

This survey will be available to be completed online after 1/30/08.

Contact your Learn and Serve grant contact or the evaluation team at the Center for Youth and Communities at Brandeis for the link to the online survey.



2006-2007 Learn and Serve/Service-Learning Educator Survey

Thank you for taking the time to respond to the New England Service-Learning Educator Survey. The survey is an important part of a study of service-learning programs across New England and is part of a region-wide effort supported by the Departments of Education in Maine, Massachusetts, and Rhode Island, KIDS Consortium, and the Massachusetts Service Alliance. The information you provide will help to document and strengthen service-learning programs across New England.

Please note that the survey is **confidential**. Your responses will only be seen by the researchers at Brandeis University. No one at any of the participating schools or funding organizations partnerships will see the individual survey responses, and the results will be reported only as statewide or regional totals. The survey is also **voluntary**, but it is important that you will take a few minutes to respond so that we can continue to strengthen service-learning programs in the region.

Finally, please note that you can go back and change your answers on the survey at any point before you are done. However, once you click on the "submit" button at the end, your answers are recorded and cannot be changed.

A. Service-Learning in Your Classroom

Please tell us about how service-learning is organized in your classroom

1. What are the grade level(s) of the students that were participants in your service-learning course/program? (Please select all that apply)

- Pre-K
- Kindergarten
- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth
- Ninth
- Tenth
- Eleventh
- Twelfth
- Other

2. What type of class or program was it? (*Select all that apply*)

- Social Studies
- English/Language Arts
- Science
- Math
- Foreign Language
- Visual/Performing Arts
- Health/Physical Education
- Special Education
- Career & Technical Education
- Elective/Advisory Period
- After-School Activity
- Alternative Education Program
- Other (describe) _____

3. What types of service-learning activities were you and your students involved in? (*Select all that apply*)

- Community and Economic Development
- Education
- Environmental
- Health/Nutrition
- Homeland Security
- Housing
- Human Needs
- Public Safety
- Other (please describe) _____

4. In general, were students involved in one project or in several different projects over the course of the school year?

- A single project
- Several different projects

5. Did the project(s) address a school problem or need, a community problem or need, or both?

- School problem/need
- Community problem/need
- Both

6. Approximately how many weeks did your class spend working on a community project/projects (including planning, service, and reflection time) over the course of the school year?

Number of weeks _____

7. On average, approximately how many hours did each participant in your class spend working on their project/projects over the course of the school year (total hours, including planning, service, and reflection time)?

Total hours per student _____

8. Did student work on one or more of the service-learning projects count towards their grade?

- Yes
- No
- Not applicable (no grades)

9. How would you describe your use of service-learning in your classroom (please select all that apply):

- As a separate unit within a course (for example, a single topical unit in a course)
- Integrated across multiple units during the year (for example, an ongoing, weekly activity)
- As a separate course or activity period
- As a multi-disciplinary project (involving work in several different subject classes)
- As part of an after-school program

10. How much emphasis (for example, time on task, classroom discussion, etc.) did you put on each of the following activities as part of the service-learning project in your class? Using a scale from **1 (None/Did not Do)** to **5 (Lots of Time/Emphasis)**, please rate the time and emphasis you put on each activity. Please give us your best estimate.

	1 – None	2	3 – Some	4	5 – A Lot
Talking about what service-learning is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing activities to learn how to collaborate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigating school or community problems or needs to generate ideas for projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing research on the causes and effects of the school/community problems they identified.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting interviews, surveys or other forms of information gathering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating possible solutions as part of selecting a project to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving school/community representatives or community partners in planning the project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a step by step workplan for a school/community project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing the action/service-learning project in the school or community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting reflection throughout the project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicitly discussing the link between project activities and learning goals or standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating how well the project addressed a community need or problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing the project's results (for example, through presentations, displays, or ceremonies).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent do you agree or disagree with the following statements describing your service-learning practices. Please indicate if you **Strongly Agree**, **Agree**, **Disagree**, or **Strongly Disagree**.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I provide opportunities for my students to select the problem(s) that they will work on through their service-learning projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide opportunities for my students to design the service-learning projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students have opportunities to work in small groups or teams on their service-learning projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly send information home to parents about our service learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly receive feedback from parents about our service-learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My class regularly communicates with the broader community about our service-learning projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning projects in my class involve my students in academically challenging tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning projects in my class help me assess whether students are progressing academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Service-Learning and Your Teaching

12. How has your participation in community service-learning affected you as a teacher? Please indicate if each of the following has **Decreased**, **Not Changed**, **Increased a Little**, or **Increased a Lot** as a result of your involvement in service-learning?

