## NATIONAL K-12 SERVICE-LEARNING STANDARDS FOR QUALITY OF PRACTICE (2008) MARYLA

MEANINGFUL SERVICE: service-learning actively engages participants in meaningful and personally relevant service activities.

LINK TO CURRICULUM: service-learning is intentionally used as an instructional strategy to meet learning goals and or content standards.

REFLECTION: service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

YOUTH VOICE: service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

PARTNERSHIPS: service-learning partnerships are collaborative, mutually beneficial, and address community needs.

PROGRESS MONITORING: servicelearning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

DIVERSITY: service-learning promotes understanding of diversity and mutual respect among all participants.

DURATION AND INTENSITY: \* service-learning has sufficient duration and intensity to address community needs and meet specifed outcomes.

Maryland has a 75 hour service-learning graduation requirement.

MARYLAND'S 7 BEST PRACTICES OF SERVICE-LEARNING (1995)

MEET A RECOGNIZED NEED IN THE COMMUNITY: students work to identify pressing community needs and devise and participate in projects that address those needs.

ACHIEVE CURRICULAR OBJECTIVES THROUGH SERVICE-LEARNING: service-learning provides an opportunity for classroom knowledge to be applied and tested in real-life settings.

REFLECT THROUGHOUT THE SERVICE-LEARNING EXPERIENCE: through reflection activities in the form of discussions, journaling, performing, writing, en

discussions, journaling, performing, writing, etc., students come to more fully understand the connection of their schoolwork to the service work performed.

DEVELOP STUDENT RESPONSIBILITY:
high quality service-learning allows
students to take leadership and
ownership over the projects performed.

ESTABLISH COMMUNITY PARTNERSHIPS: service-learning experiences provide opportunities for students to learn about their communities, explore career possibilities, and work with diverse groups of individuals.

PLAN AHEAD FOR SERVICE-LEARNING: as with all effective instruction, an action plan must be created which features specific objectives to be achieved through the activity.

EQUIP STUDENTS WITH KNOWLEDGE & SKILLS NEEDED FOR SERVICE:

to effectively engage in a project, students must understand the issue they will be addressing, as part of preparing to engage in service-learning, students also need to learn project specific skills, as well as explore issues related to citizenship and civic engagement.



