

SEVEN ELEMENTS

of High Quality Service Learning

Integrated Learning

- The service learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom & school goals
- The service informs the academic learning content and vice versa.
- Life skills learned outside the classroom are integrated back into classroom learning

High quality service

- The service responds to an actual community need that is recognized by the community
- The service is age appropriate and well organized
- The service is designed to achieve significant benefits for students and community

Collaboration

- The service learning project is a collaboration among as many of these partners as is feasible: students, parents, community based organization staff, school administrators, teachers and recipients of service
- All partners benefit from the project and contribute to its planning

Student voice

Students participate actively in –

- choosing and planning the service project
- planning and implementing the reflection sessions and evaluation
- taking on roles and tasks that are appropriate to their age

Civic responsibility

- The service learning project promotes students' responsibility to care for others and to contribute to the community
- By participating in the service learning project, students understand how they can impact their community

Reflection

- Reflection establishes connections between students' service experiences and the academic curriculum
- Reflection occurs before, during and after the service learning project

Evaluation

- All partners, especially students, are involved in evaluating the service learning project
- The evaluation seeks to measure progress toward the learning and service goals of the project