	Decreased	Not Changed	Increased a Little	Increased a Lot
My use of youth-led projects in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My use of community issues and resources in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My use of small group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sense of connection to the young people in my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My respect for young peoples' capacity to work as a group independent of an adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of time I spend lecturing in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's relationship with the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's partnerships with community-based organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My belief that young people can make a difference in their communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Service-learning makes teaching more rewarding for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service-learning makes teaching more stressful for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Do you plan on including a service-learning project in your teaching again next year?

- Yes
- No
- Don't Know

14a. Please explain why or why not.

15. Would you recommend use of service-learning to other educators for use in their classroom or program?

- Yes
- No
- Don't Know

C. Impacts on Students

16. Based on your knowledge of your students, to what extent has involvement in service-learning had an impact on student skills and attitudes? For each of the following skills and attitudes, please indicate if it has **Decreased**, **Not Changed**, **Increased a Little**, or **Increased a Lot** for a majority of your students.

	Decreased	Not Changed	Increased a Little	Increased a Lot	Don't Know
Students' teamwork skills (negotiating roles, compromise, giving feedback, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' leadership skills (working with a group, assigning tasks, solving conflicts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' problem-solving strategies (for example, steps to use in thinking through a problem)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' planning skills (developing action plans, budgeting, time management, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' presentation skills (talking to groups, presenting information to others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' understanding of community problems or needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' belief in the importance of helping others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' sense of belonging in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' respect for people who are different from themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student sense of engagement in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Decreased	Not Changed	Increased a Little	Increased a Lot	Don't Know
Students' ability to meet high standards of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' ability to apply the skills they learned in school in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' avoidance of risk behaviors (sex, drugs, alcohol)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. What other impacts do you believe involvement in service-learning has had on your students this year?

18. What aspect of the service-learning process seems to have the greatest impact on your students?

19. What is the greatest challenge or difficulty you face in implementing service-learning projects?

D. Support for Service-Learning

20. In the past year, have you participated in any training or professional development on service-learning?

- Yes
- No [Goto question Q21]

20a. If **YES**, what types of training/professional development have you participated in? (*Select all that apply*)

- A brief orientation to service-learning (for example, a 1-2 hour presentation at your school, or a workshop at an educational conference).
- A half-day workshop
- A full-day workshop
- A multi-day training session (for example, a 2-5 day workshop or multiple, sequential one-day sessions)
- A semester or year-long course in a formal education program (for example, an undergraduate or graduate education program)
- Other (please describe) _____

21. Overall, to what extent are you receiving the support you need from each of the following sources in order to be able to conduct a successful service-learning program in your classroom or program? On a scale from **1 (No support)** to **5 (All I need)**, how would you rate the support you have received from your **building administrators**, your **district**, your state **Department of Education**, and other **support organizations** (for example, KIDS Consortium)?

	1-No Support	2	3-Some Support	4	5-All I Need	6-Not Applicable
Building Administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Dept. of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Support Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am confident that I know enough to plan and implement service-learning in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are other teachers or staff in my school or district that are available to help me implement service-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to network with other teachers involved in service-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know where to go to get additional information on service-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the planning time I need to organize service-learning in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to work one-on-one with a service-learning mentor or instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how to connect service-learning activities to the academic curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to the materials and information I need to implement service-learning in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to the funding I need to implement service-learning in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have information about issues and resources in my community for service-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school or district recognizes or rewards teachers who are engaged in high quality service-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. What other kinds of support, training or technical assistance do you need in order to implement service-learning in your classroom?

E. Your Background and Experience

24. Are you male or female?

- Male
- Female

25. What is the highest level of education you have attained?

- Bachelor's Degree
- Master's Degree
- Certificate of Advanced Graduate Study
- Doctorate

26. Are you a National Board Certified teacher?

- Yes
- No

27. Overall, how many years you been teaching?

Years (include the current year) _____

28. How many years have you been teaching at this school?

Years (include the current year) _____

29. How many years have you been using service-learning in your classroom?

Years (include the current year) _____

30. Are you actively involved in a leadership team or advisory board for service-learning at your school or district?

- Yes
- No

31. Have you been a participant in any of the following full-time volunteer service programs:

- AmeriCorps or VISTA
- Peace Corps
- Teach For America
- Other full-time service program (describe) _____

32. Do you currently volunteer in your community?

- Yes
- No

33. Do you have any other comments/reactions to your service-learning experience this year that you want to share?

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY