Aspects Investigative Interview 17-19

Confirm Your Interview20

Service Learning Project Application21-23

Service Learning Project Journal.....24-25

Service Learning Project Portfolio Rubric.....26-27

Service Learning Project Worksite Supervisor Interview28

SCANS Skills Assessment.....29-30

SCANS Skills Assessment: Classroom Activity33

Service Learning Contract34

Service Learning Project Planning Worksheet35-38

Service Learning Permission Form39

Service Learning Plan and Evaluation.....40-41

Workplace (SCANS) Skills.42

Service Learning Plan and Evaluation - SAMPLE43-44

Workplace (SCANS) Skills - SAMPLE.....45

Service Learning Program Evaluation.....46

Personalization of Tools Instructions

The tools are designed so that your school or organization can insert your logo and contact information into the header and footer. The tools themselves are fillable forms that are separate documents that can be uploaded to other sources to be filled out by students and workplace partners.



TOOLS

Teacher Checklist for Service Learning Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this how-to guide.

Before the Service Learning Project

- Review materials, including the **Service Learning Fact Sheet, J.C. Harmon Sample Service Learning Program Fact Sheet, Standards for Service Learning, Service Learning Contract** and **Service Learning Project Planning Worksheet.**
- Identify interested and qualified students.
- Work with students to develop a project framework.
- Get approval for the project
- Make community partner contacts.
- Meet with community partners and discuss expectations for the experience.
- Distribute **Service Learning Permission Form** and **Service Learning Contract.**
- Coordinate and implement orientation activities for students.
- Using the **Service Learning Plan and Evaluation**, review all supportive materials and disseminate to students and supervisors.
- Secure signatures of students, parents and community partners on the **Service Learning Contract** and **Service Learning Permission Form.**
- Determine a communication strategy for the experience.
- Collect signed **Service Learning Permission Forms** and **Service Learning Contracts.**
- Prepare students to maximize their learning.
- Prepare students to be safety and health conscious.
- Have students meet with community partner and visit service learning project site.

During the First Three Weeks of the Service Learning Project

- Using the **Service Learning Plan and Evaluation**, support students' refinement of their learning objectives through classroom activities.
- Meet with students and worksite supervisor at the workplace for initial visit and to finalize the **Service Learning Plan and Evaluation.**

During the Service Learning Project

- Provide opportunities for reflection throughout the experience.
- Coordinate and implement concurrent learning activities at school.
- Support students in working toward achieving learning objectives.
- Maintain ongoing communication with community partners.

After the Service Learning Project

- Meet with worksite supervisor and students to discuss the complete evaluation.
- Support students in their next steps.
- Publicly recognize student work by allowing them to present projects to the school board or administration.
- Review the project and plan for the following semester.
- This experience along with the documentation could be used to document ICAP Work-Based Learning activities. Make sure to forward documentation to the ICAP coordinator.



TOOLS

Student Checklist for Service Learning Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this how-to guide.

Before the Service Learning Project

- Apply for the service learning program.
- Work with your classmates to identify a need within the community that you or the group would like to address through your service learning project.
- Agree with classmates or group on a project you would like to work on.
- Turn in all signed parent permission forms.
- Complete the self-directed assignment to support the project.
- Using the **Service Learning Plan and Evaluation**, review your handbook and begin writing learning objectives.
- Attend orientation at the chosen organization and interview your supervisor. Ask questions related to health and safety at the project site.

During the First Three Weeks of the Service Learning Project

- Using the **Service Learning Plan and Evaluation**, develop learning objectives and discuss them with worksite supervisor.
- Meet with teacher and worksite supervisor to finalize the **Service Learning Plan**.

During the Service Learning Project

- Reflect on the connection between what is learned at school and at the workplace.
- Participate and complete reflection activities and assignments.
- Complete self-evaluation and reflection activities. Meet worksite supervisor and teacher about next steps.

After the Service Learning Project

- Complete and send thank-you notes to worksite supervisor/community partner. Electronic methods are acceptable.
- Update your resume on **OKCareerGuide.org** based on any new skills and experience.
- Update **My Documents** on **OKCareerGuide.org** with documentation of your project.
- Meet with teacher to discuss **Service Learning Evaluation** and grade.
- Complete program evaluation and give to teacher.



TOOLS

Workplace Checklist for Service Learning Development

Use this checklist as a quick reference to ensure you have completed all the steps detailed in this how-to guide.

Before the Service Learning Project

- Indicate your interest in participating in service learning activities by completing your business profile on **Connect 2 Business** at <https://okcg-c2b.kuder.com>.
- Determine who will be the person working most closely with the students and teacher.
- Inform other staff that a service learning project and students will be at the organization.
- Review support materials provided by the teacher. This will help guide your role with students for the service learning project.
- If using the **Service Learning Plan and Evaluation**, review materials to learn how to support students in writing learning objectives.
- Provide workplace orientation for students and teacher.

During the First Three Weeks of the Service Learning Project

- If using the WBL plan and evaluation, work with students to develop their work-based learning objectives for the project.
- Be on the lookout for opportunities at the workplace that will support students' academic and workplace skill development.

During the Service Learning Project

- Meet with the teacher and the students involved with the service learning project to finalize the **Service Learning Plan**.
- Confirm the communication strategy.
- Communicate successes and opportunities for improvement during the service learning project so the teacher can use them to enhance the value of classroom connections.
- If using the **Service Learning Plan and Evaluation**, assist students in working toward learning objectives.

After the Service Learning Project

- Meet with teacher and students to complete final evaluation of the students.
- Support students in their next steps.
- Complete program evaluation and send to the school.



TOOLS

All Aspects Investigative Interview

All Aspects of an Industry identifies nine aspects that are common to any enterprise. Students should gain experience and understanding of the associated concepts and skills to be successful. Students can research these aspects by conducting interviews at the workplace.

Planning:

- Does the organization have a strategic plan (long- or short-term)?
- Who leads the planning process?
- What should an organization consider when planning to sell its service or product?

Management:

- Does the organization have a mission statement? If so, why?
- What is the management structure of the organization?
- How does the organization form departments and why?

Finance:

- How does the organization acquire capital (money) to operate?
- Why is accounting important to an organization?
- How do paycheck deductions affect an employee?



TOOLS *(continued)*

All Aspects Investigative Interview

Technical and Production Skills:

- What basic skills are needed (reading, writing, speaking, listening, science and math)?
- Is a person expected to be a team member?
- Does a person need to be able to manage time effectively? Why?

Underlying Principles of Technology:

- What technology is used in the workplace?
- Do people have to continuously upgrade their job skills? Who pays for additional training?
- Does the organization require cross-training?

Labor Issues:

- Are there written job descriptions? If so, why?
- Is this an organized labor organization?
- Is cultural sensitivity important in the workplace?

Community Issues:

- Does the organization participate in community projects?
- How does the organization maintain a good public image?



TOOLS *(continued)*

All Aspects Investigative Interview

Health, Safety and Environment:

- Are there federal regulations that apply to this organization?
- Are there job-specific health threats?
- Is there basic safety training?

Personal Work Habits:

- Is quality of work emphasized?
- What are the expectations regarding attitude, appearance and fitness?
- Is all work valued in this organization?



TOOLS

Confirm Your Interview

Name	School
Duration of SLP (dates)	Hours of SLP
Type of Internship	
Name of Business/Organization	
Type of Business	
Phone ()	Email
Address	
Name of SLP Site Supervisor	
Title of SLP Site Supervisor	

- Congratulations! You have a placement interview for the above Service Learning Project. The person listed above has agreed to interview you for your placement.

Your interview is scheduled for _____ at _____ a.m./p.m.
(Date) (Time)

OR

- Your supervisor is expecting a call from you to schedule an interview and to confirm details.
- Call, and keep calling back until you make real live contact.** Identify who you are, and tell them that you are calling to confirm your Service Learning Project interview.

