

SPA/ Key Assessment 6b: Service Learning and Social Justice Project

a. A brief description of the assessment and its use in the program

This service learning project links service activities with standards and the outcomes of the course. Service learning pedagogy is used to address and reflect on real and persistent inequalities that exist in communities and schools. It is imperative that aspiring school leaders are aware of social justice issues and can take on the responsibilities for enacting and maintaining social equality. An understanding of how these issues connect to improve student learning, is greatly facilitated through service learning. Authentic opportunities focused on problems and opportunities in the community add to creating and developing a supportive and inclusive school culture. This project embodies the elements of application of knowledge, skills, and commitment to address both the education and the well-being of students and adults. A discussion of what service learning is will be part of the first class.

The course will address several social justice issues impacting communities, families, and students and how these issues impact equitable access to educational resources and opportunities. Candidates will identify and issue and work with a community partner to address it. The service learning project will adhere to the need to maintain social distancing. However, there may a few opportunities for some face-to-face work where the organization is implementing CDC guidelines for social distancing. There will also be opportunities to do virtual service learning if there are not enough opportunities available to do face-to-face or if the candidate is more comfortable doing virtual service learning for health reasons. Students will have the option to select virtual or face-to-face.

b. A description of how this assessment specifically aligns with the standards it is cited for. Cite SPA standards by number, title, and/or standard wording.

Candidates demonstrate through this project their ability to make connections and bridge experiences between research and practice as reflected in NELP Standards 1.1, 2.1, 3.1 3.2, 3.3, 4.2. 5.2, 5.3, and 6.2.

c. Directions

One strategy for gaining a deeper understanding of how social issues effecting families and the well-being of students is to identify a community issue, work with a partner organization addressing the issue, and to support the work through service. There will be three assessment for this project. The first assessment is the Service Learning Project Reflection, second, the Mid-term Reflection and the third is your Final Reflection.

Instructions:

Step 1.

I will provide you with a list of virtual service learning and face-to-face projects on Canvas. Select one you feel you can do (it may take more than 10 hours), but you are

only required to do 10 hours for this class. If you decide on a virtual service learning project, contact the site to determine what is required. I suggest you do this after the first class meeting. If you have questions about the site, contact me right away. If you find the site is not what you want, then quickly go to another. Some sites want you answer a lot of questions and will get back to you later, which could delay the start time. You do not have time for a lot of back and forth with a site. A limited list of face-to-face service learning sites will be provided. Find a site you can quickly connect with and start your service. **First, email me at glomurra@ius.edu the project you selected by May 21 or sooner. Second, submit your Service Learning Project Summary by May 28th.**

Step 2.

Begin the service learning project by June 2, 2021 if at all possible or sooner. Keep a detail log of the time and work you are doing. You will need this information for your Mid-Term Reflection assignment.

Step 3.

Submit a Mid-term Reflection on your service learning by June 12, 2021. Directions are in canvas. Be prepared to discuss your service learning project at the June 16th Zoom Group meeting.

Step 4.

Submit a Final Reflection Summary and complete the Community Engagement Student survey by June 23rd. Directions are in canvas.

d. The scoring guide/rubric for this Key Assessment

SPA 6: Service Learning Project Rubric

Service Learning Project	(3) Exceeds Target	(2) Meets Target	(1) Approaching Target	Score
	Candidate service learning project demonstrates an understanding of how social justice issues effect community, equity and student learning. Evidence included at least 3 references to assigned readings, case studies or	Candidate service learning project demonstrates an understanding of how social issues effect community, equity and student learning. Evidence includes 2 references to assigned reading, case studies, or videos with citations.	Candidate service learning project demonstrates an understanding of how social issues effect the community, equity and student learning. No references to readings, case studies or videos are mentioned. No	.

