Title: Partnering with Duncannon’s A.T. Community

Abstract/Vignette: It is our hope that the students develop a deeper understanding of their community, the wilderness around them and the impact that they can have on these environments that are both fragile and strong. We want to develop this understanding at every age range within the district and to extend out to all members of the school and local community through in school, on the trail, and in the community opportunities.

Grade level(s): Please check all that apply.
- K-2
- 3-5
- 6-8
- 9-12
- College and Lifelong Learning

Discipline: Please check all that apply.
- Art and Music
- Health and PE
- Foreign Language
- Literature and Language Arts
- Mathematics
- Science
- Social Studies and Geography
- History
- Technology

Year Developed: 2010

Period (month, week, year): Year

Teaching environment:
- In the Classroom (indoors)
- On the Trail
- In the Community
- Online/Virtual
**BIG IDEA** – To understand and appreciate their local community and all that it has to offer. To engage in place based learning activities to bring historical, cultural and environmental richness of the Appalachian Trail to the lives and learning of students in the Susquenita Elementary School.

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Project Name: Susquenita Elementary School as a partner of Duncannon’s AT Community

Teacher: Malissa Hoover

Grade Level: Elementary

Time Frame: 2011-2012 School Year

BACKGROUND

The Appalachian Trail bisects Susquenita School District with all of Perry Counties’ 12.7 miles of the trail. The location of the district is one that enables teachers to be a leader in real, authentic education. At the same time, Duncannon was just approved to become an Appalachian Trail Community which was made possible with the partnership between community and school. This provides ample reason’s to continuously make connections between school and community and to provide opportunities for project based learning. The curriculum includes multiple subject areas to explore this rich community in historical, cultural and environmental areas.

BIG IDEA

It is our hope that the students develop a deeper understanding of their community, the wilderness around them and the impact that they can have on these environments that are both fragile and strong. We want to develop this understanding at every age range within the district and to extend out to all members of the school and local community through the use of in school, on the trail and in the community opportunities.

STATE STANDARDS

5.2. Rights and Responsibilities of Citizenship
7.1. Basic Geographic Literacy
7.2. Physical Characteristics of Places and Regions
7.3. Human Characteristics of Places and Regions
7.4. Interactions Between People and the Environment
8.1 Historical Analysis and Skills Development
8.2 Pennsylvania History
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
9.2. Historical and Cultural Contexts
10.4 Physical Activity
4.1. Ecology
4.2. Watersheds and Wetlands
4.5. Humans and the Environment

See Appendix A for sample lesson / state standards

ESSENTIAL QUESTIONS

- What is the human impact on the environment?
- In what ways can we benefit from the AT?
- What historical perspectives have shaped my community and the AT?
- What does it mean to be a good citizen?
- What are the physical characteristics of the AT?
- What are the human characteristics of our community including the AT?
- In what ways can I represent my AT community in artistic media.
- Why is it important to share and be a part of my community?

STUDENT ROLE

Students will be responsible for taking the knowledge they learn about the AT community’s historical, cultural and environmental components and implementing that knowledge in their art work, community hikes, advocacy at school and a variety of service learning projects along the AT and in their AT Community (upkeep of trails, invasive species work and involvement in community days to promote the use and keeping of the AT)

COMMUNITY CONNECTIONS

Multiple partnerships are being made within the community as part of the AT Community approval and AT Community Celebration planned for late spring. These partnerships include ties to local business (printing companies, news media, artists and vendors), residents and the AT community.

SKILLS AND HABITS OF MIND

- Daily walking to walk 2180 miles during school year
- Trips to the trail for on-site teaching of environmental components as well as for Creative Arts lessons and physical wellness
- Leave No Trace – incorporated in trips to trail
- Knowledge of cultural and environmental facts for Questing
- Community Hiking trips to invite and educate family and friends
SERVICE PROJECTS

- Repainting blazes along AT
- Painting moral in Duncannon
- Questing
- Clean up along AT
- Teaching Leave No Trace
- Showing Appalachian Trail movie to community

PARTNERSHIPS & BENEFITS

The partnerships with the following organizations will provide benefits in a variety of educational and service based experience for the students of Susquenita Elementary School. In addition to educational opportunities, these organizations can also provide a wide variety of materials such as maps, help with trail maintenance, opportunities to gather and disseminate information about the protection of species along the trail, and assistance with hiking trips.