Example: "Hi, I am _____, a student at _____
(Your Name) (School Name)
 High School. _____ called you to set up a possible Service
(Your Instructor)
 Learning Project for me on _____ . I am calling to confirm that and to
(Date)
 confirm the time I will be coming in for an interview."

- Arrange your interview
 - Date: _____
 - Time: _____
 - Place: _____
- If you are not sure, ask what the appropriate dress is for employees of the company.
- Make your own travel plans. Unless pre-arranged, internship interviews must take place outside of school time.
- Participate in the interview and then speak to your teacher about the outcome.
- If you have any questions or problems setting up your interview, call _____.
(Name of Contact)



TOOLS

Service Learning Project Application

Instructions

This application should be filled out completely by the student with the assistance of a parent or guardian. Application must include parent's signature of approval.

Student: _____

Return to: _____
Teacher's Name *Room #*



TOOLS *(continued)*

Service Learning Project Application

Please fill out completely in ink with the help of your parent/guardian. When you have completed the application, please attach a resume that includes employment and education information. If you have questions, please see the on the job training coordinator in your SLC.

Student Information

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: () _____

Email Address: _____

Social Security No.: _____ Birth date: _____

Why do you want to enroll in this program? _____

List two careers you would like to pursue:

1. _____

2. _____

Name two places you would like to work:

1. _____

2. _____

Will you need help finding an internship placement? Yes No If no, where will you be employed?

Name of Company/Organization: _____

Address: _____

Supervisor's Name: _____ Wages: _____

Weekly Hours: _____

Does your supervisor know the details of the internship program? Yes No



TOOLS *(continued)*
Service Learning Project Application

Please list all software you have learned to operate, either on the job or at school:

Do you have any physical limitations and/or chronic ailments? Yes No If yes, please explain:

What are your hobbies?

References

List the names of high school teachers we may contact for references:

1. _____ 2. _____
 3. _____

Transportation

What means of transportation will you use to get to and from your internship?

- Own car Parent's car Parents will drive and pick up
- Other [please explain] _____

Parent/Guardian Information

Parent/Guardian Name: _____

Address (if different from student): _____

City: _____ State: _____ Zip: _____

Phone: () _____ Email: _____

What is the best time to contact you at home? Day Evening Time: _____

I approve of the above transportation plan that will enable my son/daughter to participate in the internship program.

 Parent/Guardian Signature

 Date



TOOLS

Service Learning Project Journal

The journal provides an opportunity for you to write about your learning experience. There are several ways that you can use your journal to examine your service learning experience. You can use it to examine new knowledge and skills, to discover what you feel as a result of the experience and to reflect on your own learning. In your journal you can reflect on successes or problems, as well as anxieties or other feelings you have about your class or your SLP. You may record your responses to difficulties that come up during the course of your experience. In addition, you may record personal reactions to teachers, SLP coordinators, supervisors, coworkers or groups in which you take part. You may use the journal to record any problems you are having that interfere with your learning experience.


You may write about anything that relates to your experience in school or at the SLP or about experiences outside school that relate to the you that comes to school and learning. If you choose, you may use any of the ideas listed below as starting points for your journal entry. You may wish to use them once only or to repeat the topic if it seems useful or important.

You will be asked to share some of your reflections in classroom discussion, so consider the journal an opportunity to remind yourself of situations on which you would like some input. This journal is specifically designed to help you process the learning that happens as a result of your SLP, but it is not a private journal. Your teacher will collect and check your journal periodically, providing you with feedback on your entries.

Basic Guidelines

- Keep your journal in a separate notebook or file folder.
- Write a journal entry at least once per week during the course of your SLP.
- All entries should be numbered and dated.
- Each entry should be a minimum of 75 words.
- Content should be thoughtful, detailed and honest.
- Writing should be legible and written in standard English.

You may address other issues not prompted below as they come up.



TOOLS *(continued)*

Service Learning Project Journal

Journal Prompts

- Some questions I have about my internship (today's lesson, my project, the article I read) are ...
- Write a letter in which you talk about a need that you have at the workplace that needs to be addressed.
- Discuss changes or additions you would like to make to your SLP objectives.
- Describe one job, person or department at your workplace that you would like to know more about. Why?
- Who at the workplace would you like to know more about? What do you need to ask that person to understand who he/she is as a person or how he/she got to hold this job? Write down the questions you would ask this person.
- Discuss the academic knowledge that you are receiving in school and how it is useful to you in your SLP.
- Write about something that you learned about one aspect of the industry in which you are working.
- How does it feel to be in a new place?
- Write about a conflict, success or disappointment you're experiencing through your internship.
- Write a dialogue between yourself and someone at your workplace that deals with a personal conflict.
- What do you need to know about what your company does? What don't you need to know? What have you found out and what do you still need to know?
- Describe the expectations you had of this SLP when you chose it and whether those expectations have been met or changed as a result of the actual experience.
- Describe the process of completing your SLP objectives or project through this SLP. How do you feel about doing it? What parts do you enjoy? What parts do you need help with?
- To what extent do the learning objectives in your WBL plan reflect what you have learned at this SLP?
- Describe in detail your SLP site, including the location and general surroundings. What are your duties and responsibilities? Approximately how much time was spent during the week on the various activities?
- What are your duties and responsibilities? Approximately how much time did you spend during the week on the various activities?
- What is the expected dress, work ethic and general behavior for professionals in your workplace? Do these vary according to the day's duties? If so, how?

TOOLS

Service Learning Project Portfolio Rubric

This rubric is used to evaluate student portfolios. Evidence from work-based learning activities are ideal in student portfolios.

Technology – your work shows that you:					
No evidence; not observed.	Are aware of electronic media; can use simple equipment if set up ahead of time; use the computer merely for word processing; main source of information is word of mouth.	Are knowledgeable of electronic media and use a variety of technological tools to interact with others, including word processing and email; recognize the need to modify equipment or applications and can do so with instruction; begin to match equipment or application to the project independently; use printed and electronic media to acquire new information.	Are knowledgeable of electronic media and use a variety of technological tools to interact with others, including word processing and email; recognize the need to modify equipment or applications and can do so with instruction; begin to match equipment or application to the project independently; use printed and electronic media to acquire new information.	Can make appropriate modifications on a variety of equipment and applications to fit the project; begin to troubleshoot problems with a variety of equipment or applications, including the use of technical manuals.	Can set up, maintain, write programs; use a variety of technological tools effectively and appropriately to create multimedia programs and websites; can use desktop publishing; can assist others.
					Set up equipment for others to use; work as a tutor; troubleshoot and resolve technical problems.
Collaboration – your work shows that you:					
No evidence; not observed.	Are present in the group; appear concerned with personal goals; are aware of group roles.	Work in groups to achieve personal goals; contribute something to the group.	Work well enough with others to help get the task done; contribute to the group positively in some way.	Demonstrate leadership skills; promote group work to achieve a common goal.	Work well within a group; demonstrate leadership; help to get a task done in an effective manner.
					Excel as a group member, demonstrating outstanding leadership and reinforcing other social interaction skills; group completed the task with effectiveness and quality.

