

This tool is used to review the status of project-based service-learning in a school/ district wide initiatives to assist in documenting a strategic plan, and as a discussion guide for obtaining perspectives from key leaders in the school and community.

Component I. Vision and Policy

Goal: Schools will have a vision and written policy that supports project based service-learning.

	Planning	Implementation	Institutionalization
	0-1	2-3	4-5
Definition of Project-based Service-Learning	There is no school/district- wide definition for project-based service learning. The term project- based service-learning is defined in a variety of ways and is used to describe a variety of services and/or experiential activities.	There is a general definition for project based-service-learning in the school/ district. There is some inconsistency in the use of the term. The school/district is exploring ways of formalizing the definition to guide the implementation of project-based service-learning.	The school/ district has a formal commonly adopted definition for high quality (see page 3 of this document) project-based service-learning that is used consistently by everyone across grade and building levels to carry out the various aspects of project-based service-learning.

<p>Alignment with School Mission</p>	<p>The school/district is exploring where project-based service-learning fits within its mission and/or plans.</p>	<p>The school/ district has established statements or plans that reflect the value of project based service-learning, but the term project-based service-learning is not directly stated.</p>	<p>The vision for project-based service-learning is formally stated in the school districts mission. Project based Service-learning is also referenced in school/district planning documents such as school improvement plans or strategic plans.</p>
<p>Alignment with Education Reform</p>	<p>Project-based Service-learning stands alone or the school/district is exploring ties to other important school district efforts (e.g. establishment of learning communities, school-to-work, improvement of teaching, curriculum realignment).</p>	<p>Project-based Service-learning is tied loosely to other important school district efforts (e.g. establishment of learning communities, school-to-work, improvement of teaching, curriculum realignment).</p>	<p>Project-based Service-learning is purposefully tied to other important efforts in the school district (e.g. establishment of learning communities, school-to-work, improvement of teaching, curriculum realignment).</p>
<p>Policy and Supports</p>	<p>Project-based Service-learning is not part of existing policy or procedures. The school/district is exploring policy and procedures to determine where project-based service-learning fits.</p>	<p>Project-based Service-learning is reflected in policy, but not directly stated. Project-based Service-learning is considered in procedures, but not consistently.</p>	<p>Formal written policy and procedures exist that support and encourage Project-based service-learning (e.g. hiring practices, staff development requirements, evaluation of teachers, staff meeting agenda topic)</p>

Component II. High Quality Project based Service-Learning

Goal: School districts will provide students with sequential high quality project-based service-learning experiences.

	Planning 0-1	Implementation 2-3	Institutionalization 4-5
Sequential Opportunities	The school/ district provides students with Project-based service-learning opportunities in at least one building level (elementary, middle, and high school). Opportunities to expand to other building level are being explored and/or planned.	The school/ district provides students varying degrees of quality Project-based service-learning opportunities at more than one building level.	The school/ district provides students with sequential high quality Project-based service-learning experiences so that at a minimum all students have at least one experience at the elementary, middle, and high school levels.

<p>CCRPI</p>	<p>Integration of Project-based service-learning and core and non-core curriculum standards is being explored and/or planned.</p> <p>The school/district is exploring linking project-based service-learning to state standards, assessments, and accountability tools.</p>	<p>Project-based Service learning addresses varying core and non-core curriculum standards. Students have limited opportunities to participate in service-learning in all core and non-core content areas.</p> <p>Project-based Service-learning is loosely linked to state standards, assessments and accountability tools.</p>	<p>Project-based Service-learning addresses core and non-core curriculum standards. Students have multiple opportunities to participate in project-based service-learning in all core and non-core curriculum content areas.</p> <p>The school/ district links project-based service-learning to state standards, assessments, and accountability tools.</p>
<p>Civic Engagement</p>	<p>The school/ district is exploring the integration of project-based service-learning with civics and history.</p>	<p>Students in the district have varying opportunities to experience Project based service-learning through civics and history.</p>	<p>All students have the opportunity to experience project-based service-learning through civics and history.</p>
<p>Essential Elements</p>	<p>The school/ district is becoming familiar with the eight essential elements of Project-based service-learning through conducting a pilot project and planning ways to use the essential elements as a framework for future projects.</p>	<p>The School /district inconsistently utilizes the eight essential elements of Project-based service-learning as a framework for developing projects.</p>	<p>The School/ district consistently utilize the eight essential elements of Project-based service-learning as a framework for developing all projects.</p>

