

**Anne Arundel County Public Schools  
Service-Learning Implementation Plan  
2008-2011**

Preparer:	Don Sholl
Name:	Don Sholl
Address:	Anne Arundel County Board of Education 2644 Riva Rd. Annapolis, MD 21401
Phone:	(410)222-5457
Fax:	(410)222-5637
Email:	dsholl@aacps.org
Website:	NA: July, 2009 target date

Date of last local service-learning implementation plan review: 2004

Advanced Studies Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date \_\_\_\_\_

*Maryland State Department of Education, Service-Learning,  
4<sup>th</sup> Floor, 200 West Baltimore Street, Baltimore, MD 21201  
410-767-0358 – phone, 410-333-2183 – fax, [jayers@msde.state.md.us](mailto:jayers@msde.state.md.us) – email*

## Table of Contents

I.	Implementation Plan and Curricular Connections	pages 1 - 5
A.	Level of Engagement	page 1
B.	Curricular Connection	page 1 - 3
C.	Assessment and Evaluation	page 3 - 4
D.	Transfer Policies	page 4 - 5
E.	Connections	page 5
II.	Infrastructure	page 6
III.	Student Leadership	page 7
IV.	Community Partnerships and Public Involvement	page 8
V.	Professional Development and Training	page 9
VI.	Accountability	page 9-10
VII.	Funding and In-Kind Resources	page 10

## APPENDIX

- *Appendix A:* Service-Learning Project Teacher Report Form
- *Appendix B:* Service-Learning Leadership Assessment Rubric
- *Appendix C:* Anne Arundel County Public School Transcript Sample
- *Appendix D:* Anne Arundel County Public School Student Report Card Sample
- *Appendix E:* Arlington Echo Outdoor Education Chesapeake Connections Program Information
- *Appendix F:* Anne Arundel County Public School's Master Plan
- *Appendix G:* AACPS Revised High School Service-Learning Model
- *Appendix H:* English Course: pacing guide with infused service-learning lesson ideas.
- *Appendix I:* United States Government Course: pacing guide with infused service-learning lesson ideas.
- *Appendix J:* Science Course: pacing guide with infused service-learning lesson ideas.
- *Appendix K:* Middle School: sample Middle School service-learning project
- *Appendix L:* Middle School: sample Middle School service-learning project
- *Appendix M:* Maryland's Seven Best Practices for Service-Learning
- *Appendix N:* Student Service-Learning Report: Teacher / SASI System Report
- *Appendix O:* Service-Learning Teacher Survey

## I. Implementation Plan and Curricular Connections

### A. Minimum Level of Student Engagement

All students receiving an Anne Arundel County Public Schools high school diploma must complete a required 75 hours of service-learning between grades 5 and grades 12. Our school system requirement is in alignment with state law as mandated by the annotated code of Maryland (General Instructional Programs - 13A.03.02.06) which reads:

*Students shall complete one of the following:*

- A. 75 hours of student service that includes preparation, action, and reflection components and that, at the discretion of the local school system, may begin during the middle grades; or
- B. A locally designed program in student service that has been approved by the State Superintendent of Schools.

### B. Curricular Connections

Currently, Anne Arundel County Public School students participate in service-learning projects in classes and courses during grade 5 through grade 10. Students participate in service-learning projects within classes that have designated service-learning hours. The following chart lists the grades, subjects, courses, and SL hours of the current Anne Arundel County Schools Service-Learning Implementation Model.

<b>Anne Arundel County Public Schools Current Service-Learning Implementation Model</b>			
<b>2008 - 2010</b>	<b>Subject</b>	<b>Courses</b>	<b>SL Hours</b>
5 <sup>th</sup> grade	Social Studies	United States History Unit	5 hours
6 <sup>th</sup> grade	Interdisciplinary team	Language arts; science; social studies; math	10 hours
7 <sup>th</sup> grade	Interdisciplinary team	Language arts; science; social studies; math	10 hours
8 <sup>th</sup> grade	Interdisciplinary team	Language arts; science; social studies; math	10 hours
9 <sup>th</sup> /10 <sup>th</sup> grade	Social Studies	US Government	20 hours
10 <sup>th</sup> grade	English	English 10	10 hours
9 <sup>th</sup> /10 <sup>th</sup> grade	Science	Biology	10 hours
<b>Total Service-Learning Completed = 75 hours</b>			