- Mountain Club of Maryland
- Appalachian Trail Conservancy
- Susquehanna River Trails Association
- Audubon Society of Pennsylvania
- Keystone Trails Association
- Cumberland County Appalachian Trail Club
- Children & Nature Network
- Susquehanna AT Club

RESOURCES

http://www.childrenandnature.org (for information on clubs, materials, books, research, movement, blog, publications, maps)

www.valleyquest.org

www.promiseofplace.org

Physical Education Teacher helps to keep track of “miles” walked and provides incentives at specific benchmarks (100, 500, 1000, etc miles)

Interviews with family and community members about the historical and cultural significance of the AT

Art Teacher teaches about art mediums and works collaboratively with teachers to incorporate historical, environmental and cultural components they are learning about in the students art work

The teachers help students create a quest on school property that is a “virtual AT” section utilizing the things they are learning about and the life on the virtual trail

Hiking club will bring in family and community members for the students to teach about LNT and hiking safety and preparation; as well as to lead hikes and trial maintenance days along the AT

Journaling hikes and nature experiences

A variety of assessment tools will be utilized throughout the TTEC programing to enhance the experiences and include the following assessment tools:

- Concept Maps and Concept Map Assessment Rubric
• 3 Step Interview Assessment Rubric
• Student Journals Assessment Rubric
• Take a Stand Assessment Rubric
• Head + Heart + Hands Assessment Rubric

See Appendix B

FINAL CELEBRATION

Duncannon Appalachian Trail Community Celebration June 2, 2012 “Saving Our Community from Nature Deficit Disorder”.

Students may help in a variety of ways on the day of the celebration including logistics, education, hiking, and of course the moral will be unveiled on the day of the celebration

EVALUATION OF UNIT

Staff debriefing of each activity and event will take place along with teacher surveys in order to find areas of improvement for future use in upcoming school years. Feedback from the students will also be important to maintain high interest and improve the education opportunities and experiences. Student questionnaires and surveys from the TTEC Assessment Toolkit will be utilized to ensure this information is gained. (See appendix B)
Appendix A
Standards and Sample Lesson Descriptions

5.2. Rights and Responsibilities of Citizenship

What Does Community Mean to You?
Students will interview family and/or community members to ask them a variety of questions pertaining to their community and the AT. Questions will be generated by the students to find out in what ways their interviewee is connected to their community and the AT, what their hopes are for their community/AT, how has the community and the AT changed over time, and ways they show good citizenship towards their communities and the AT.

7.1. Basic Geographic Literacy (pdesas.org)

What Is Geography?
This lesson helps students figure out the answer to the question "What is geography?" by introducing them to the five themes of geography. Students will apply these themes to a National Geographic online feature and will create presentations showing how the geographic concepts described in the themes can be used to help solve environmental problems. www.thinkfinity.org

7.2. Physical Characteristics of Places and Regions

Parts of my World (pdesas.org)

In this lesson, students will understand that the world consists of land and water. Students will:

1. Observe that the earth has parts. 2. Identify land and water as parts of the earth. 3. Distinguish between land and water on a model of the earth.

7.4. Interactions Between People and the Environment

Ecosystems (pdesas.org)

In this lesson, students will understand what an ecosystem is, and how living and nonliving things interact and depend on each other. Students will: identify and describe living and nonliving things in an ecosystem and their interaction, describe what happens to an animal whose environment is changed and describe how human actions impact an ecosystem.
8.2 Pennsylvania History

A View of the Land

In this lesson, students will recognize local animals and describe their habitats with the four essential elements (food, water, shelter, and living space) animals need to survive.

9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

Duncannon AT Community Mural

Students will design and paint a mural depicting historical, cultural and environmental importance to Duncannon and AT community. Designs will be based on information gained from lessons, interviews and research.

9.2. Historical and Cultural Contexts

Your Town in the Past, Present and Future

This lesson illustrates one way that the study of geography can be applied to planning for the future. Students will research an environmental issue that affects their town or region, draw pictures assuming two possible outcomes for the problem in fifty years (one negative and one positive), and create a plan to educate the community about this issue.

10.4 Physical Activity

Walking the AT

Students will walk 2,180 miles during the school year to understand the length of the AT.

4.1. Ecology

Schoolyard Bioblitz

Students explore Pas geographical and ecological place in the world, take an ecoregional survey about their local area, and conduct a hands-on mini-BioBlitz to inventory the land cover, land use, and the plants and animals on school grounds. Windows On The Wild
4.3. Biodiversity

PA Biodiversity I.Q.