Duration	The school/ district involves students in one-time project-based learning service activities. Planning is occurring to develop activities of longer duration.	The school/ district occasionally plans project based learning experiences of sustained or significant duration so that student involvement lasts for a minimum of 20 hours per semester in order to have lasting impact. Activities are most often of a shorter duration.	The school /district consistently plans project-based learning activities of sustained or significant duration so that student involvement lasts for a minimum of 20 hours per semester in order to have lasting impact.
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Component III. Training and Professional Development

Goal: School districts will provide teachers and administrators with professional development opportunities that include training in the philosophy and pedagogy of project based service-learning.

	Planning 0-1	Implementation 2-3	Institutionalization 4-5
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<p>Staff Leadership</p>	<p>Influential staff members are being identified to serve as leaders in the school district’s project- based service-learning effort.</p>	<p>There are only one or two influential staff members who serve as leaders in the school district’s project based service-learning effort.</p>	<p>A respected, influential group of staff members serve as the districts leaders and advocate for project-based service-learning.</p>
<p>Staff Recognition and Incentives</p>	<p>Staff recognition activities and incentives are being explored and planned for those staff members involved in project based service-learning.</p>	<p>Staff members involved in service-learning are occasionally recognized for their work in project based service-learning. Staff are encouraged to utilize project based service-learning and are provided other various incentives (e.g. mini-grant funds, funds for conference participation.)</p>	<p>Staff members involved in project base service-learning are regularly recognized for their work in project based service-learning. Staff are encouraged to utilize project based service-learning and are provided other various incentives in addition to recognition (e.g. mini-grant funds, funds for conference participation.)</p>
<p>Networking Among Teachers</p>	<p>Limited networking opportunities exist for teachers engaged in project based service-learning. The school/ district is exploring and planning opportunities for teachers to network within and outside the school/ district.</p>	<p>The school/ district supports informal networking opportunities within and outside the district for teachers engaged in project based service-learning. Discussion regarding the development of a formalized networking structure is taking place.</p>	<p>The school/ district supports a formal system of networking opportunities within and outside the district for teachers engaged in project based service-learning (common planning time, service-learning network).</p>

Collaboration Between Teachers	Opportunities to collaborate (teacher to teacher mentoring, interdisciplinary projects) are being explored.	Collaboration between teachers is supported but is initiated by teachers and occurs informally.	Staff members are encouraged and supported to develop interdisciplinary projects. Project based Service-learning is formally addressed in building-level learning communities.
Teacher Enrichment	Introductory project-based service-learning training is available for teachers.	Project-based Service-learning training is provided on a regular basis but does not meet the needs of all teachers based on their level of expertise or knowledge.	Project-based Service-learning training is available for all teachers based on their current level of expertise/need as part of a formalized professional development calendar.

Component IV. Organizational Capacity

Goal: School districts will demonstrate, through leadership and resources, the capacity to implement project based service-learning.

	Planning 0-1	Implementation 2-3	Institutionalization 4-5
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Staff	There are one or two key individuals at the school and district administrative level who provide leadership sufficient to support the exploration and planning of project-based service-learning.	There are a few key individuals at the school and district administrative level who provide leadership sufficient to support the implementation of project based service-learning.	The school/ district provides financial and programmatic support for key staff that oversees the implementation of project-based service-learning, (e.g. Project based service-learning coordinator, teacher specialists).
Advisory Board	The formation of an advisory board comprised of broad representation from the community (e.g. teachers, youth, administrators, and community, members) is being planned. Potential members are being identified and invited to serve. Roles and functions of the board are being developed. Initial meetings of the board are held.	The advisory board comprised of broad representation from the community (e.g. teachers, youth, administrators, and community, members) meets on a regular basis. The functions of the board (e.g. develop goals and plans, oversee accountability) are becoming formalized and members provide varying degrees of leadership.	The school/ district maintains a well-established Project-based service-learning advisory board comprised of broad representation from the community (e.g. teachers, youth, administrators, and community, members). The advisory has clear leadership roles and functions that assist in the implementation and advancement of Project based service-learning in the district.
Connection to Other School Initiatives	Project-based Service-learning stands alone or the school/district is exploring ties to other school efforts such as school improvement plans; school-to-work; and safe and drug free schools.	The school/ district loosely connects the Project-based service-learning initiative to other school efforts such as school improvement plans; school-to-work; and safe and drug free schools.	The school district purposefully connects the Project-based service-learning initiative to other school efforts such as school improvement plans; school-to-work; and safe and drug free schools.
Resources	The school /district supports Project based service-learning with soft money from outside the district. Hard money from the district is being sought.	The school/ district supports service-learning activities with both soft money (grants) from outside the district and hard money from the district. Means of sustaining funding levels without soft money are being explored.	The school/ district supports project based service-learning activities with hard money from the district.