Anne Arundel county Public School is currently revising our Service Learning Program Model with targeted implementation set for the 2010-11 school year. Our proposed Service-Learning model shown below lists the grades, subjects, high school courses, and SL hours of the new model that will be in place by 2010-11. The addition of Independent Service-learning projects (2011), will allow students to earn hours towards their service-learning requirement and beyond, through service-learning projects infused in our secondary school curricula as well as through pre-approved community-based independent service-learning projects completed by students through Community Partnerships.

<b>Anne Arundel County Public Schools Proposed Service-Learning Implementation Model</b>			
<b>2010 - 2011</b>	<b>Subject</b>	<b>Courses</b>	<b>SL Hours</b>
5 <sup>th</sup> grade	Social Studies	United States History Unit	5 hours
6 <sup>th</sup> grade	Interdisciplinary team	Language arts; science; math, social studies	10 hours
7 <sup>th</sup> grade	Interdisciplinary team	Language arts; science; math, social studies	10 hours
8 <sup>th</sup> grade	Interdisciplinary team	Language arts; science; math, social studies	10 hours
9 <sup>th</sup> /10 <sup>th</sup> grade	Social Studies	US Government	8 hours
9 <sup>th</sup> grade	English	English 9	8 hours
9 <sup>th</sup> /10 <sup>th</sup> grade	Science	Matter & Energy / Biology	8 hours
9 <sup>th</sup> /10 <sup>th</sup> grade	Health	Health course	8 hours
9 <sup>th</sup> –12 <sup>th</sup> grades	Courses chosen by student	Preselected courses with preapproved service-learning opportunities	<i>Independent service-learning activities</i>  8 hours +
9 <sup>th</sup> –12 <sup>th</sup> grades	In school service-learning project activities	Service clubs, CRASC, Guidance Activities, IB, Signatures (SLC)	
9 <sup>th</sup> –12 <sup>th</sup> grades	Independent Service-learning projects	Preapproved Nonprofits / Agency Partnerships	
<b>Total Service-Learning Completed = 75 hours +</b>			
<b>Additional Service-Learning Activities and Opportunities</b>			
<ul style="list-style-type: none"> <li>• SL Student Leadership Workshops / Courses</li> <li>• Student SL Benchmark Celebrations</li> <li>• Service-learning Student Leadership Awards</li> </ul>			

Currently Anne Arundel County Public School students participate in service-learning projects in elementary and middle school grades five through eight, as part of an interdisciplinary team approach. Five hours are required at the elementary level and ten hours are required at the middle school level. Each middle school content area on the grade-level interdisciplinary team collaborates to infuse components of a 10 hour service-learning project into course content.

At the high school level students participate in service-learning projects in 3 required high school courses. These courses provide students with an infused service-learning project opportunity within each of the curricular content areas. The current infused service-learning project courses are: United States Government, English 10, and Biology. By 2010 we will have added a Health course with infused service-learning projects. Service-learning project hours will be adjusted as the new high school SL model is completed in 2010-2011 (*see above table*) school year.

The Service-Learning Office, with the assistance of our Service-Learning Fellows, has designed service-learning model lessons that align with AACPS curricular goals and objectives and aligned with the Maryland Voluntary State Curriculum Goals. These service-learning projects and activities enhance and support current instructional strategies in each subject and course.

Over the course of the students' service-learning experiences, while completing the infused service-learning projects in the subjects and courses (*see appendices H – J*), students are completing quality service-learning projects. All service-learning projects are composed of the three basic components of a quality service-learning project: preparation (investigation, research, and training), action, and reflection. During the curriculum writing process, all infused curriculum projects are developed to ensure that students spend a portion of the service-learning experience (typically between 60%-90%) actively completing the "action" component of each project. The action (direct, indirect or advocacy) component is the basis of each of our service-learning projects. Preparation (investigation and research) and reflection components are developed and aligned with educational objectives to support the service-learning project's focus. Multiple service-learning project plans are created and approved for each course by the curriculum offices, then teachers have flexibility in selecting the service-learning projects they wish to offer students in their classroom from the approved list. Due to current policy, which calls for completing service-learning within the school setting, most students in AACPS have historically been involved in indirect action and advocacy service-learning projects. As we revise our service-learning model by 2010-2011, students will be actively involved in service-learning projects that take them into our communities to meet community needs, thereby creating more direct action service-learning experiences, (addressed in Section IV: Community Partnerships).