	<p>video with citations. Description of how social justice issue impacts the school’s mission and resources. Reflection clearly identify the social issues of the service learning project. Mid-term and final reflections identify NELP standards. NELP 3.1 3.2, 3.3</p>	<p>Descriptions of how the service learning project can impact school’s mission are included. Final reflections include reference to NELP standards.</p>	<p>evidence of reflecting on social issues.</p>	
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Indicator	(3)	(2)	(1)	Score
<p>Candidate collaborates with community partner (virtual or face-to-face) to establish service learning project. NELP 1.1, 3.2, 5.2,</p>	<p>Candidate Service Learning Project Summary describes the collaboration with the site contact and the decision making process in selecting the service learning project. Evidence includes how this service learning project can help aspiring school leaders understanding the social justice issues facing families and students. Summary includes research on the background of the partner organization with citations and how accessible the organization’s services are for families and youth. Summary is submitted by the deadline.</p>	<p>Candidate Service Learning Summary describes the decision-making process in selecting the service learning project. Summary includes how the project impacts the community, families, and student learning. Evidence includes how this service learning project can help aspiring school leaders understanding the social justice issues facing families and students. Evidence includes background on the partner organization. Summary is submitted by deadline.</p>	<p>Candidate Service Learning Summary shows limited understanding of service learning. Provided very limited information on partner organization. Summary is submitted by deadline.</p>	

Indicator	3	2	1	
<p>Candidate demonstrates the capacity to reflect and support the well-being of students and/or adults. NELP 2.1, 3.2, 3.3, 4.2, 5.3, 6.2</p>	<p>Candidate Mid-term Reflection describes specific nature of the service learning project, work accomplished, amount of time on project, and the social, and political concerns the project addresses. Evidence includes 3 references to course readings, videos, case studies regarding the value of the service learning project. Reflection addresses how the well-being of students and/or adults are affected by the social issue addressed through the service learning project. Reflection includes details about how the school can support/advocate for equitable access to educational resources (financial or human) to address the issue. Reflection discusses strategies a school leader can use to engage with the community partner to support the well-being and success of students.</p>	<p>Candidate Mid-term Reflection describes the specific nature of the service learning project, work accomplished, amount of time spent on project and the social, and political concerns the project address. Evidence includes 2 references to readings, video, or case studies regarding the value of the service learning project. Reflection addresses how the well-being of students and/or adults are affected by the social issue addressed by the project.</p>	<p>Candidate provides limited description of the work accomplished on the service learning project. Evidence of insufficient time on project at this point in the course. Limited attention to how the social issue of the service learning project effects students and/or families with no reference to readings, videos, case studies, etc.</p>	<p>Score</p>

<p>Candidate reflection demonstrates skills to evaluate, synthesize, strategize, and prioritize resources to meet student needs. NELP 2.1, 3.1, 5.2, 6.2</p>	<p>Candidate final reflection summarizes the service learning project. Reflection shows a keen sense of awareness of social justice issues in our society and the school's role in educational equity. Evidence includes the social issue addressed through the project and the need for schools to prioritize resources to support and improve the education of children affected by the issue. There is evidence that the candidate understands the role of the school leader to enact and maintain social equality. Candidate provides a synthesis of personal learning about social justice and the community partner. Reflection addresses the role the community partner can have in meeting the needs of the community and school as well as the limitations of that role. At least 3 citations from readings, case studies and/or other resources support the significance of this project. Final reflection evaluates how the social issue addressed through this project affects families and schools. Reflection identifies</p>	<p>Candidate final reflection summarizes the service learning project. Reflection shows a keen sense of awareness of social justice issues in our society and the school's role in educational equity. Evidence includes how schools can prioritize resources to support and improve the education of children affected by the issue. There is evidence that the candidate understands the role of the school leader to enact and maintain social equality. Reflection addresses the role the community partner can have in meeting the needs of the community and school and the limitations of that role. At least 2 citations from readings, case studies and/or other resources support the significance of this project. Final reflection provides evidence of how the social issue addressed through this project affects families and schools. Reflection identifies challenges, difficulties and successes experienced by the candidate through the service learning project.</p>	<p>Final reflection shows limited understanding of the service learning project. Limited depth of understanding regarding the project's impact on society and shallow understanding of how the project impacts families and schools.</p>
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	challenges, difficulties and successes experienced by the candidate through the service learning project.			
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Indicator	3	2	1	Score
Paper mechanics: Citation and references follow APA guidelines. Paper was well written and organized avoiding grammatical and spelling errors.	All sources cited and references followed APA guidelines. Paper was well written and organized avoiding grammatical and spelling errors. Alignment with NELP standards where appropriate supporting responses to questions.	Some sources cited and references followed APA guidelines. Paper contains some grammatical errors but does not take away from the paper. Minimal alignment with NELP standards.	APA guidelines were not followed, paper was disorganized and difficult to follow. Numerous grammatical and spelling errors.	