Students work in small groups and become the “experts” in questions addressing the diversity of organisms in their state while taking a “gee whiz” quiz about biodiversity.  Windows On The Wild

4.5. Humans and the Environment

The Case Of The Endangered Species

Students work in group to explore the reasons species become endangered, examine how the decline of seven PA species is tied to the major causes of biodiversity loss around the world, and discuss what people are doing to help protect these species.  Windows On The Wild
Appendix B
A Reflection & Evaluation Toolkit for The Trail to Every Classroom Program

Prepared for
National Park Service & Appalachian Trail Conservancy
Trail to Every Classroom Program
Prepared by
Program Evaluation and Educational Research (PEER) Associates
January 2010

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Introduction

As the Trail to Every Classroom (TTEC) program expands and works with more and more educators, at different grade levels and different disciplines in school districts from Georgia to Maine, we want to create a variety of tools for authentic reflection and evaluation – approaches for student reflection, teacher assessment and TTEC program evaluation. This Reflection & Evaluation Toolkit will guide reflection for and assessment of students that will support evaluation efforts across TTEC, allowing for more efficient aggregation of data, and more powerful findings.

These tools are closely aligned with the idea of promoting student reflection. Reflection is at the very heart of service learning. The process of sifting through service experiences allows students to become aware of what they have learned, and to make connections to classroom subjects and to other parts of their lives. Utilizing a wide array of reflection strategies is the most effective way of engaging all students in learning from service. To that end, this toolkit provides several different types of tools for reflection.

In addition to the reflection and assessment tools in this toolkit, there are also surveys for 3rd – 8th grader students, and for High School students. [There are not surveys for K-2nd grader, as that format is not the best way of gathering information from students at that young age.] The surveys are primarily for the purpose of evaluating the TTEC program as a whole and are not meant for use as a student reflection tool. However, they may still be used for teachers to assess, at the class level, outcomes of their TTEC projects. To that end, once teachers enter student surveys online, they will be able to directly access the results so that
they can see the outcomes immediately.
Each evaluation tool includes at least 2 pages (front and back):
□ The front page explains the tool and how to implement it
□ The back page contains directions and a rubric for assessing the tool
□ The back page also has a Table 1, which summarizes the scoring for the class
□ Some tools have an extra page with an illustrated example of the tool
When administering the tools, please use the rubric provided with each tool to assess your students’ reflection activity.
We are asking you to choose at least 2 tools over the course of the year to administer to your students, as well as the survey (for 3rd grade and up).
Finally, compile all of the assessments into one Table 1 for each tool and deliver to your TTEC staff contact or mail it directly to TTEC Evaluator, 125 Hopkins Pl, Longmeadow, MA 01106.

TTEC Evaluation Toolkit - 2 -

Head + Heart + Hands
Based on tool developed by Welch, M. (1999)

Grade levels: Written: 3rd and up; Discussion: All grades

Time requirements: 15 minutes After completion of service learning project

Materials required: Written: pen and paper; Discussion: Chart paper and pens

Head: Cognitive connections; overt reference to topic, term, skill
Heart: Affect; attitudes, emotions, feelings
Hands: Behavior; past, current, or future behaviors

Head – What have you learned about [service learning project topic or concept]?
Heart – How do you feel about what you have learned or done in our project? Why?
Hands – Describe what you have done as a result of this project. How might you change your behavior in the future now that you have done this project?

Step 1. Head + Heart + Hands activity
Have students answer each of the 3 questions above. This can be done by having students write down their thoughts individually, or as a group discussion, with every individual student participating. [NOTE: If done as a group discussion, please write down everyone’s input,
identified by name, on chart paper so you will be able to refer back to it later.]

**Step 2. Assessment**
Please use the assessment tool on the back of this page to assess each of your students’ Head + Heart + Hands reflections.

Finally, **compile** all of the assessments into one Table 1 (on the back side of this page) and deliver to your TTEC contact person, or the TTEC Evaluator at 125 Hopkins Pl., Longmeadow, MA 01106.

**Consider:**
- No right or wrong answer when expressing feelings.
- Students do need to articulate WHAT they are feeling and WHY.