### **C. Assessment and Evaluation**

Service-learning activities and projects are evaluated using the Maryland's Seven Best Practices' for Service-Learning rubric. Within the school setting, curriculum department chairs or grade level team leaders assist with the evaluation of all service-learning projects conducted in their content areas or within their grade levels. Once final assessment is completed, each teacher submits a Service-Learning (SL) Teacher Report (*Appendix A*) to the building liaison in their school. Those reports are forwarded, analyzed and evaluated by the District Level Service-Learning Coordinator and Service-Learning Fellows at the end of the school year. Information taken from these SL Teacher Reports is used to develop plans for staff development to support service-learning activities in the schools. Guidance Counselors work with students in need of support understanding or accomplishing the service-learning requirement.

As part of the new 2010-2011 proposed high school service-learning model, students will be able to choose community-based independent service-learning projects to complete some of their required 75 service-learning hours for graduation. Each nonprofit, community-based partner will be preapproved by the Service-Learning Coordinator, through an application and orientation process, in partnership with the Anne Arundel County Volunteer Center. The Signature Program

Facilitator (SPF) at each high school, formerly the Career Connections Facilitator, will approve community partnerships in collaboration with the SL Coordinator. 3

Students will be able to access the list of pre-approved community-based organizations, for-profit agencies, and nonprofit agencies that offer service-learning projects to directly serve the student's community. This will be done through the Web-based Student Service-Learning Interactive Database, currently being developed by AACPS.

The Service-Learning Coordinator completes informal assessments of service-learning in Anne Arundel County Public Schools on an annual basis. This assessment is conducted through the completion of stakeholder surveys and through advisory group input. As part of the revised Service-Learning Implementation Model, the Service-Learning Coordinator will conduct a more comprehensive evaluation of service-learning annually. Assessments will be conducted with Anne Arundel County Public School administrators, Signature Program Facilitators and Guidance Counselors using the Service-Learning Quality Assessment Rubric (*Appendix B*). Teacher input will be assessed through the Service-Learning Teacher Survey (*Appendix M*). Student feedback will be solicited through surveys administered at county-wide meetings of our Student Government Association.

#### **D. Transfer Policies**

Students who transfer to the Anne Arundel County Public Schools during fifth grade through eighth grade will not be required to make up previous service-learning grade-level requirements. They will complete the current grade level service-learning hours beginning with the grade level when they enroll in our school district.

Students who enter the Anne Arundel County Public Schools during their high school years will be required to complete the service-learning graduation requirement on a prorated basis (*see table below*).

<b>High School Transfer Students Pro-Rated Service Learning Requirements</b>	
<b>Transfer Enrollment Grade</b>	<b>Service-Learning Hours Required</b>
Grade 9	40 hours
Grade 10	30 hours
Grade 11	20 hours
Grade 12 (1 <sup>st</sup> semester)	10 hours
Grade 12 (2 <sup>nd</sup> semester)	5 hours

Anne Arundel County will accept service-learning hours transferred from all Maryland public school systems based on transcript documentation. Students transferring from another school setting (home school; nonpublic schools; and out of state schools) can provide service-learning documentation from their previous schooling as part of the high school transfer evaluation process conducted through the Department of Curriculum & Instruction.

Our current service-learning implementation model does not permit students to complete independent service-learning projects in the community to meet their service-learning graduation requirement. 4

However, independent service-learning projects may be used when transfer students enroll in Maryland from a nonpublic, private school or from another state where service-learning is not a requirement for graduation. Transfer students in need of completing service-learning hours are provided with information on organizations and opportunities that have been pre-approved by the Service-Learning Coordinator in collaboration with Guidance Counselors at each of our high schools.