TOOLS *(continued)*

Service Learning Project Portfolio Rubric

Thinking – your work shows that you:						
No evidence; not observed.	Are a literal thinker; are able to repeat information or copy what you have seen.	Comprehend information at its basic level; can paraphrase information.	Are able to make some inferences or draw basic conclusions from information or works of art.	Appropriately question and analyze statements for validity or inconsistency.	Are able to analyze information and draw personal meaning or works of art; are able to combine facts to draw accurate conclusions.	Excel in analyzing information and evaluating it to meet your needs; are able to judge the worth of information or works of art.
Communication – your work shows that you:						
No evidence; not observed.	Write/speak to repeat the ideas of others; use some rules of language; comprehend at a literal level; use pencil and paper.	Write/speak to express your thoughts; use the rules of language with some success; comprehend messages well enough to paraphrase them; use word processor.	Communicate appropriately in some ways; use the rules of language with success; are aware of reading/writing processes; comprehend at an inferential level; use telecommunication tools.	Communicate clearly and use the rules of language appropriately with few errors; occasionally use reading/writing processes.	Respond clearly and use the rules of language well; demonstrate knowledge application of the reading/writing process; interpret the work of others to gain personal meaning; use linguistic/artistic tools to elaborate an idea.	Excel as a reader, writer, listener, speaker; use the rules of language appropriately; can evaluate the work of others; use, comprehend and interpret a variety of linguistic/artistic tools to elaborate an idea.
Self-Expression – your work shows that you:						
No evidence; not observed.	Repeat the ideas and thoughts of others.	Can express your thoughts, ideas and feelings somewhat; use a form of media.	Can express your thoughts, ideas and feelings using media selected by the teacher.	Can express your thoughts, ideas and feelings using a single piece of media effectively.	Can express your thoughts, ideas and feelings using a variety of media effectively.	Can express your thoughts, ideas and feelings using a variety of media in original and skillful ways.
Problem Solving – your work shows that you:						
No evidence; not observed.	Are aware that a problem exists; are unsure of the task.	Work to find an appropriate strategy; are aware of the components of different problems.	Understand the task well enough to attempt it; strategize to resolve problems.	Attempt a strategy and identify the components of problems; find solutions.	Use an appropriate strategy and carry it out to appropriate conclusions.	Excel in resolving problems; take appropriate risks; devise creative solutions to problems; explain thought process used in resolving problems.



TOOLS

Service Learning Project Worksite Supervisor Interview

Before you begin your service learning experience, set up a meeting with your worksite supervisor to discuss the learning opportunities that are available at the workplace. Interview your worksite supervisor and use the response to draft learning objectives for the *Work-Based Learning Plan*. Make sure to bring a copy of the *SCANS Skills Glossary* and *All Aspects of an Industry* with you to the meeting.

- What is the main goal of this business?
- Who are your customers?
- What are the tasks that I will be doing during my service learning experience?
- What do you consider to be the most important things for me to learn as soon as I start working here?
- What are some things you hope I will learn later, when I am ready?
- Which of the SCANS skills do you think are most necessary for me to develop for this position?
- Which items from the *All Aspects of an Industry* list do you think I'll be able to learn about during this experience?

TOOLS

SCANS Skills Assessment

Student Name _____

Date _____

This SCANS¹ Skills Self-Assessment lists the individual skills and talents that employers value. Read the list and assess your own strengths. Mark each box that best describes your level of skill..

BASIC SKILLS				
<i>You can read, write, speak and listen well. You know your arithmetic.</i>				
	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Speaking	<input type="checkbox"/> Learning to speak clearly, audibly and courteously.	<input type="checkbox"/> Speak clearly and use language appropriate to the environment.	<input type="checkbox"/> Express complex ideas in an organized and concise manner.	<input type="checkbox"/> Present effectively to a group using well-organized format, concise language and clear enunciation.
Listening	<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding.	<input type="checkbox"/> Listen attentively; make eye contact; repeat instruction to confirm understanding.	<input type="checkbox"/> Listen attentively and demonstrate understanding through relevant responses and questions.	<input type="checkbox"/> Retain complex information over time and apply it to later work.
Reading	<input type="checkbox"/> Read written directions and workplace documents with assistance.	<input type="checkbox"/> Read written directions and workplace documents independently.	<input type="checkbox"/> Read and understand written materials, including technical documents, independently; ask questions where appropriate.	<input type="checkbox"/> Read complex written materials and execute related tasks independently.
Writing	<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Write information in clear, logical, legible and grammatically correct manner.	<input type="checkbox"/> Write clearly using work-related terminology.	<input type="checkbox"/> Write and develop professional material such as newsletters and marketing brochures.
Mathematics	<input type="checkbox"/> Able to perform basic computation with supervision.	<input type="checkbox"/> Able to perform basic computation independently.	<input type="checkbox"/> Able to interpret and apply basic computations and uses tables, graphs, diagrams and charts as needed.	<input type="checkbox"/> Able to construct, apply and present logical applications for mathematics using tables, graphs, diagrams or charts.

¹SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the workplace.

TOOLS *(continued)*

SCANS Skills Assessment

THINKING SKILLS

You can think creatively. You can make decisions and solve problems. You know how to learn.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Combining Ideas or Information in New Ways	<input type="checkbox"/> Make connections with help from supervisor.	<input type="checkbox"/> Make connections with occasional help from supervisor.	<input type="checkbox"/> Make connections independently.	<input type="checkbox"/> Generate new ideas. Think abstractly.
Making Decisions	<input type="checkbox"/> Make decisions with help from supervisor.	<input type="checkbox"/> Make decisions with occasional help from supervisor.	<input type="checkbox"/> Make decisions independently.	<input type="checkbox"/> Make multiple decisions, weighing risks and benefits to organization.
Exercising Leadership to Identify and Solve Problems	<input type="checkbox"/> Identify problems with help from supervisor.	<input type="checkbox"/> Identify and solve problems independently.	<input type="checkbox"/> Explore cause of problems and options with team when solving problems.	<input type="checkbox"/> Demonstrate leadership, develop creative solutions and system change, including preventive action.

FOUNDATION SKILL: Personal Qualities

You can take personal responsibility. You think highly of yourself. You are also honest.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Attendance and Appearance	<input type="checkbox"/> Maintain consistent attendance, punctuality and appropriate dress with supervision.	<input type="checkbox"/> Demonstrate understanding of appropriate workplace appearance, attendance and punctuality.	<input type="checkbox"/> A model of excellent attendance and dress; attend events beyond those required.	<input type="checkbox"/> Represent the organization at meetings and events.
Self-Management	<input type="checkbox"/> Complete tasks and projects as assigned with supervision.	<input type="checkbox"/> Complete tasks and projects as assigned.	<input type="checkbox"/> Initiate and complete projects independently.	<input type="checkbox"/> Deliver high-quality results on schedule.
Accepting Direction and Criticism	<input type="checkbox"/> Learning to accept direction.	<input type="checkbox"/> Accept direction with positive attitude.	<input type="checkbox"/> Accept constructive criticism with positive attitude.	<input type="checkbox"/> Accept and apply constructive criticism to improve performance.
Integrity, Honesty, and Confidentiality	<input type="checkbox"/> Maintain appropriate confidentiality with supervision.	<input type="checkbox"/> Maintain appropriate confidentiality with occasional supervision.	<input type="checkbox"/> Can be trusted. Demonstrate integrity and understand why certain information must remain confidential.	<input type="checkbox"/> Model good discretion and honesty for others.

TOOLS *(continued)*

SCANS Skills Assessment

COMPETENCY: Resource Management

Time, money and materials are resources. You can manage them well.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Manages Time	<input type="checkbox"/> Meet assigned deadlines with supervision.	<input type="checkbox"/> Meet assigned deadlines independently.	<input type="checkbox"/> Set priorities and deadlines independently.	<input type="checkbox"/> Manage multiple tasks and projects effectively.
Manages Money	<input type="checkbox"/> Manage established program budget with supervision.	<input type="checkbox"/> Manage established program budget independently.	<input type="checkbox"/> Help establish project budget and operate effectively within it.	<input type="checkbox"/> Determine and manage budget efficiently.

COMPETENCY: Interpersonal Skills

You can work well with others.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Interacting with Coworkers	<input type="checkbox"/> Developing basic interaction skills. Respond when others initiate conversations.	<input type="checkbox"/> Interact appropriately in social settings.	<input type="checkbox"/> Initiate positive interactions with coworkers and participate constructively as part of a team.	<input type="checkbox"/> Lead teams of coworkers to complete projects in an effective and timely manner.
Interacting with Customers	<input type="checkbox"/> Developing skills necessary to deal with difficult customers/clients and situations.	<input type="checkbox"/> Appropriately request assistance when dealing with difficult customers/clients and situations.	<input type="checkbox"/> Resolve customer/client problems independently where appropriate.	<input type="checkbox"/> Proactively handle stress of difficult customers/clients and situations.
Clients Respecting Diversity	<input type="checkbox"/> Developing an understanding of diversity.	<input type="checkbox"/> Understand diversities and similarities.	<input type="checkbox"/> Demonstrate ability to work with people different from myself.	<input type="checkbox"/> Seek out opportunities to work with people different from myself.