---

**Head + Heart + Hands Assessment Rubric**

School Name: ______________________________ Teacher Name: __________________________

Service learning topic: ____________________________

Format: [ ] Written [ ] Discussion

Assign 3 points each for Head, Heart, and Hands, based on the following:

- Level 0 (0 pts.) = no discussion
- Level 1 (1 pt.) = cursory discussion without elaboration of “why” or “how”
- Level 2 (2 pts.) = deeper observation, but still limited in context or application
- Level 3 (3 pts.) = complex application, understanding, and articulation

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<tr>
<th>Student Name</th>
<th>Head</th>
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* How much do you agree with the following statement? **Head + Heart + Hands allowed this student to deepen his/her learning.** 1 = Strongly DISAGREE; 2 = Tend to DISAGREE; 3 = Tend to AGREE; 4 = Strongly AGREE; 0 = Not Sure or N/A

**Table 1. Summary of Head + Heart + Hands:**

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<td>Heart</td>
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<td>Hands</td>
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<td>Total of H's</td>
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**Head + Heart + Hands** allowed students to deepen learning

* TTEC Evaluation Toolkit - 4 -

**What? So What? Now What?**
Adapted from Eyler, Giles, and Schmiede (1996)

**Grade levels:** All grades

**Time requirements:** 15 minutes *After completion of service learning project*

**Materials required:** Chart paper and pens

**What?** helps students ease into the discussion by beginning with facts. It is about what happened in the project and to individuals.

**So What?** provides the place to interpret what happened. It pertains to the difference the experience made to the individuals, the consequences, and the meaning for them.

**Now What?** is the process of taking lessons learned from the experience and reapplying those lessons to other situations.

This method of reflection uses discussion to allow students to reflect on their learning. This
can be done in small groups or with the entire class. Be sure to document the reflection for each individual student.

**Step 1. What?** Some methods to get at “What?” include:
- **The Go Around.** Everyone in the group contributes a descriptive sentence or word about what happened.
- **The Memory Game.** One person starts, explaining in detail everything that happened. Everyone must listen carefully. If anyone in the group thinks that the person talking missed something that happened, say “hold it!”…and then explain what is missed. Then, the speaker who said “hold it!” continues, etc…

**Step 2. So What?** Some methods to get at “So What?” include:
- **The Go Around.** Everyone in the group contributes a descriptive sentence or word about how participants felt about the project.
- **The Whip.** A short round robin in which each person complete a short statement like, “I’m glad that I…”

**Step 3. Now What?** Some questions to get at “Now What?” include:
- If a friend asked you why being involved in the community is important, what would you say?
- It is the year 2012. How would you describe your community involvement at that time?

**Step 4. Assessment**
Please use the assessment rubric on the back of this page to assess each of your students’ Preflection and Post-flection activities. Finally, compile all of the assessments into one Table 1 (on the back side of this page) and deliver to your TTEC contact person, or the TTEC Evaluator at 125 Hopkins Pl., Longmeadow, MA 01106.

*TTEC Evaluation Toolkit - 5 -


School name: ___________________________ Teacher name: ___________________________
Grade: _________ Service learning topic: ___________________________

Assign 3 points each for What? So What? Now What, based on the following:
- Level 0 (0 pts.) = no discussion
Level 1 (1 pt.) = cursory discussion without elaboration of “why” or “how”
Level 2 (2 pts.) = deeper observation, but still limited in context or application
Level 3 (3 pts.) = complex application, understanding, and articulation

Student Name What? So What? Now What? Total Rating*
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* How much do you agree with the following statement? What? So What? Now What? allowed this student to deepen his/her learning. 1 = Strongly DISAGREE; 2 = Tend to DISAGREE; 3 = Tend to AGREE; 4 = Strongly AGREE; 0 = Not Sure or N/A

Table 1. Summary of What? So What? Now What?:

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What? So What? Now What? allowed students to deepen learning
Pre-flection and Post-flection
Adapted from Welch, M. (1999)
Grade levels: 3rd and up [NOTE: Can be done with K – 2nd as a discussion]
Time requirements: 15 minutes Before and after completion of service learning project
Materials required: Pen and paper

Pre-flection involves posing questions to students before a service learning experience to help them develop a frame of reference through which they will observe their interactions. The goal is to make students aware of their own expectations and assumptions.

Step 1. Explain to students:
“Preflection is an opportunity to gather your thoughts about a specific task you intend to accomplish. Through ‘pre-flecting,’ you can think about what you plan to do in relation to your prior experiences and what you already know.
Briefly introduce the service learning project, and then have students write (or for younger students discuss, and document the discussion on chart paper):
☐ I think I will learn…
☐ I want to learn…
☐ I am excited or anxious about learning…

Step 2. Collect, keep, and redistribute the papers (or your documentation of the discussion) after you have finished the service learning project.