Student Transcripts (Appendix C), for a student transferring from an Anne Arundel County Public School to another school outside the school system, will include documentation of the total service-learning hours completed while enrolled in our schools. Student Report Cards (Appendix D) indicate the current status of each student's completed service-learning hours.

## **E. Connections**

All curriculum-based service-learning activities are developed through the curriculum offices as part of our ongoing curriculum development process. Service-learning projects are directly aligned with the Maryland Voluntary State Curriculum and Core Learning Goals in each subject area. Systemic priorities such as character education, civic engagement, and the incorporation of differentiated instructional strategies are a significant part of the curriculum writing process. The development of infused service-learning projects reflects those priorities. Effective instructional models and relevant assessments are shared with teachers by content area curriculum specialists as part of regular staff development. Additional support is available for teachers through the Service-Learning Office during the planning and implementation of service-learning projects.

Several of our elementary, middle and high schools collaborate with the AACPS Arlington Echo Outdoor Education Center to provide instruction and service-learning projects through the Chesapeake Connections Environmental Project. The Chesapeake Connections Environmental Project (Appendix E) offers a menu of several environmental science service-learning projects such as The American Eel Project; Backyard Rain-gardens; Runoff Evaluation and Replanting; The Yellow Perch Project as well the one of a kind Maryland Terrapin Project. Each of these service-learning projects involves Arlington Echo Outdoor Education Specialists in planning with teachers with participating schools through implementation.

As we move toward implementation of our 2010-11 Service Learning Model, community-based SL opportunities will become more of a focus for our students' service learning engagement. These community-based SL opportunities will arise from the numerous relationships our schools have established through the years with non-profit, not-for-profit, and faith-based local and regional organizations. We will formalize many of these informal relationships in order to maximize student opportunity for participation in the organizations' service learning offerings.

Service-learning continues to align with the vision and mission outlined in the Superintendent's Master Plan for Anne Arundel County Public Schools (Appendix F). The Service-Learning

Office will continue to revise the service learning activities and strategies to ensure continued alignment with the Anne Arundel County Public School's Master Plan.

5

## II. Infrastructure

- District Level Service-Learning Coordinator: Don Sholl, Teacher Specialist:  
Advanced Studies & Program Office (40% Service-Learning Position)  
This position is responsible for:
  - representing Anne Arundel County with MSDE (Service-Learning Office);
  - writing and overseeing the initiatives in the Learn and Service Grant;
  - connecting through each middle and high school, through a building service-learning liaison;
  - planning and training teachers to provide quality service-learning activities for students;
  - meeting with community-based organization and partners;
  - developing countywide service-learning projects;
  - supporting 'celebration' activities for student successes;
  - completing reports/grants as required for documentation for MSDE.
  
- School-based Service-Learning Fellows:  
Shelli Finkelstein (South River HS)                      Monna Madron (Severna Park HS)  
Doreen Kok (Arundel MS);                                      Cathy Gistedt (Marley MS);  
Stephen Fletcher (Marley MS)                                      Annitissa Spanos (Arundel MS)  
Leslie Eisenhauer (Magothy MS)  
SL Fellow's responsibilities include:
  - providing service-learning support and training in schools throughout the county;
  - participating as part of a service-learning project lesson writing team;
  - serving as advisors to provide feedback on service-learning initiatives with the SL Coordinator.
  
- Middle School School-based Service-Learning Liaison: (A Learn and Serve Grant stipend paid \$150 position)  
Middle School Liaison responsibilities include:
  - serving as liaisons responsible for providing a link between central office information and initiatives and the school;
  - meeting with the principal to discuss school-based service-learning activities and school service-learning goals;
  - committing at least 4 after-school hours twice yearly, to complete liaison responsibilities.
  
- High School Signature Program Facilitator (SPF):
  - Working with the Signature School Service-Learning Partnership coordinating the new high school Service-Learning Model implemented in 2010-11;
  - Networking with community organizations who offer service-learning opportunities.*(All twelve SPF teachers will be a valuable component of the service-learning in their school by 2010-2011.)*
  
- CRASC Advisory Council: A student leadership advisory group that meets during CRASC Student Meetings to provide feedback on the initiatives and school-based service-learning. Students will initiate a middle school and a high school service-learning survey to gather student information and feedback on the implementation of service-learning in AACPS. Ongoing feedback will be solicited annually. Student feedback will drive changes/adjustments to our Service Learning Model.