COMPETENCY: Information Management

You can find, interpret and communicate information. You can organize and maintain files. You can also use a computer and process information.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Collecting and Organizing Information	<input type="checkbox"/> Developing ability to collect and organize information and materials needed for a task.	<input type="checkbox"/> Effectively compile information and resources in a clear, logical and legible manner.	<input type="checkbox"/> Effectively organize and evaluate the relevance and accuracy of information.	<input type="checkbox"/> Identify and obtain missing information based on mastery of subject.
Interprets and Communicates Information	<input type="checkbox"/> Able to select pertinent information with occasional assistance.	<input type="checkbox"/> Analyze information in an organized manner.	<input type="checkbox"/> Effectively organize information and communicate results in a concise manner.	<input type="checkbox"/> Present effectively to a group using a well-organized format, concise language and clear enunciation.

TOOLS *(continued)*

SCANS Skills Assessment

COMPETENCY: Systems

A system is the way things are done or organized. You understand social and business systems. You can check and correct your own business performance. You can make suggestions on how to improve the way things are done.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Understanding the Structure and Dynamics of the Entire Organization	<input type="checkbox"/> Am aware of my role within the department.	<input type="checkbox"/> Demonstrate working knowledge of the department's role in the organization and how it relates to other departments.	<input type="checkbox"/> Understand and negotiate the communication and workflow between departments.	<input type="checkbox"/> Understand the role of the organization in the industry and the economy.
Recognizing Health and Safety Issues	<input type="checkbox"/> Practice appropriate health and safety protocol at the workplace with assistance.	<input type="checkbox"/> Practice appropriate health and safety protocol independently and recognize their importance. Report emergencies in an appropriate manner.	<input type="checkbox"/> Understand the implication of health and safety principles and apply them to new situations.	<input type="checkbox"/> Model good health and safety practices and help others to understand their importance.
Understanding Personnel Policy and Relevant Labor Laws	<input type="checkbox"/> Developing an understanding of personnel policy and, where appropriate, relevant labor laws.	<input type="checkbox"/> Understand personnel policy and, where appropriate, relevant labor laws.	<input type="checkbox"/> Adhere to personnel policy and understand its impact on individuals.	<input type="checkbox"/> Understand personnel policy and its impact on the organization; contribute to a positive work culture.

COMPETENCY: Technology

You can find and use the right tools for the job.

	1 Needs Development	2 Competent	3 Proficient	4 Advanced
Selecting Tools and Procedures	<input type="checkbox"/> Able to use procedures, tools and machines with supervision.	<input type="checkbox"/> Able to use procedures, tools and machines with occasional supervision.	<input type="checkbox"/> Able to use procedures, tools and machines without supervision.	<input type="checkbox"/> Able to determine which procedures, tools and machines to use at appropriate times.
Applying Technology to Task	<input type="checkbox"/> Can identify a problem as it relates to technology with supervision.	<input type="checkbox"/> Can identify a problem as it relates to technology without supervision.	<input type="checkbox"/> Identify appropriate technology and use it to prevent problems.	<input type="checkbox"/> Use technology appropriately to identify, prevent and solve problems.



TOOLS

SCANS Skills Assessment: Classroom Activity

This activity introduces students to the SCANS¹ *Skills* and provides them with a self-assessment opportunity.

Explain to the students that while participating in their work-based learning opportunities they will learn about the job duties and associated skills needed to be successful. Next, ask the students what kinds of skills they think employers might want their employees to have. You might receive such answers as excellent reading and math skills, punctuality, neat appearance and honesty. List all responses on the board.

Explain to students that today's workplace requires a new type of employee, one who has excellent communication skills, actively engages in teamwork, has problem-solving abilities and continues to learn new ideas and technology. Make it clear that in order to be successful, they need to acquire the new skill sets that today's employers are seeking.

Tell the students that there are basic skills and qualities employers want their employees to have.

Stress that their potential earning power is related to their knowledge and skills. Tell them that they are now going to determine what kinds of skills and qualities they already have by conducting a self-study. Distribute the **SCANS Skills Assessment**. Read the instructions aloud, then give the students about 20 minutes to complete the exercise. Students may use the *SCANS Glossary* for a more detailed description of each of the skills.

After the students have finished the **SCANS Skills Assessment**, ask how many of them had a range of skills (e.g., high in technology but low in systems). Explain that everyone has strengths in different areas. To get a good job, they will need to have at least a three (which is average) in all of the basic job performance skills. Their chances of being hired increases with additional threes and fours. Challenge them to look for these skills when visiting the work site.

Lead the students in a discussion about the SCANS skills.

Questions for discussion

1. What about your responses was a surprise to you? What stands out as a need you have? Where did you build the skills and competencies that you believe you have?
2. Were you aware that you were building this skill or competency as it was happening? Which skills and competencies does school help you develop?
3. If you are currently employed, which skills and competencies seem most important to your performance on the job?
4. Which skills and competencies seem most important for success in school?

¹SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the workplace.



TOOLS

Service Learning Contract

<i>Student Name</i>	<i>School</i>
<i>Duration of SLP (dates)</i>	<i>Hours of SLP</i>
<i>Type of SLP</i>	<i>Name of Business/Organization</i>
<i>Type of Business</i>	<i>Phone</i>
<i>Email</i>	<i>Address</i>
<i>Name of Site Supervisor</i>	<i>Title of Site Supervisor</i>

Responsibilities of the Student

1. The student learner will keep regular attendance, both in school and at the site, and cannot work on any school day that he/she fails to attend school; he/she will notify the school and employer if unable to report. (The student's service learning agreement will be terminated if he/she does not remain in school.)
2. The student will show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and a willingness to learn.
3. The student will consult the teacher/coordinator about any difficulties arising at the site.
4. The student will conform to the rules and regulations of the site.
5. The student will furnish the teacher/coordinator with all necessary information and complete all necessary reports and assignments.

Responsibilities of the Parent/Guardians

1. The parent/guardian(s) will encourage the student to effectively carry out duties and responsibilities.
2. The parent/guardian(s) will share the responsibility for the conduct of the student while training in the program.
3. The parent/guardian(s) will be responsible for the safety and conduct of the student while traveling to and from the school, the site and home.

Responsibilities of the Worksite Supervisor

1. The worksite supervisor will endeavor to host the student for the agreed-upon number of hours each week for the entire service learning experience.
2. The worksite supervisor will adhere to all federal and state regulations regarding employment, child labor laws, minimum wages and other applicable regulations.
3. The worksite supervisor will ensure that the student is afforded continual learning opportunities throughout the assignment.
4. The worksite supervisor will consult the teacher/coordinator about any difficulties arising at the site.
5. The worksite supervisor will review learning objectives and evaluate the student using the work-based learning plan and evaluation.
6. The worksite supervisor will provide time for consultation with the teacher/coordinator concerning the student.

Responsibilities of the Teacher/Coordinator

1. The teacher/coordinator will see that the necessary related classroom instruction is provided to prepare the student for the service learning experience.
2. The teacher/coordinator will make appointments to visit the site to consult with the site partner.
3. The teacher/coordinator will evaluate the student.
4. The teacher/coordinator will provide support and assistance to the site partner as requested.
5. The teacher/coordinator will communicate all pertinent information to site partner, student and parent/guardian(s).

This agreement may be terminated by mutual consent of the site partner and the teacher/coordinator. It is understood the parties participating in this agreement will not discriminate in employment opportunities on the basis of race, religion, color, sex or national origin.

<i>Student Signature</i>	<i>Date</i>	<i>Worksite Supervisor Signature</i>	<i>Date</i>
<i>Parent/Guardian Signature</i>	<i>Date</i>	<i>Teacher/Coordinator Signature</i>	<i>Date</i>



TOOLS

Service Learning Project Planning Worksheet

Project: _____

Planning Team: _____

Management: _____

1. Who will be the key contact person for this project? _____

2. Which individual or organization has management responsibility?

School Agency Student(s)

Other _____

3. What commitments are participating agencies making to the project?

4. Which students are involved in managing the project?

5. What transportation arrangements need to be made?

6. Other:

Youth Involvement

1. What has been done to make sure youth buy in to this project?

2. How many students will be involved in the project?

3. Will they work individually or in groups? How many will be in each group?



TOOLS *(continued)*

Service Learning Project Planning Worksheet

Service Components

1. What are the key service objectives for the project?
2. Students will:
 - Conduct needs assessment and planning.
 - Work directly with people.
 - Provide institutional support.
 - Participate in issue-oriented advocacy.
 - Other _____
3. Is this project part of an existing project, or is it new? Existing New
4. What is the duration of this project?
5. Where will the work take place?
6. What kind of supervision will be in place?

Learning Components

1. What are key learning objectives for the project?
2. Will students individually complete the work-based learning plan, or will the project group be evaluated together?
3. What academic subject area(s) will be tied to the service?
4. What kinds of reflection will be part of the project?



TOOLS *(continued)*

Service Learning Project Planning Worksheet

Community Support and Involvement

1. Does this project have the support of the community? Yes No
2. Have consumers of the service been part of the planning process? Yes No
3. Do parents/guardians/family members support this project? Yes No
4. How can parents/guardians/family members become involved in this project?

5. What other support and involvement do you have?

6. Do you anticipate any opposition to this project? Yes No
If so, how will you respond to it?

Resources

1. Who are some people who can be resources in this project?

2. What funding could you pursue for this project?

3. What other resources will you seek (donations, etc.)?



TOOLS *(continued)*

Service Learning Project Planning Worksheet

Tasks and Timelines

Task	Materials Needed	Person Deadline	Budget

Evaluation

1. How will you know whether the project has been successful?

2. What information do you need to gather before or during the project to assist you with your evaluation?



TOOLS

Service Learning Permission Form

I hereby give permission for _____ to attend the

 _____ service learning activity

 from ____ / ____ / ____ to ____ / ____ / ____ : ____ a.m./p.m. to ____ : ____ a.m./p.m.
 _____ (Dates) _____ (Times)

I understand this service learning activity is sponsored by:
 _____ at _____
 _____ (Name of Program) _____ (Name of High School)

Transportation will be (check one): On a school bus By private auto By rented vehicle
 Other _____

I realize that neither the school nor the faculty members are to be responsible or liable for any accidents that may occur.

Signature of Parent/Guardian: _____
 _____ (Date)

Printed Name of Parent/Guardian: _____

Emergency Phone Number: () _____



TOOLS

Service Learning Plan and Evaluation

Student: _____

Phone: _____ Email: _____

Semester/Quarter: _____ SLC: _____

School: _____

Teacher/WBL Coordinator: _____

Phone: _____ Fax: _____

Email: _____

Worksite Supervisor: _____

Phone: _____ Fax: _____

Email: _____

Company: _____

Planned Review Dates:

1. Beginning _____ 2. Midterm _____ 3. Final _____

Agreement: The undersigned supervisor, student and teacher agree with the validity of the objectives listed below. The supervisor and school agree to provide necessary supervision, training and counseling to insure maximum educational benefits to the student. The supervisor agrees to comply with employment regulations without regard to race, color, national origin, sex or handicap as required by law. The student agrees to abide by OJT/VJT and/or _____ guidelines.

(School District Name)

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Service Learning Hours During This Period (To Be Completed at the End of the Work-Based Learning Experience)

From _____ (Date) To _____ (Date) Total Hours _____ Supervisor's Initials _____

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Teacher Signature: _____ Date: _____



TOOLS *(continued)*

Service Learning Plan and Evaluation

Student: _____ Date Established: _____

Date Evaluated: _____

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Standards for Service Learning to the Service Learning Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.						
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.						Comments
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	
Instructions: Indicate date each objective is established and met in the appropriate box.						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.					Comments	
Academic Enrichment, Career Exploration and Personal Improvement Learning Objectives	Date Established		Date Received			

TOOLS

Workplace (SCANS) Skills

A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	No Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.					
Receives and responds appropriately to verbal and nonverbal messages.					
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.					
Learns, reasons, makes decisions and solves problems.					
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					
Demonstrates understanding of personal workplace appearance.					
Initiates and completes tasks independently.					
Can be trusted. Demonstrates integrity.					
Works cooperatively with others.					
Exhibits appropriate behavior when dealing with clients.					
Works well with a variety of people.					
Interacts appropriately in social settings.					

Comments:

Legend

Not Exposed: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

Training Level: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

Improving Toward Entry Level: More work-ready. Has difficulty completing some tasks. May attempt task before asking for help. Needs prompting or assistance.

Entry Level: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

Exceeds Entry: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.



TOOLS

Service Learning Plan and Evaluation – *SAMPLE*

Student: Sylvia Smith

Phone: (914) 555-1212 Email: smith@yahoo.net

Semester/Quarter: 2nd Semester SLC: Business Academy

School: Wyandotte

Teacher/WBL Coordinator: Mr. Brown

Phone: (913) 555-1212 Fax: (913) 555-1212

Email: mbrown@aol.net

Worksite Supervisor: Ms. Francesca Franklin

Phone: (913) 555-1212 Fax: (913) 555-1212

Email: gff208@yahoo.net

Company: Wonder World, Inc.

Planned Review Dates:

1. Beginning 1/27/03 2. Midterm 3/14/03 3. Final 5/23/03

Agreement: The undersigned supervisor, student and teacher agree with the validity of the objectives listed below. The supervisor and school agree to provide necessary supervision, training and counseling to insure maximum educational benefits to the student. The supervisor agrees to comply with employment regulations without regard to race, color, national origin, sex or handicap as required by law. The student agrees to abide by OJT/VJT and/or (School Name) District guidelines.

Student Signature: Signature Date: 1/27/03

Supervisor Signature: Signature Date: 1/27/03

Teacher Signature: Signature Date: 1/27/03

Service Learning Hours During This Period (To Be Completed at the End of the Work-Based Learning Experience)

From 1/18/03 (Date) To 5/23/03 (Date) Total Hours 180 Supervisor's Initials TJ

Student Signature: Signature Date: 5/23/03

Supervisor Signature: Signature Date: 5/23/03

Teacher Signature: Signature Date: 5/23/03

TOOLS *(continued)*

Service Learning Plan and Evaluation – *SAMPLE*

Student: Sylvia Smith Date Established: 1/18/03

Date Evaluated: 5/23/03

When identifying learning objectives remember to indicate the answers to the following questions: What do I want to learn? How will I learn this? How will the result be measured? By when will the learning have taken place? See the *Standards to the Service Learning Plan* for more information on how to write learning objectives.

Evaluation Instructions: Indicate level of student performance by checking the appropriate box. Refer to legend on page three for definitions of each level. Turn in or fax to teacher at each evaluation date.						
These objectives are task and skill oriented. Worksite supervisor and student determine appropriate objectives based on tasks that will support student learning.					Comments	
Skill Development Learning Objectives	Not Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level	Sylvia demonstrated remarkable eloquence in the delivery of reports at our monthly staff meetings. Her research was excellent; we learned a lot from what she shared with our team.
I will make verbal reports about community service opportunities to the production staff at monthly meetings. I will field questions with correct answers and without showing nervousness by May 13.				X		
Instructions: Indicate date each objective is established and met in the appropriate box.						
These enrichment objectives are related to workplace opportunities to enhance academic learning as well as student interest. Student and worksite supervisor determine what learning opportunities are available and appropriate and set objectives.					Comments	
Academic Enrichment, Career Exploration and Personal Improvement Learning Objectives	Date Established	Date Received				Sylvia was eager to master new skills and to contribute more to the work environment. In demonstrating her skills, she was well organized and thorough.
I will create a two-page report to accurately describe how shelf space is allotted to distributors and present it to the class.	January 27	March 26				
I will interview three programmers about their jobs using the informational interview tool and write a five-paragraph reflective paper on the suitability of a programming career for me and discuss it with the head programmer by March 30.	January 27	February 19				
I will improve my listening skills at work by taking notes, paraphrasing or summarizing key points during Wednesday staff meetings and using those notes to write meeting summaries for the staff update binder each week.	February 19	April 14				

TOOLS

Workplace (SCANS) Skills – *SAMPLE*

These skills have been determined as critical skills for students to master. A legend for how to evaluate the level of student progress is included at the bottom of this page. This four-point scale allows you to assess performance against a standard for entry-level employees in your organization.

