

STEM Service-Learning Project Quality Check-Up Tool

Use the check list below to determine the quality of a STEM service-learning project by assessing the level of alignment with each of the following. Check the boxes to the right to indicate the degree of implementation.

STEM Service-Learning Quality Standards	Elements	Degree of Implementation			
		Seldom	Some of the time	Most of the time	All of the time
Linkages to STEM content, interdisciplinary approach, and career technical education	Learning goals and content standards from across the STEM content areas (science, technology, engineering and mathematics) are included				
	Learning goals integrate content from other disciplines such as the arts, social sciences and English language arts				
	A strong career technical education component includes CTE standards and/or connections to CTE courses or programs				
Alignment with Service-Learning instructional standards	There is alignment with the nine elements of the K-12 Service-Learning Standards for Quality Practice (see separate Service-Learning Project Quality Check-Up Tool)				
Recruiting & retaining under-represented students in STEM courses and careers	The activities are culturally relevant to the lives of student participants and help recruit and engage all students, particularly those traditionally under-represented in STEM courses and careers				
	Students identify with, and choose to continue in STEM course work and careers				
STEM design process	The STEM Service-Learning Design Process is used in developing and implementing the project				
Partnerships and STEM Service-Learning Project Team members	The Project Team includes higher education faculty and students.				
	The Project Team includes industry partner.				
	The Project Team includes community organization or agency partner.				
	The Project Team includes a STEM Professional Advisor.				

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Determine how well a service-learning activity meets each standard for quality service-learning practice¹ by assessing the level of alignment with each element below. Check the boxes to the right to indicate the degree of implementation.

Service-Learning Quality Standards Nine Elements	Degree of Implementation			
	Seldom	Some of the time	Most of the time	All of the time
Meaningful Service Participants address issues that are personally relevant to them and have important community benefits.				
Linkages to Curriculum The academic content standards and other student learning outcomes are clearly identified and are assessed, and clearly linked to the service activity.				
Reflection All students reflect individually and collaboratively, before during and after the service experience				
Diversity Participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service. They are encouraged to recognize and overcome stereotypes.				
Youth Voice Youth generate ideas and participate in the decision-making process during the planning, implementation, and evaluation processes.				
Partnerships Partners collaborate to establish a shared vision, set common goals and implement action plans to address community needs.				
Progress Monitoring Participants collect evidence of the quality of service-learning implementation, progress toward meeting specific service goals from multiple sources throughout the service-learning experience to improve the service-learning experiences.				
Duration and Intensity Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.				
Civic Engagement Participants interact with civic role models and take action that results in a change or informs public policy in their community				

1. **K-12 Service-Learning Standards for Quality Practice**; National Youth Leadership Council
<http://www.nylc.org/objects/publications/StandardsDoc.pdf>

2. **A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflection**
 Janet Eyler, Dwight Giles and Angela Schmiede; Vanderbilt University; 1996