- **Community Service-Learning Advisory Board:** A new advisory board will be developed as part of our service-learning revision for our school system. Participants will include Student Government students; community-partnership representatives; AACPS Administration; Service-Learning Fellows; AACPS teachers; and the Anne Arundel County Volunteer Center Director.

6

### **III. Student Leadership**

The Service-Learning Office encourages instructors to involve all students in leadership roles through their service-learning experiences. Course-infused service-learning projects are written to align with course curriculum, yet also allow flexibility in implementation. Students have an opportunity to choose the service-learning project focus and work with their teachers and classmates to effectively address identified community needs. Opportunities will exist for some students to serve as project leaders on a chosen service-learning project. Project leaders have the ability to assign tasks, work with community members and organizations, and secure funding to successfully implement their selected service-learning project.

In addition to leadership opportunities through classroom service-learning projects, in the revised 2010-2011 SL Model students will also have leadership opportunities through community-based independent service-learning projects. While some independent service-learning projects are designed and approved by community organizations, others provide students the opportunity to evaluate community issues as an individual or group. Students can organize and lead a chosen SL project to successful completion. Students will be given the flexibility to complete these service-learning projects in their own communities as well as opportunities to travel across the region or country to help with community service-learning projects outside their local communities.

The CRASC Advisory Council also provides students with a voice in the development of service-learning projects; community partnerships; and courses with service-learning infused curricula. A web-based student service-learning database will be in place for the new High School SL Model by the 2010-2011 school year. Students will be able to use the database to choose their pre-approved service-learning activities; complete written service-learning activity reflection, and monitor their service-learning history. Through this database, the Service-Learning Office will also be able to monitor service-learning programs as well as individual student meritorious service-learning experiences. Recognitions and celebrations will be initiated for students with exceptional meritorious service-learning commitments.

Recognitions may include:

- Graduation Designation for Seniors who Reach Benchmark Service-Learning Hours;
- ‘Service Star’ Superintendent Recognition Breakfast;
- Monthly AACPS Board of Education Student Distinguished Award;
- Anne Arundel County Governmental Citations;
- Presidential Citations;
- Invitation-Only Leadership Course/Workshop for Students Completing Outstanding Service-Learning Commitments
- Community-Based Organization Awards and Scholarships

#### IV. Community Partnerships and Public Support and Involvement

As part of the new 2010-2011 High School Service-Learning Model (*Appendix G*), the Service-Learning Office will meet with current and prospective community-based organizations, governmental agencies, and church ministries to create or enhance partnership opportunities for our students in service-learning projects and activities. To date, we have received 40 requests from community organization and government agencies, to participate in providing service-learning project opportunities for students. We envision approximately 100 community partnerships within the first full year of the new high school initiative. We will be working closely with the Anne Arundel County Volunteer Center recruiting prospective community partnership clients, and providing guidelines and responsibility trainings for working with the school system and our students. We currently have relationships with several organizations that work with our classroom teachers to support service-learning projects and activities that are infused into course or subject curriculum.

There will be several platforms to inform our students and parents of the community-based service-learning activities. Opportunities for students to earn their service-learning hours:

- middle-school service-learning student brochure will provide service-learning program requirements and prescriptions for middle school students;
- high school service-learning brochure will provide the options high school students have to participate in service-learning, in courses, in school service-learning activities, in Signature (Small Learning Community) School events and activities, in Magnet Schools and through community-based independent service-learning projects and activities;
- An interactive service-learning web site will provide information on service-learning in our schools. It will include information on approved community non-profit organizations, meritorious service awards, service history; and courses infused with service-learning projects in the curriculum;
- Required high school courses (English 9; US Government, Health, and Biology) will include the service-learning projects as part of the syllabus for each course. Teachers also must also detail the service-learning activity for parents prior to engaging in the service-learning project. Assessment rubrics for service-learning projects will be included;
- Parents will have access to the web-based Service-Learning Database to monitor and view the student's service-learning activities and service history;
- Each high school Signature Program Facilitator (SPF) will provide service-learning information in their high school's through a variety of publications and community networking events. They will also monitor service-learning projects in their building. The high school SPF will approve community-based partnerships and organizations to develop service-learning projects for students.