Step 3. Post-flection
Allow students some time to look over their Pre-flection, and reflect on what they now know after completing the project. Post-flection can be done individually or in pairs or small groups, and either aloud or written.

Step 4. Assessment
Please use the assessment rubric on the back of this page to assess each of your students’ Preflection and Post-flection activities.
Finally, compile all of the assessments into one Table 1 (on the back side of this page) and deliver to your TTEC contact person, or the TTEC Evaluator at 125 Hopkins Pl., Longmeadow, MA 01106.
Pre-flection and Post-flection Assessment Rubric

School name: ___________________________ Teacher name: ___________________________
Grade: _______ Service learning topic: ____________________________________________

Format: □ Written □ Discussion

Assign 3 points each for the Pre-flection questions and the quality of the Post-flection, based on the following:

➢ Level 0 (0 pts.) = no discussion
➢ Level 1 (1 pt.) = cursory discussion without elaboration of “why” or “how”
➢ Level 2 (2 pts.) = deeper observation, but still limited in context or application
➢ Level 3 (3 pts.) = complex application, understanding, and articulation

Student Name Will

learn

Want to

learn

Excited

about

Postflection

Rating*

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17. How much do you agree with the following statement? **Pre- and post-flection allowed this student to deepen his/her learning.** 1 = Strongly DISAGREE; 2 = Tend to DISAGREE; 3 = Tend to AGREE; 4 = Strongly AGREE; 0 = Not Sure or N/A

**Table 1. Summary of Pre-flection and Post-flection:**

<table>
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<tr>
<th>Will learn</th>
<th>Want to learn</th>
<th>Excited about</th>
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<tr>
<td><strong>Pre-flection and post-flection</strong> allowed students to deepen learning</td>
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**Graffiti**
Adapted from Eyler, Giles, and Schmiede (1996)

**Grade levels:** 3rd and up [NOTE: *Can be done with K – 2nd as a discussion*]

**Time requirements:** 15 minutes After completion of service learning project

**Materials required:** Pen/pencil and chart paper

**Graffiti** is a form of reflection that involves asking students to go around the room and respond to various topics posted on paper around the room. Graffiti is both a public and somewhat anonymous reflection response, and lends itself to having students compare and contrast experiences.

**Step 1. Set up the room.**
Before students arrive, prepare the room by setting up several sheets of chart paper in different accessible locations around the room. On each sheet of paper, put a topic sentence that is related to the service learning project. [NOTE: *You may want to ask for advantages and disadvantages of the project on separate sheets of paper.*]

**Step 2. Have students write graffiti on the paper.**
When you are ready to do the exercise, have students circulate around the room and put up responses to the topic sentence. The responses can be written or drawn, and should be brief.
As they rotate around the room, students should feel free to read others’ responses that were recorded prior, which may initiate a reaction or comment.

**Step 3. Group discussion of graffiti.**
After an allotted period of time (about 10 minutes), the class should be reconvened to discuss what has been recorded. Read aloud each piece of chart paper, and allow students to reflect together on what has been learned, and successes and challenges of the project.

**Step 4. Assessment**
Please use the assessment rubric on the back of this page to assess each of your students’ Graffiti activities.
Finally, compile all of the assessments into one Table 1 (on the back side of this page) and deliver to your TTEC contact person, or the TTEC Evaluator at 125 Hopkins Pl., Longmeadow, MA 01106.

---

**Graffiti Assessment Rubric**

| School name: ___________________________ Teacher name: ________________________ |
|-------------------------------|-----------------------------------------------|
| Grade: _______ Service learning topic: ________________________________ |

Assign 3 points each for the graffiti, and for group reflection, based on the following:

- Level 0 (0 pts.) = did not participate
- Level 1 (1 pt.) = cursory participation
- Level 2 (2 pts.) = deeper participation, but still limited
- Level 3 (3 pts.) = complex participation, understanding, and articulation

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<thead>
<tr>
<th>Student Name</th>
<th>Graffiti Group</th>
<th>Reflection Rating*</th>
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<td></td>
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<td>8.</td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How much do you agree with the following statement? Graffiti allowed this student to deepen his/her learning. 1 = Strongly DISAGREE; 2 = Tend to DISAGREE; 3 = Tend to AGREE; 4 = Strongly AGREE; 0 = Not Sure or N/A