	No Exposed	Training Level	Improving Toward Entry Level	Entry Level	Exceeds Entry Level
Writes information in clear, logical, legible and complete manner.				X	
Receives and responds appropriately to verbal and nonverbal messages.			X		
Chooses words/manner of expression appropriate for the workplace. Reports emergencies.			X		
Learns, reasons, makes decisions and solves problems.			X		
Is punctual. Attends regularly. Informs supervisor of absences in a timely manner.					X
Demonstrates understanding of personal workplace appearance.				X	
Initiates and completes tasks independently.		X			
Can be trusted. Demonstrates integrity.				X	
Works cooperatively with others.			X		
Exhibits appropriate behavior when dealing with clients.	X				
Works well with a variety of people.			X		
Interacts appropriately in social settings.			X		

Comments:

Legend

Not Exposed: Student was not provided the opportunity to achieve this objective or demonstrate the skill.

Training Level: Preparing to become work-ready, but has difficulty completing tasks without prompting and repeated help. Does not readily request help. Does not attempt task before asking for or receiving assistance.

Improving Toward Entry Level: More work-ready. Has difficulty completing some tasks. May attempt task before asking for help. Needs prompting or assistance.

Entry Level: Meets and demonstrates the skills at a level equal to what is expected of any employee in a similar position. Completes tasks and work projects with and without help. Improves work using team or supervisor feedback. Meets quality standards.

Exceeds Entry: Demonstrates mastery of skills at a level above what is expected of any employee in a similar position. Uses information generated personally and by others to improve work quality. Identifies problems before they arise and makes adjustments accordingly. Exceeds work expectations for quality and attends to detail in the development of projects and assignments.



TOOLS

Service Learning Program Evaluation

_____ appreciates your feedback and reflection on your work-based learning experience. This evaluation is designed for all partners in the work-based learning experience. Please select N/A for any question that is not applicable to you or the type of work-based learning experience you participated in.

Name _____ School or Organization _____

I am a: Student Teacher/Coordinator Workplace Partner/Supervisor

This was a service learning experience (describe) _____

Please rate the following:	1	2	3	4	N/A
	Strongly Disagree	Disagree	Agree	Strongly Agree	
The work-based learning materials I received were helpful for preparing and supporting the work-based learning experiences.					
The how-to guides were helpful in planning and coordinating this experience.					
I understand what SCANS Skills are.					
I found the SCANS Skills worksheets and activities helpful in guiding my work.					
My "Guide for Developing Learning Objectives" was helpful in shaping this WBL experience.					
The learning objectives were refined by the worksite supervisor and student to meet the needs of the student and the workplace.					
I understand how academics connects to activities experienced at the workplace.					
All partners (student, teacher and worksite supervisor) met together in person at least once.					
Program materials in the toolkit were helpful for preparing and supporting worksite supervisors/partners.					
I understood my role in working with the teacher.					
I understood my role in working with the worksite supervisor.					
I understood my role in working with the student.					
I received adequate support from the teacher.					
I received adequate support from the supervisor.					
I was able to meet regularly with student, teacher and/or supervisor.					
I was successful in managing my time in all aspects of this work-based learning experience.					
The classroom was used to support reflection of workplace experiences through activities and supportive lessons.					
Activities at the workplace were interesting and challenging.					
I enjoyed this experience and would like to offer/participate in work-based learning again.					

Please list the tools, guides, activities and/or lessons that were particularly helpful:

Additional Comments:

Please send completed evaluation to:

 email: _____



FACT SHEET

Laws Pertaining to the Employment of Students

The laws and regulations governing what students can and cannot do in the workplace help define the seven simple guidelines discussed in this guide. Long-sought protections detail appropriate limits on the number of hours a student can work. They also offer guidelines for the types of experiences students can be exposed to. Being aware of and following these regulations helps make the work-based learning experience a safe and valuable one for students, employers and the community.

Federal and state labor laws are designed to protect students from working too early, too late and too many hours and from performing tasks that might cause injuries or illnesses. Students engaged in work-based learning activities may or may not be covered by the child labor laws depending on the nature of their learning experience. Federal and state child labor laws apply in all employment situations, so students in paid placements are always covered.

Coverage

Businesses are typically covered not only by the state child labor laws but also by the federal child labor laws. When businesses are covered by both sets of laws, the most protective prevails. Because state law is required to be at least as protective as the federal law, this usually means the state law prevails.

Public Entities

Students working for public entities such as state or city government (including school districts) are covered only by the federal child labor laws set out in the Fair Labor Standards Act (29 CFR, Part 570).

Although the limitations on tasks are generally the same under the federal and state laws, the hours limitations are somewhat different. Unlike the state child labor laws, the federal laws impose no hours restrictions on 16- and 17-year-olds.

The hours restrictions on 14- and 15-year-olds are the same under the state and federal laws. Fourteen- and 15-year-olds cannot be employed during school hours. When school is in session, the daily maximum is three hours on a school day and eight hours on a non-school day, with a weekly maximum of 18 hours during the school week. When school is not in session the daily maximum is eight hours, with a weekly maximum of 40 hours. Work must be performed between 7 a.m. and 7 p.m. Exception: From June 1 to Labor Day, students can work until 9 p.m.

Minimum Wage

Any workplace covered by the federal labor laws (including public entities) must pay the federal minimum wage. The Wage and Hour Division of the U.S. Department of Labor enforces the federal child labor laws.

Unpaid Work-Based Learning Experiences

Students participating in unpaid work-based learning experiences, such as job shadows, field trips to a workplace and career awareness and exploration activities are not considered employees. Although child labor laws do not apply in these situations, every effort should be made to ensure that students are placed in safe workplaces, receive sufficient training and are doing or observing tasks with adequate supervision. Internships that are unpaid experiences must be carefully structured and closely monitored to ensure that the test of the Fair Labor Standards Act is being met.



FACT SHEET *(continued)*

Laws Pertaining to the Employment of Students

Health and Safety

Whether or not a student in a work-based learning experience is considered in an employment relationship, the Occupational Safety and Health Act regulations that apply to the workplace also apply to the student. The school contract and employer have to define the health and safety issues at the worksite and coordinate how the necessary safety instruction will be delivered to students.

The hours restrictions on 14- and 15-year-olds are the same under the state and federal laws; 14- and 15-year-olds cannot be employed during school hours. When school is in session, the daily maximum is three hours on a school day and eight hours on a nonschool day, with a weekly maximum of 18 hours during the school week. When school is not in session the daily maximum is eight hours, with a weekly maximum of 40 hours. Work must be performed between 7 a.m. and 7 p.m. Exception: From June 1 to Labor Day students can work until 9 p.m.

Tasks Students Can and Cannot Do

The state and federal child labor laws specify the tasks students may and may not do for pay. The chart below indicates the tasks that students can and cannot do at different ages. Different rules apply to agricultural work. OSHA, the federal agency that enforces safety and health laws in workplaces, does not use age as a criterion, so all OSHA standards apply to student employees.