## V. Professional Development and Training

The Service-Learning Office will continue to provide staff development, aligned with the MSDE Staff Development Standards through a Service-Learning 101 workshop. Funding for providing support for 25 teachers to complete the SL 101 workshop comes from the Learn and Serve Grant.

The Chesapeake Connections Project staff development is provided by the staff at our Arlington Echo Outdoor Education Center. They train teachers new to the environmental service-learning project or with new components of the projects such as the American Eel project.

Workshop training for curriculum area coordinators and specialists, administrators, SPF coordinators, high school curriculum department chairs, and teachers will be provided to introduce our new 2010-2011 service-learning model. New service-learning structure, opportunities, web-based SL database, and accountability will be discussed. Additional shorter information sessions are being planned for the Department of Curriculum and Instruction's monthly staff meetings.

The Service-Learning Coordinator will meet with teachers responsible for the service-learning infused courses at department meetings and staff development sessions at each high school. Currently, meetings with new teachers or those new to providing the instruction for a service-learning project course are being conducted after school or in faculty meetings. Through these training sessions teachers gain the necessary tools and information for providing a quality service-learning activity within their courses.

## VI. Accountability

Monitoring the service-learning projects entails a number of record keeping and evaluation responsibilities to insure that students are meeting this graduation requirement. Because service-learning is an integrated component of course curriculum in the elementary and middle school levels, the record-keeping process begins with the teacher. The teacher grade book records provide validation that the student has participated and completed the preparation, action and reflection components associated with a quality service-learning project within their classes.

Student validation of completion of service-learning within the required infused service-learning courses is inputted into the AACPS Student Records Database. Each student's (*elementary, middle and high school*) report card will indicate the completed hours of service-learning. (*See Appendix D*). A student cumulative record label will be generated that reflects completion of the service-learning hours' requirement as well.

Each middle and high school teacher must submit a Service-Learning Project Teacher Report Form (*Appendix A*), to the SL Building Liaison upon completion of a service-learning project. Student service-learning project documentation will be completed using the Service-Learning

Student Report (*Appendix N*), which is given to the Counselor’s Office for student records’ documentation. The Service-Learning Office, with the aid of the SL Fellows and the SPF SL

Building Liaisons, will review teacher service-learning project reports annually to ensure the completion of quality service-learning projects and the comprehensive student reflection for each of the service-learning activities.

### VII. Service Learning Funding and In-Kind Resources

<b>Fiscal Year 2008</b>		
<b>Source</b>	<b>Amount</b>	<b>Purpose</b>
Corporation for National Service, Learn & Serve Grant	\$15,000	Stipends for school-based service-learning coordinators; Chesapeake Connections Environmental Project; NYLC attendance; Service project materials support; Service Learning Staff Development Workshop
Anne Arundel County Schools	\$ 37,000 6,000 144,000	<ul style="list-style-type: none"> <li>• 40%: SL Coordinator’s salary</li> <li>• Service Project transportation</li> <li>• Signature Program Facilitator (1 per high school: 12) (2009-2011)</li> </ul>
<b>TOTAL</b>	<b>\$177,000</b>	

#### Service Learning Implementation Plan Summary Comments

- Currently our Service Learning Plan is curricular-focused and does not offer students enough opportunities for “doing meaningful service” within their communities.
- Our intention is to strengthen the course and grade-level service learning opportunities available for student engagement while moving to greater student-focused and community-based SL opportunities over the next two years.
- Community-based service learning opportunities will be integrated into *all* our Signature (thematic) Programs and Magnet Program located within all our comprehensive high schools.
- The key to quality implementation of the community-based service learning opportunities is a SL web-based interactive database we are building that interfaces with our SASI student information system.
- Our SL Interactive Database will allow a) community organizations to post SL needs after vetting by our SL Coordinator, b) students to sign-up, edit, and review their SL commitments and post their SL reflections electronically, c) teachers to review student SL reflections and approve SL hours, d) school administrators to monitor all SL student

hours (course-based and community-based), and e) parents access to see SL opportunities available within Anne Arundel County.