Table 1. Summary of Graffiti:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Average for the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graffiti</td>
<td></td>
</tr>
<tr>
<td>Group reflection</td>
<td></td>
</tr>
</tbody>
</table>

Graffiti allowed students to deepen learning

TTEC Evaluation Toolkit - 10 -

Take a Stand
Adapted from Eyler, Giles, and Schmiede (1996), and Welch, M. (1999)
Grade levels: All grades
Time requirements: 15 minutes After completion of service learning project
Materials required: None

Take a Stand is a form of reflection that involves asking students to literally stand up for their position. The main purpose of this activity is to promote dialogue and discussion around an issue of interest.

Step 1. Present students with a statement that is related to the concept you are teaching. If students agree with the statement, they are asked to stand up. If they do not agree, they continue sitting in their seats.

Step 2. Students explain their position. Choose one of the students standing up to explain his/her position. Then choose one of the students sitting down to explain his/her position.
Step 3. Discourse ensues.
Allow other students to add to the discourse as they see fit. Participating in and listening to the discourse provides an immediate and effective assessment of participants’ understanding of the topic.

Step 4. Students indicate agreement with statement.
After the discussion is over, ask students to physically show how much they agree with the statement (some students will have changed their opinion, and this is fine). Have one end of the room indicate “strongly agree,” and the opposite end indicate “strongly disagree,” and ask students to stand anywhere on the continuum where they would place themselves. You may ask each individual student to explain why they are standing where they are.

Step 5. Assessment
Please use the assessment rubric on the back of this page to assess each of your students’ Take a Stand activities. Finally, compile all of the assessments into one Table 1 (on the back side of this page) and deliver to your TTEC contact person, or the TTEC Evaluator at 125 Hopkins Pl., Longmeadow, MA 01106.

**Take a Stand Assessment Rubric**

School name: ___________________________ Teacher name: ________________________  
Grade: ______ Statement: ________________________________________________________

Assign 3 points each for the Take a Stand activity, based on the following:

- Level 0 (0 pts.) = did not participate
- Level 1 (1 pt.) = cursory participation
- Level 2 (2 pts.) = deeper participation, but still limited
- Level 3 (3 pts.) = complex participation, understanding, and articulation

Student Name
Participant  
in group  
discussion  
Explained  
position in  
room
Rating*
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
* How much do you agree with the following statement? Take a Stand allowed this student to deepen his/her learning. 1 = Strongly DISAGREE; 2 = Tend to DISAGREE; 3 = Tend to AGREE; 4 = Strongly AGREE; 0 = Not Sure or N/A

Table 1. Summary of Take a Stand:

- Participated in group discussion
- Explained position in room
- Take a Stand allowed students to deepen learning

Student Journals
- Time requirements: 5-15 minutes per entry
- Throughout service learning project
- Materials required: Journal and pens
- Grade levels: All grades

Student Journals are notebooks or pieces of paper that students use when
writing about and reflecting on their own thoughts, ideas, feelings, and learning experiences. Journals allow students to reflect on their service-learning experiences throughout the project.

**Step 1. Ask students to write in their journals regularly (daily, weekly, or monthly, depending on the length of the service-learning project).**

Students are welcome to write or draw (depending on students’ developmental stage, you may adapt accordingly) their thoughts and feelings. You may want to provide students with prompts, or allow them to write freely. Some prompts include:

1. What did you learn today?
2. What was the best thing that happened to you in your project today? Why was it best?
3. What was the hardest part of today? Why?
4. What happened today that made you feel proud?
5. If you had a magic wand and could make changes in the community based on your project, what would you change, and why?

**Step 2. Assessment**

At the end of the service-learning project, please use the assessment rubric on the back of this page to assess each of your students’ journals.

Finally, compile all of the assessments into one Table 1 (on the back side of this page) and deliver to your TTEC contact person, or the TTEC Evaluator at 125 Hopkins Pl., Longmeadow, MA 01106.