¹US DOL Fact Sheet No. 013, Employment Relationship Under the Fair Labor Standards Act



FACT SHEET

14- and 15-Year Olds

Can Do

- Office and clerical work.
- Cooking at soda fountains, lunch counters, snack bars or cafeteria serving counters.
- Cashiering, selling, modeling, artwork, work in advertising departments, window trimming and comparative shopping.
- Price marking and tagging by hand or by machine, assembling orders, packing and shelving.
- Bagging and carrying out customers' orders.
- Errand and delivery work by foot, bicycle and public transportation.
- Clean-up work, including the use of vacuum cleaners and floor waxers and maintenance of grounds.
- Kitchen work, including the operation of machines and devices such as dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders and coffee grinders.
- Work in connection with cars and trucks if confined to the following:
 - Dispensing gasoline and oil.
 - Courtesy service.
 - Car cleaning, washing and polishing.
- Cleaning vegetables and fruits and wrapping, sealing, labeling, weighing, pricing and stocking in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.
- Any other tasks not prohibited by law.

Cannot Do

- Processing occupations such as filleting of fish, dressing poultry, cracking nuts.
- Laundering as performed by commercial laundries and dry cleaning.
- Cooking (except at soda fountains, lunch counters, snack bars or cafeteria serving counters) and baking.
- Occupations in manufacturing, mining or processing.
- Operation or tending of hoisting apparatus or of any power-driven machinery.
- Occupations in connection with
 - Transportation of people or property by rail, highway, air, on water, pipeline or other means.
 - Communications and public utilities.
- Construction, including repair performed on transportation media or at the actual construction site.
- Use of power-driven mowers or cutters.
- Work involving the use of pits, racks or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.
- Work in connection with maintenance or repair of machines or equipment or performed in or about boiler or engine rooms.
- All work requiring the use of ladders, scaffolds or their substitutes.
- Occupations that involve operating, setting up, adjusting, cleaning, oiling or repairing power-driven food slicers and grinders, food choppers and cutters and bakery-type mixers.
- Work in freezers and meat coolers and all work in preparation of meats for sale.
- Loading and unloading goods to and from trucks, railroad cars or conveyors.
- All occupations in warehouses except office and clerical work.
- Anything 16- and 17-year-olds cannot do.



FACT SHEET

16- and 17-Year Olds

Can Do

- Anything 14- and 15-year-olds can do.
- Occasional and incidental driving of automobiles during daylight hours.
- Cooking including when food is prepared out of plain sight of customers.
- Pump gas at a gas station as well as perform some mechanical work.
- Clean, wash and polish cars.
- Work as a messenger for any telephone, telegraph or other messenger company in the distribution or delivery of goods or messages.
- Sell door-to-door.
- Work in manufacturing or processing (e.g., food processing, commercial laundry, dry cleaning).
- Any other tasks not prohibited by law.

Cannot Do

- Occupations in or about establishments' manufacturing or storing of explosives or articles containing explosive components.
- Driving large vehicles or functioning as an outside helper on large vehicles.
- Coal mining and logging occupations.
- Use power-driven woodworking, metal forming, punching or shearing machines.
- Operate cranes, derricks or hoists.
- Operate power-driven paper processing, meat processing or bakery machines.
- Occupations in roofing, excavation, wrecking, demolition and ship-breaking operations.

Resources

For further information or answers to specific questions regarding state law, visit the Oklahoma Department of Labor Child Labor Unit website at https://www.ok.gov/odol/Employment_Issues/Child_Labor/index.html.

For information on federal laws and guidelines, contact the U.S. Department of Labor Wage and Hour Division at (913) 551-5721.

Other Resources

OSHA Teen Worker's Website, <https://www.osha.gov/youngworkers/index.html>

Fair Labor Standards Act and Minimum Wage and Overtime Hours Under the Fair Labor Standards Act, <https://www.dol.gov/whd/flsa/>

U.S. Department of Labor Website About Teen Workers, <https://www.osha.gov/youngworkers/index.html>, <https://www.dol.gov/general/topic/youthlabor/statelaborlaws>

Employment Relationship Under the Fair Labor Standards Act, <https://www.dol.gov/whd/regs/compliance/whdfs13.pdf>



FACT SHEET

Transportation for Work-Based Learning

District Transportation

Fill in with district policy.

Parent Permission

Fill in with district policy.

Insurance Coverage

Fill in with district policy.

Teacher Drivers

Fill in with district policy.

Public Transportation

Fill in with district policy.

Alternative Transportation Options

Fill in with district policy.

Alternative Transportation Law

Fill in with district policy.

Community Partners Who Assist With Transportation

Fill in with district policy.



FACT SHEET

House Bill 2155 (The ICAP Bill)

There are five components to ICAP legislation. The checkmarked blue items are components within OK Career Guide that can help with ICAP implementation.

Individual career and academic plans include the following:

1. Career and college interest surveys.
 - ✓ Interest Assessment
 - ✓ Skills Confidence Assessment
 - ✓ Work Values Assessment
2. Written postsecondary and workforce goals and information of progress towards them.
 - ✓ My Ed Plan
3. Intentional sequence of courses that reflects progress toward the postsecondary goal.
 - ✓ My Ed Plan
4. Academic progress, including course taken; assessment scores and remediation; credit recovery; Advanced Placement; International Baccalaureate; concurrent enrollment credits; and earned career certifications and endorsements.
 - ✓ My Ed Plan
 - ✓ My Assessments
 - ✓ My E-Portfolio
5. Experience in service learning and/or work environment activities.
 - ✓ C2B- Related Opportunities



RESOURCE

J.C. Harmon Service Learning Program – *SAMPLE*

Scope of Program

Each small learning community has the opportunity to design service learning projects that align with its theme. In 2002-03, 120 J.C. Harmon students participated; in 2003-04, 240 students will participate.

Classroom and Workplace Prerequisites and Student Eligibility

Projects must be approved by the principal, counselor, program director and project coordinator. Students must be performing at grade level with adequate credits and reading scores. Special education and English as a second language students are not required to meet the score criteria.

Application/Registration Process

Students choose the projects they would like to be involved in and notify the project coordinator in writing. The projects are then reviewed by the above-mentioned school officials. Upon acceptance, students, parents and teachers sign *Service Learning Contracts* specific to the projects.

Project Development Process

Service learning projects follow the guidelines identified in the *Guide for Service Learning* in the *Quality Work-Based Learning Toolkit*. The *Standards for Service Learning* provide the framework for all project development. They can be found in the *Resources* section of this toolkit. The *Service Learning Project Planning Worksheet* is available in the tools section of the *Quality Work-Based Learning Toolkit*.

Duration of Experience and Structure of Time for Experience

Projects last one semester with two 90-minute blocks per week at the project site. Wednesdays are classroom days. Each student completes approximately 40 hours per semester.

Number and Kind of Teacher Contacts with Employer Partner

Teacher connection and contact with community partner is defined specifically in project contract. The teacher either goes to the project site with students each day or visits students at the site at agreed upon intervals.

Structure of Classroom Component

Classroom time takes place for one hour every other Wednesday. Students receive instruction connected to their service learning project, do research, plan activities and participate in reflective journaling.

Evaluation Expectations

This program uses the *Work-Based Learning Plan and Evaluation* tool as the format for developing learning objectives and evaluating student performance. See the *Teacher Guide to the Work-Based Learning Plan* for instruction on how to use the tool.

Sample Credits Awarded

Students may earn from .5 to 1.5 credits per semester.



RESOURCES

The Standards for Service Learning

Oklahoma State Department of Career and Technology Education has identified eleven standards for service learning.¹

1. **Effective service learning efforts strengthen service and academic learning.**

Service learning efforts should begin with clearly articulated learning goals, to be achieved through structured preparation and reflection—discussion, writing, reading and observation—and the service itself. Learning goals—knowledge, skills, attitudes—must be compatible with the developmental level of the young person.

2. **Model service learning provides concrete opportunities for youth to learn new skills, to think critically and to test new roles in an environment that encourages risk-taking and rewards competence.**

The experience of serving in the community, however laudable, is not an end in itself. By performing meaningful work, students can develop and apply new skills, try on different roles and plan for their futures while constantly reinforcing connections between academic learning and the real world.

