



Service-Learning
Professional
Development
Institute

October 5, 2005

Welcome!



Baltimore County students sold "Links of Love" to raise money for tsunami relief efforts.

Purpose:

- To bring local service-learning leaders together and distribute and explore *Maryland Student Service-Learning Guidelines* and other service-learning news and developments
- To enhance local service-learning leaders expertise in service-learning
- To promote collaborative relationships between local school system (LSS) service-learning contacts and Service-Learning Fellows

LSS Service-Learning Plan Reviews

- The review took place during the Spring of 2005.
- 6 review panels comprised of a variety of stakeholders met to review the systems' submissions.



Wicomico County students create bears for children in the hospital.

Maryland Student Service-Learning Guidelines



- Published in 2005
- Provides consistency in service-learning experiences around the state
- A complete discussion of Maryland's 7 Best Practices for Service-Learning and how to apply these practices in the classroom

Summary of Review Results



Baltimore County students plant a rain garden to prevent erosion.

- Nineteen LSSs require a minimum of 75 hours
- Twenty-two LSSs use Maryland's 7 Best Practices of Service-Learning as their quality standard
- Twenty-two LSSs incorporate service-learning in multiple grade levels
- Four LSSs have exemplary programs

Summary of Review Results, continued

Clearer policies and procedures needed for:

- Parental notification regarding student service-learning projects
- Orientation to the program for students, parents and the community
- Transfer students
- Proportion of time students spend on various phases of service-learning projects (preparation, action, and reflection)

Recommendations

- All system plans must equate to 75 hours of service-learning
- Specific language on reporting the hours
- Whenever possible, systems should integrate service-learning into the regular instructional program

Recommendations, continued

- Use Maryland's 7 Best Practices to guide the program at the system and school level
- A central office staff member should be dedicated to the stewardship of the program at the district level
- Systems should use existing resources to monitor the quality of service-learning implementation at the district and school level

*U.S. Secretary of Education
Margaret Spellings, June 21, 2005*



St. Mary's County students plant trees as part of reforestation project.

“Through service-learning, students have unique opportunities to learn the value of teamwork and build critical thinking skills while completing service projects in areas such as education, public safety and the environment. Studies have shown that students who participate in such programs demonstrate increased civic and social responsibility and improved academic achievement.”

Scavenger Hunt:

Maryland Student

Service-Learning Guidelines



Where can you find the answers to the following questions?

- **How many of the 7 Best Practices should a project meet to be a quality service-learning project?**
- **Page 6 - All service-learning experiences should meet all of the Maryland's 7 Best Practices of Service-Learning.**

- How many of the 7 Best Practices should an independent student service-learning project meet?
- Page 14 - Service-learning activities that are completed independently by students in the community must meet the service-learning quality practices articulated in Maryland's 7 Best Practices of Service-Learning.

- Every school system's service-learning program should require a minimum level of engagement of how many hours, or the equivalent?
- *Page 17 - at least 75 hours or the equivalent of 75 hours.*

- Should students engage in only indirect service-learning projects through a LSS service-learning program?
- *Pages 7 & 17* - Students should be provided with opportunities to engage in a variety of types of service-learning: indirect, direct, and advocacy.

- Can a second semester senior transfer student be exempt from meeting the service-learning graduation requirement?
- *Page 18* - ... no student can be exempt from meeting the service-learning graduation requirement, including those who transfer second semester of their senior year.

- Is it appropriate for a student to receive service-learning credit for teaching Sunday School?
- *Page 15 - Any service-learning activity whose chief purpose is to help prepare and/or participate in the performance of a religious service or religious education activity may not be counted toward the service-learning graduation requirement.*

- Should a student receive service-learning credit for serving in his or her religious institution's community food pantry?
- *Page 14 - Service-learning activities ...even if done in conjunction with a faith-based agency or institution, may be counted toward the service-learning graduation requirement.*


- How should LSS ensure that students and their families know when students are engaging in service-learning projects?
- *Page 18* - Students and parents should be informed in writing when an activity is being carried out.

- How much time should students spend on the action phase of a service-learning project?
- *Page 7, 14 & 17* - A significant portion of a student's service-learning experience should involve engagement in Best Practice 1, the action phase, meeting a recognized community need.

- Where can you get more information and free materials on service-learning in Maryland?
- *Page 20* - www.mdservice-learning.org or www.marylandpublicschools.org

Service-Learning Statewide Project Ideas

- **American Cancer Society**
- **Maryland Food Bank**



Maryland
Service-Learning
Network
(*MSLN*)

What we do for
ourselves dies with us.
What we do for others
and the world remains
and is immortal.

-Albert Pine