*TTEC Evaluation Toolkit - 13 -

**Student Journals Assessment Rubric**

School name: ___________________________ Teacher name: __________________________

Grade: ______ Service-Learning Topic: __________________________________________

Assign 3 points each for the Student Journals, based on the following:

- Level 0 (0 pts.) = did not do journal entry
- Level 1 (1 pt.) = cursory journal entry
- Level 2 (2 pts.) = deeper journal entry, but still limited
- Level 3 (3 pts.) = complex journal entry, understanding, and articulation

**Student Name Journal Entry Rating**

1.
* How much do you agree with the following statement? **Student journal allowed this student to deepen his/her learning.**  1 = Strongly DISAGREE; 2 = Tend to DISAGREE; 3 = Tend to AGREE; 4 = Strongly AGREE; 0 = Not Sure or N/A

Table 1. Summary of Student Journals:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Average for the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Journals allowed students to deepen learning</td>
<td>TTEC Evaluation Toolkit - 14 -</td>
</tr>
</tbody>
</table>

3-Step Interviews

**Grade levels:** 3rd and up

**Time requirements:** 30 minutes **After completion of service learning project**

**Materials required:** For recorder: pen and paper; For discussion: Flipchart and pens

Interviews are a good way to get student voices and determine what they got out of the service learning experience. The 3-step interview process allows students to: 1) practice questioning and listening skills; 2) tell the story of their experience; and 3) think about their
experience in the context of others in the class.

**Step 1. Introduce activity**
Begin by talking with the whole class about how to effectively inquire and interview someone by asking follow-up questions. Model this with an example such as, “What did you like about today’s class?” Respondent might say, “math.” The interviewer would follow that up with questions to extract more information. Here are some possible prompts:

- Can you explain more about that?
- What do you mean by that?
- Can you give me an example?
- Why would that be interesting?
- Why do you think that?
- What might happen next?

**Step 2. Conduct interviews**
In triplets, participant A interviews participant B, participant C records responses. Rotate through until everyone has played each role. (It only takes about five minutes per person.) Interviewer asks the questions (remembering to ask appropriate follow-up questions):

1. What have you learned about [service learning project topic or concept]?
2. How do you feel about what you have learned or done in this project?
3. How might you change your behavior in the future after doing this project?

**Step 3. Analyze results/Group reflection**
After the interviews are completed, small groups pull out common themes that ran across responses and share back with whole group. Write responses on flipchart paper to capture the sentiments of the overall group. Use the flipchart as a prompt to further discuss what people learned and got out of the service learning project.

**Step 4. Assessment**
Please use the assessment rubric on the back of this page to assess each of your students’ 3-step interview activities.

Finally, compile all of the assessments into one Table 1 (on the back side of this page) and deliver to your TTEC contact person, or the TTEC Evaluator at 125 Hopkins Pl., Longmeadow, MA 01106.
3-Step Interviews Assessment Rubric

School name: ___________________________ Teacher name: ___________________________
Grade: _________ Service learning topic: ____________________________________________

Assign 3 points each for each role, and for group analysis/reflection, based on the following:

- Level 0 (0 pts.) = did not participate
- Level 1 (1 pt.) = cursory participation
- Level 2 (2 pts.) = deeper participation, but still limited
- Level 3 (3 pts.) = complex participation, understanding, and articulation

Student Name Interviewer Interviewee Respondent Analysis Rating*
1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13.  
14.  
15.  
16.  
17.  
18.  
19.  
20.  

* How much do you agree with the following statement? 3-step interviews allowed this student to deepen his/her learning. 1 = Strongly DISAGREE; 2 = Tend to DISAGREE; 3 = Tend to AGREE; 4 = Strongly AGREE; 0 = Not Sure or N/A

Table 1. Summary of 3-Step Interview

Interviewer
Concept Maps
Adapted from work of Joseph Novak, Cornell University.

Grade levels: 3rd and up
Time requirements: 15 minutes for each map Before and After learning concept
Materials required: Pen and paper

Concept maps are a visual representation of understanding of a concept. By having students complete these maps before they learn a concept, you can determine what they know about a subject. By having them draw another map after they learn the concept, you will see what they learned. Allowing the students to compare and contrast their maps gives them the opportunity to reflect on their learning.

1. **Explain** to students what concept maps are: (see examples of pre- and post-concept maps, with nodes, lines, and linking words labeled, on Page 3).
   a. **Nodes** = concepts
   b. **Lines** = relationships between concepts, arrowheads indicate direction
   c. **Linking words** on the lines describe the nature of the relationship.
2. Do a **sample concept map** as a group. You can start it off by:
   a. Brainstorming as a group words related to the topic, and then arrange the words as a group into a concept map.
   b. Build the concept map as you go along. As students brainstorm words, draw the lines and arrows concurrently.
   c. Show the students how to link various words together, using arrows and linking words to show how they are related.
3. Now have the students build their own concept map for the concept you will be learning! (a **pre-concept map**).
4. **Assess** students’ concept maps to identify their base knowledge and any misconceptions about the subject matter. Use the assessment of these maps to adapt your curriculum.