Partnerships	The school /district is exploring potential partnerships with higher education institutions, K-12 schools, and/or community-based organizations in order to support project-based service-learning. Community organizations are being educated about the school district's goals for project-based service-learning and partnerships are being explored.	The school /district is developing partnerships with higher education institutions, K-12 schools, and /or community-based organizations in order to support service-learning. Cooperative and collaborative community partnerships exist and are being enhanced. There is some understanding between the school district and the community organization about each other's needs, goals, timelines, resources, and capacity for implementing project-based service-learning.	The school district has well-established partnerships with higher education institutions, K-12 schools, and community-based organizations that support project-based service-learning. Many reciprocal community partnerships exist.
Public Relations	Plans for informing individuals and organizations about the impact of project-based service-learning are being explored and planned. Project-based Service-learning is included in some public relations materials, but focuses on the addition of service and less on the connection to learning.	Project-based Service-learning is included in informal public relations efforts that inform some individuals and organizations about the impact of service-learning on students and the community.	The school district includes Project based service-learning in a formalized public relations strategy that informs school personnel, community members, and elected officials about the impact of project- based service-learning on students and the community.

Component V. Teaching and Learning (15 Points)

Goal: The school district will implement project based service-learning that incorporates best practices in teaching methodology and establishes clear education goals for students.



	Planning 0-1	Implementation 2-3	Institutionalization 4-5
Youth Voice	Teachers are exploring the role of youth as active partners in the design, implementation, and evaluation of project-based service-learning.	Teachers sometimes involve youth as active partners in the design, implementation, and evaluation of project-based service-learning.	Teachers consistently involve youth as active partners in the design, implementation, and evaluation of project-based service-learning.
“Essential Elements” (See appendix)	Teachers are becoming familiar with the eleven essential elements of project –based service-learning through conducting a pilot project and planning ways to use the essential elements as a framework for future projects	Teachers inconsistently utilize the eleven essential elements of project-based service-learning as a framework for developing projects. Teachers engage students in preparation, meaningful service, and reflection some or all of the time	Teachers consistently incorporate the eleven essential elements of project-based service-learning into service-learning activities. Teachers consistently engage students in preparation, meaningful service, and reflection.

Assessment	Some teachers are exploring and developing methods of assessing student performance and learning that is linked to project-based service-learning activities	Some teachers are using authentic assessments to document student learning linked to project based service-learning.	All teachers involved in project –based service-learning are assessing student performance and learning linked to each service-learning activity. Multiple approaches to assessment are tied to standards and benchmarks, and occur on a regular basis.
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Component VI. Evaluation/Accountability

Goal: Partnerships of K-12 schools, higher education, and community-based organizations will regularly conduct program evaluations and research studies in order to investigate and improve the efficacy of project-based service-learning as a teaching methodology and a strategy to improve academic performance.

	Planning 0-1	Implementation 2-3	Institutionalization 4-5
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Evaluation Plan	The school/district is developing a manageable evaluation plan that contains objectives, timelines; tools; and systems for collecting data.	A manageable evaluation plan exists that contains objectives, timelines; tools; and systems for collecting data, but may or may not be linked to other district evaluation efforts.	A manageable evaluation plan is in place that contains objectives, timeline tools; and systems for collecting data, and is integrated with other district evaluation.
Progress Monitoring	The district is developing goals for project- based service-learning and methods for monitoring progress toward the achievement of those goals.	Monitoring of progress toward the achievement of project – based service-learning goals occurs in an informal way.	Systems and realistic timelines are in place for monitoring progress toward the achievement of project-based service-learning goals.
Program Improvement	Linkages between evaluation and promoting continuous program improvement are being explored.	Evaluation results are used to inform program improvement at the classroom and building level.	Evaluation results are used to inform continuous program improvement (e.g. school improvement, program enhancement and expansion, education reform efforts.)

