

Rubric for Assessing the Quality of LSS Service-Learning Leadership

School System:

Reviewed by:

Date:

Met with:

LEA Demographics:

(#students, #schools, ethnic diversity)




Score	Comments
<i>Professional Development and Training</i>	
<p><input type="checkbox"/> 1. Central office staff members are educated so they can engage students in high quality service-learning A – No education evident B – Brief overview of service-learning practice and policy presented C – Training presented which explores service-learning basics (preparation, action, reflection) and policy implications in school system D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, and the connection of service-learning to the curriculum and other education reform initiatives</p>	
<p><input type="checkbox"/> 2. School administrators are educated so they can engage students in high quality service-learning A – No education evident B – Brief overview of service-learning practice and policy presented C – Training presented which explores service-learning basics (preparation, action, reflection) and policy implications in school system D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, research standards, and the connection of service-learning to the curriculum and other education reform initiatives</p>	





<input type="checkbox"/>	<p>3. School-based personnel are educated so they can engage students in high quality service-learning</p> <p>A – No education evident</p> <p>B – Brief overview of service-learning practice and policy presented</p> <p>C – Training presented which explores service-learning basics (Preparation, Action, Reflection) and policy implications in school system</p> <p>D – Comprehensive training provided which includes service-learning basics, quality standards, system policies, and the connection of service-learning to the curriculum and other education reform initiatives</p>	
<input type="checkbox"/>	<p>4. Individualized or group training offered for administrators, teachers, or community based organizations needing additional support with service-learning</p> <p>A – No support evident</p> <p>B – Staff needing support receives additional materials on service-learning (e.g. handouts, website, etc.)</p> <p>C – Individuals or groups encouraged to attend existing training opportunities and given materials</p> <p>D – A training plan is developed and implemented based on the need of the individuals (e.g., one-to-one mentoring relationships)</p>	
<i>Accountability (Instructional Design, School Level Support, Organization Roles and Responsibilities)</i>		
<input type="checkbox"/>	<p>1. Staff associated with service-learning (service-learning coordinator, curriculum specialists, supervisors, etc) are aware of and utilizing standards for high quality service-learning</p> <p>A – Service-learning standards not used</p> <p>B – Standards for service-learning made available to staff (e.g. lending library or website)</p> <p>C – All relevant staff aware of standards for high quality service-learning</p> <p>D – All staff completely aware of and utilizing standards for all service-learning</p>	
<input type="checkbox"/>	<p>2. Quality of service-learning is monitored in schools by central office personnel</p> <p>A – No monitoring evident</p> <p>B – Some schools reviewed/visited to assess quality</p> <p>C – A rubric/standard for quality service-learning is applied to some schools each year</p> <p>D – A rubric/standard for quality service-learning is applied to all schools each school year</p>	

<input type="checkbox"/>	<p>3. Quality of infused service-learning curriculum/projects developed by school system is assessed</p> <p>A – No assessment evident</p> <p>B – Projects are assessed to determine if they meet basic/minimum service-learning criteria (preparation, action, reflection)</p> <p>C – Service-learning projects are assessed according to the high-quality service-learning standards and are expected to meet all of the standards</p> <p>D – Service-learning projects are assessed using a rubric to measure high quality</p>	
<input type="checkbox"/>	<p>4. Service-learning implemented in each school as specified by the district plan</p> <p>A – No verification process in place</p> <p>B – Teachers verify classroom implementation</p> <p>C – School administration monitors individual classroom implementation</p> <p>D – Implementation observed and documented by school administration and verified by central office personnel</p>	
<input type="checkbox"/>	<p>5. Annual assessment/review of service-learning implementation plan performed</p> <p>A – No assessment conducted</p> <p>B – Assessment conducted by LEA service-learning coordinator only</p> <p>C – Assessment conducted involving school system personnel only</p> <p>D – Comprehensive assessment conducted including feedback from CBOs, students, parents, other school system staff, etc.</p>	
<input type="checkbox"/>	<p>6. Student completion of service-learning documented</p> <p>A – No documentation evident</p> <p>B – Service-learning documentation available to school personnel only</p> <p>C – Service-learning documentation visible to students, parents, and school personnel</p> <p>D – Service-learning documentation in students' permanent record and available to all</p>	

<p><input type="checkbox"/> 1. Communication mechanisms are established for exchange of information about service-learning between LEA service-learning coordinator and other central office staff</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communications mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
<p><input type="checkbox"/> 2. Communication mechanisms are established for exchange of information about service-learning between the central office and principals</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
<p><input type="checkbox"/> 3. Communication mechanisms are established for exchange of information about service-learning between the LEA service-learning coordinator and school-based coordinators</p> <p>A – No communication evident</p> <p>B – An annual communication on service-learning conducted (meeting, handout, survey, etc.)</p> <p>C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc)</p> <p>D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	

<p> 4. Communication mechanisms are established for exchange of information about service-learning between the content area directors and the department chairs/schools A – No communication evident B – An annual communication on service-learning conducted (meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
<p> 5. Communication mechanisms are established for exchange of information about service-learning between the central office and students and their families A – No communication evident B – An annual communication on service-learning conducted (newsletter, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (back to school night, school meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (parents meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
<p> 6. Communication mechanisms are established for exchange of information about service-learning between the central office and members of the School Board (e.g., highlight successes, recognize leaders, clarify policies) A – No communication evident B – An annual communication on service-learning conducted (board meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (board meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (board meetings, newsletters, announcements, emails, memos, reports, etc)</p>	

<p> 7. Communication mechanisms are established for exchange of information about service-learning between the central office and service-learning advisors (e.g., Fellows, advisory board) A – No communication evident B – An annual communication on service-learning conducted (meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	
<p> 8. Communication mechanisms are established for exchange of information about service-learning between the central office and community based organizations A – No communication evident B – An annual communication on service-learning conducted (meeting, handout, survey, etc.) C – Periodic communication on service-learning conducted (2-4 times a year) through a variety of communication mediums (meetings, handouts, announcements, reports, surveys, etc) D – Service-learning practices and policies featured routinely (5 or more times each year) through a variety of communication mediums (meetings, newsletters, announcements, emails, memos, reports, etc)</p>	

Scoring Rubric:

- A score of A or B on any indicator denotes an area that the LEA and MSDE staff should review.
- A score of C or D on any indicator demonstrates proficiency for that indicator.

Closing Question:

- How do you think service-learning adds, detracts, or has a neutral impact on your school system?