5. After you have taught the concept, allow students time to draw another concept map for the same topic, repeating the above activity (**post-concept map**).

6. When both concept maps are completed, provide time for the students to look at both of their concept maps and reflect on their learning about the concept, allowing them to see their own change and progress. **Reflection** can be done individually or in pairs or small groups, and either aloud or written. Monitor their reflection.

7. **Please use the concept map assessment tool on the back of this page to assess each of your students’ concept maps, and the reflection activity.**

8. Finally, compile all of the assessments into one Table 1 (on the back side of this page) and deliver to your TTEC staff, or TTEC Evaluator: 125 Hopkins Pl., Longmeadow, MA 01106.

   1 Possible list of concepts include: Appalachian Trail, Volunteerism, Through hiking. Please feel free to introduce any other concepts that are relevant to your TTEC curriculum.

---

**Concept Map Assessment Rubric**

School name: ____________________________ Teacher name: ____________________________

Student name:

Concept map topic: ____________________________

Pre-program concept map attached? Yes No Post-program concept map attached? Yes No

Please fill out the tables below to guide you in scoring and assessing students’ concept maps.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Pre-concept map</th>
<th>Post-concept map</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of words that were new</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Number of nodes that are relevant to the concept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of lines with linking words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What other differences do you notice between the pre- and post-map?

**How much do you agree with the following statements?**

Please circle only one number to the right of each statement.
The pre-program concept map accurately reflects the concept taught. 1 2 3 4 0
The post-program concept map accurately reflects the concept taught. 1 2 3 4 0
Reflecting on the two concept maps allowed this student to deepen his/her learning of the concept. 1 2 3 4 0
Other comments:

Table 1. Summary of student concept maps:

<table>
<thead>
<tr>
<th>Variable</th>
<th>Average for the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of new words in post-concept map</td>
<td></td>
</tr>
<tr>
<td>Number of nodes in PRE-concept map</td>
<td></td>
</tr>
<tr>
<td>Number of nodes in POST-concept map</td>
<td></td>
</tr>
<tr>
<td>Pre-concept map accurately reflects concept</td>
<td></td>
</tr>
<tr>
<td>Post-concept map accurately reflects concept</td>
<td></td>
</tr>
<tr>
<td>Reflecting on learning allowed students to deepen learning of concept</td>
<td></td>
</tr>
</tbody>
</table>

**Directions for educators administering TTEC surveys to students**

Thank you for helping us to better understand the workings and impacts of the TTEC program. The students’ input is very important. Consistent administration of these surveys will assure that the information they provide is usable in our research. If different classes approach the survey in different ways, we will have results that are not comparable.

Please follow these steps when administering the surveys to your students.

1. Choose the appropriate version of the survey for your grade (K – 2nd have no survey).
2. Please administer the survey in the classroom (rather than sending it home).
3. Please assure that students are not talking to one another or sharing answers.
4. For younger students, it may be necessary to read each question aloud as they choose an answer. If so, please use the questions as they are on the sheet without providing examples. Simple clarifications of terms may be necessary.
5. Please allow a maximum of 15 minutes for completion of the survey. (It is unlikely to take that long, however.)
6. IMPORTANT: In order to fully use student data we need to be able to do some comparisons to teacher level data. For that reason, please take a moment to fill out the TTEC educator survey included at the end of this packet (or go online to: http://www.surveymonkey.com/s/8FW7CTG).
7. Please enter all of the surveys into Survey Monkey online at: [http://www.surveymonkey.com/s/8FH7Z2P]. Once you have completed that, contact TTEC’s program evaluator, Rachel Becker-Klein, at Rachel@PEERassociates.net to inform her of your progress, and she will provide you with direct access to the results.

Please read the following statements out loud to your students:
1. This is not a test. There are no right or wrong answers. You do not need to write your name on the survey if you do not want to, but it is important to write down your teacher’s name.
2. Please do not leave any answers blank. Choose the answer that best matches how you feel.
3. Your ideas are important. Thank you for participating.

If you have any questions, concerns or feedback about this please feel free to call or email TTEC’s program evaluator, Rachel Becker-Klein, 413-567-5360 or Rachel@PEERassociates.net.

Thanks again for taking the time to assist with this research!