In making the immediate world the students' laboratory, service learning has the potential to enable students to develop increased self-reliance in real settings. They learn to work cooperatively and to relate to peers and adults in new and constructive ways. Their self-image improves, not because of imagined good feelings but rather as a result of increased competence and positive experience.

Students who work at a senior center learn about aging, the demographics of community, available social services, government policy, history and human relations. Those who help supervise young children at a day care center learn about child development, parenting and social policy. School students who develop a

plan for school or community recycling and investigate local services develop an understanding of the promise of recycling as well as the challenges it poses. In each circumstance, students learn to plan, analyze problems and test out new and challenging roles.

3. **Preparation and reflection are essential elements in service learning.**

Two essential elements that give service learning its educational integrity and inherent quality are preparation and reflection. Preparatory study of the context, problems, history and policies enriches student learning as do deliberate discussion and other classroom (school-based) or related (community-based) activities. Preparation also should introduce the skills and attitudes needed for the service to be effective.

Reflection is the framework in which students process and synthesize the information and ideas they have gained through their entire service experience (school- and community-based) and in the classroom (school-based). Through the process of reflection, students analyze concepts, evaluate experiences and form opinions, all in the context of the school curricula or the predetermined learning goals of the community-based organization.

4. **Students' efforts are recognized by those served, including their peers, the school and the community.**

In large and small ways during the period of service as well as with a culminating event, students should share with the community and their peers what has been gained and given through service. Recognizing the work that children and youth perform reinforces the



RESOURCES *(continued)*

The Standards for Service Learning

significance of the enterprise and the worth of the young people.

In a society that values work and measures people's importance by the jobs they do, young people, especially adolescents, are perceived as noncontributing members. Credit for their achievements, affirmation of the skills they have mastered and appreciation for the time they have devoted to the community should be acknowledged publicly.

5. **Students are involved in the planning.**

When students are given the opportunity to work in after school and senior centers, tutor young children or lead an effort to clean up a local area, they are being entrusted with important work with the expectation that they have the ability to perform it. Building that trust is essential to the success of the effort. That is why it is critical to involve students at the very beginning of the work. Moreover, it provides teachers/coordinators with important opportunities to encourage curiosity and foster planning and analytical skills.

6. **The service students perform makes a meaningful contribution to the community.**

The service roles or projects that involve students in service learning will differ widely depending upon the age of the young people, the needs of the community and the specific learning goals that have been determined. However, whatever the activity, the following features are shared by high quality approaches/effective strategies:

- a. The service must be real; it must fill a recognized need in the community or in the school.
- b. The service activity must be developmentally appropriate.

- c. The school is also part of what makes up the community. Agencies alone may not be able to absorb all the student placements, so meaningful service can be performed at schools as well.

- d. A tangible or visible outcome or product results from the service. When possible, demonstrate the learning outcomes.

7. **Effective service learning integrates systematic formative and summative evaluation.**

All learning programs, especially relatively new ones, can benefit from systematic evaluation. While anecdotal evidence of a program's effectiveness is useful, more systematic methods for assessing the impacts of service learning are needed, particularly since the field of service learning is growing rapidly and demand for in-depth understanding of program models and approaches is high.

Such assessment includes detailed documentation of program components and processes; the outcomes identified by and expected of all participants (e.g., students, community members, schools); and the impact of the service learning program on individual participants, youth organizations, schools and the community.

Assessment processes can vary in extent and complexity depending on the nature of the questions asked and on available time and resources.

8. **Service learning connects the school or sponsoring development organization and its community in new and positive ways.**

Service learning can reduce the barriers that often separate schools and students from the larger community. Students learn that they can move beyond their small circle of peers and



RESOURCES *(continued)*

The Standards for Service Learning

take their places as contributing community members; they discover that learning occurs in traditional and nontraditional settings, such as libraries, public agencies, parks and hospitals. Relations are enhanced as agencies, residents and local government officials find that their expertise and counsel is sought by the school (school-based), while learning occurs as youth-serving agencies, residents and local government officials collaborate by sharing expertise (community-based). Through service learning, schools and an array of community institutions become genuine partners in the education and development of youth.

Just as school administrators and students have an obligation to support the coordinated implementation of service learning in the community, the community must be committed to supporting service learning in the schools (school-based) and the educational goals of service for the young people (community-based). For school-based service learning, communities must recognize and respect the curricular goals strengthened in the schools by service learning. Communities must work with the schools and other youth-serving agencies to ensure that students' service opportunities are structured to be consistent with learner outcomes.

9. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.

For service learning to be accepted and succeed in any setting, it must receive institutional support for its philosophy and its financial requirements. School-based service learning needs the support of both district and building administrators. Community-based service learning needs the support of residents, agencies and their staff members and local government officials.

While spoken recognition is important, what is significant is the provision of the time that goes into exemplary service learning. Teachers and youth program staff who implement service learning—as a discrete class or project, as a part of their subject area lessons or with thematic or interdisciplinary learning—must be supported with planning and implementation time as well as a reasonable budget for student incentives, expenses such as transportation and training and other outside resources that can be crucial to the success of the effort.

The development, implementation and coordination of service projects in the community or outside the classroom require a level of support that must extend beyond the efforts of any individual or group of teachers or youth program staff. Service learning can enhance school-community partnerships, but to do so, it must be presented to the community in a manner that does not conflict with community interests.

To ensure the stability of these school-community (school-based) and community (community-based) partnerships, schools and school districts or youth development organizations implementing service learning must provide continuing and visible oversight as well as coordination among community interests and classroom teachers or youth program staff.

Administrators should ensure that the climate of the school or organization is open to service learning. Even those who are not directly involved in service learning should understand its significance. Teachers and students must understand why some students have different schedules and may appear to be receiving special treatment as a result of doing service. The whole school community must be aware of the learning and service goals that enable students to pursue these goals.



RESOURCES *(continued)*

The Standards for Service Learning

Similarly, at placement sites, even those who do not have direct contact with students must understand and welcome the young people. Students' roles must be clearly articulated and their tasks carefully defined with the awareness of the administration and clients of the agency so that the work students perform is respected. The learning and service goals must be clearly defined and understood by all involved.

Parents play a critical role in the service learning equation. At a minimum, their permission must be obtained in order for the students to serve. But they must be brought into the process at an early enough stage so that they fully support the notion of service and the unique learning opportunities that service provides. A summary of the benefits of service and its impact on attitudes toward school and education and the relationship between work and service should be communicated so that support from the home is forthcoming.

Service also provides a wide variety of options for parental involvement, as students learn about the community of which their parents are adult members. Parents with busy schedules might offer ideas about resources or potential placement sites and, when appropriate, share with their children how their work and volunteer experience affect the larger community.

10. Skilled adult guidance and supervision are essential to the success of service learning.

The need for service learning is compelling, but the task of sustaining service learning is challenging. Teachers/coordinators employing

service learning in their classrooms must have opportunities for professional development. They must be given the tools, the training and the technical assistance necessary to implement meaningful service learning experiences. Issues of type of service, site selection, curriculum connections, reflection, recognition, tangible outcomes and evaluation must be considered along with the ever-present concerns of insurance, liability and logistics.

Learning takes place during all stages of service learning. Students must be afforded supportive supervision at placement sites. Supervision at the site should extend beyond the basic elements of taking attendance and keeping track of hours worked. With such rich opportunities for students to grow, to learn about others and to take on responsibility, a caring person must assume responsibility for overseeing student activities and supporting these efforts.

11. Pre-service training, orientation and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

If service learning is to assume real importance in educating students for the 21st century, it must be incorporated into pre-service and in-service training and staff development. It will be critically important, especially in this transitional period as service learning begins to find a place in the educational process, to provide high quality training.

¹Adapted from Alliance for Service Learning in Education Reform March 1995. Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314-1592.