K-12 Standards and Indicators for Quality Service-Learning Practice

Duration and Intensity	Link to Curriculum	Partnerships	Meaningful Service
Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.	Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.	Service-learning partnerships are collaborative, mutually beneficial, and address community needs.	Service-learning actively engages participants in meaningful and personally relevant service activities.
Indicators: 1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration. 2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months. 3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.	Indicators: 1. Service-learning has clearly articulated learning goals. 2. Service-learning is aligned with the academic and/or programmatic curriculum. 3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another. 4. Service-learning that takes place in schools is formally recognized in school board policies and student records.	Indicators: 1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses. 2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress. 3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs. 4. Service-learning partners collaboratively develop and implement action plans to meet specified goals. 5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.	Indicators: 1. Service-learning experiences are appropriate to participant ages and developmental abilities. 2. Service-learning addresses issues that are personally relevant to the participants. 3. Service-learning provides participants with interesting and engaging service activities. 4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed. 5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

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Youth Voice	Diversity	Reflection	Progress Monitoring
Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.	Service-learning promotes understanding of diversity and mutual respect among all participants.	Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.	Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Youth Voice

Indicators:

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

Diversity

Indicators:

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

Reflection

Indicators:

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

Progress Monitoring

Indicators:

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