

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.
<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.</li> <li>2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.</li> <li>3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.</li> </ol>	<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Service-learning has clearly articulated learning goals.</li> <li>2. Service-learning is aligned with the academic and/or programmatic curriculum.</li> <li>3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.</li> <li>4. Service-learning that takes place in schools is formally recognized in school board policies and student records.</li> </ol>	<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.</li> <li>2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.</li> <li>3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.</li> <li>4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.</li> <li>5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.</li> </ol>	<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Service-learning experiences are appropriate to participant ages and developmental abilities.</li> <li>2. Service-learning addresses issues that are personally relevant to the participants.</li> <li>3. Service-learning provides participants with interesting and engaging service activities.</li> <li>4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.</li> <li>5. Service-learning leads to attainable and visible outcomes that are valued by those being served.</li> </ol>

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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.
<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.</li> <li>2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.</li> <li>3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.</li> <li>4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.</li> <li>5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.</li> </ol>	<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.</li> <li>2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.</li> <li>3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.</li> <li>4. Service-learning encourages participants to recognize and overcome stereotypes.</li> </ol>	<p>Indicators:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Service-learning reflection occurs before, during, and after the service experience.</li> <li>3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.</li> <li>4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.</li> <li>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.</li> </ol>	<p>Indicators:</p> <ol style="list-style-type: none"> <li>1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.</li> <li>2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.</li> <li>3. Service-learning participants use evidence to improve service-learning experiences.</li> <li>4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.</li> </ol>