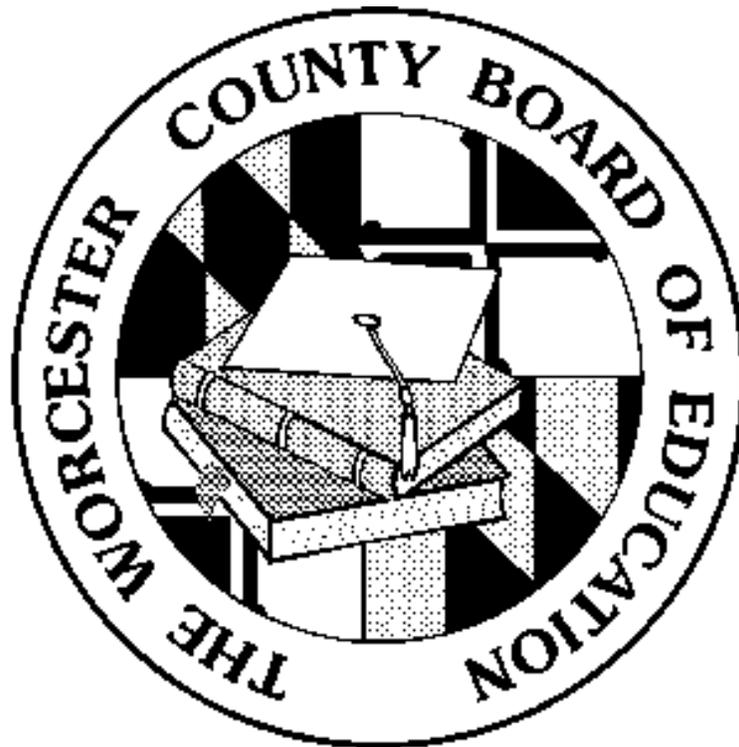# Worcester County Service-Learning Implementation Plan

November 2012

Table of Contents

I. Implementation Plan and Curricular Connections

A. Student Engagement

Student service-learning in Worcester County is infused into the curriculum in grades 6, 7, 8 and 9. Each year middle school grade level teams (grades 6-8) develop a student service plan that includes projects spaced throughout the year that provides for a minimum of 15 hours of student service activities. In the required ninth grade government course students complete a minimum of 30 hours of service activities. Successful completion of each year's activities satisfies a portion of the state service-learning requirement so that at the end of the ninth grade year Worcester County students have accumulated the equivalent of 75 service hours.

Expected Service-Learning Engagement
in Worcester County Programs by Grade

Grade	Hour Equivalent
6th	15
7th	15
8th	15
9th	30

B. Curricular Connections

The program for student service-learning in Worcester County is infused into the curriculum in grades 6, 7, 8 and 9 and provides multiple opportunities for student participation. In grades 6-8, thematic units developed by grade level teams (language arts, science, social studies and mathematics) or special subject teams (music, band, physical education, consumer science, teen economics, art, foreign language, and tech ed) are implemented each school year. These units are enhanced with activities conducted by teachers in other subject areas. Each year by the end of September, middle school grade level teams (grades 6-8) submit to their principal a student service plan that: identifies a theme and a schedule of service activities, provides opportunities for students to plan, participate and reflect on service activities; is integrated into

the existing curriculum, includes a variety of projects spaced throughout the year which involve service to the school and/or community, based on performance outcomes, provides for a minimum of 15 hours of student service activities with the expectation that at least ten of the hours are spent engaged in actual service, and incorporates a variety of service activity types. Plans must include a correlation with Maryland State Curriculum, Common Core Standards, or other applicable instructional standards. Worcester County has developed instructional units for each middle school grade to assist schools in teaching students about the concepts and processes of service-learning with the intent that students will be capable by ninth grade to take on the whole planning, action, reflection process themselves (Attachment A) . A county provided planning tool assists teacher teams in assuring that they have deliberately considered Maryland's Seven Best Practices and county requirements for service-learning in their planning (Attachment B).

In the required ninth grade government course, service learning continues through the completion of two 15 hour projects (30 hours total with at least 20 hours in actual service), where students research current issues, develop and complete a plan of service to address the issue, and then present their project to the class. They are guided in this process through a county developed high school service-learning guide that ensures that student projects meet Maryland's Best Practices and county requirements for service-learning (Attachment C). Students are required to conduct article searches investigating issues of the elderly, crime and/or crime prevention, people with disabilities, poverty, education, and the environment. From their research students then choose a need they would like to address and a local partner that is engaged in addressing that need. In conjunction with their community partner and/or other school faculty with expertise in the issue they develop a plan for service. The plan is submitted to the government teacher who reviews it for

compliance with Maryland's Best Practices and sufficiency to meet the time requirements. Students complete the planned project and present their preparation, action, and an evaluation of the effects their project had to the class in a PowerPoint or project board.

C. Assessment &Evaluation

Middle school service-learning plans are reviewed and signed by the principal and then are reviewed by a county-wide panel consisting of Service Learning Fellows using a rubric based on Maryland's Best Practices (Attachment D). Based on feedback from the review panel's findings schools are to make adjustments to their plans to ensure students experience a wide variety of service-learning types over their school career. Copies of the completed plans are then kept on file at the board office. At the end of the academic year middle school instructional teams complete a county provided self evaluation based on the Maryland's Best Practices Project Rubric (Attachment E). Instructional teams are required to submit data, copies of student work, and other products that support their self-ratings and document completion of the planned activities.

High school projects are required to use the planning tool and are evaluated using the rubric in the county high school service-learning guide based on Maryland's Best Practices (Attachment C). Students must obtain written verification from the service partner that the student completed the required activities. Service-learning completion is required in order to pass the government course. Government teachers maintain a file of completed service-learning projects. High school students who transfer into Worcester County Public Schools and must complete service-learning activities outside of the curriculum follow the same procedure under the guidance of the Service-Learning Fellow or building contact.

An annual review of service-learning using the parameters outlined in MSDE's rubric for Local Education Agencies Leadership is undertaken during the summer by the service-learning leadership team consisting of Service-Learning Fellows, building contacts, and other staff and community members as is appropriate. Staff development evaluations, student projects, school self-evaluations, student survey data (all high school students complete an online survey about service-learning), and program expenditures are examined and used in developing the annual service-learning plan for the county.

D. Transfer Policy

Students who transfer to Worcester County Public Schools after grade 6, but before grade 12, who, after an evaluation of their official record, have not completed the state service-learning requirement will need to enroll in and successfully complete the Government course, or a service-learning elective, and /or document a minimum of 25 hours of service engagement in approved school and/or community service for each year enrolled. Each high school has assigned one faculty member to coordinate independent service projects that will be used to satisfy the service learning requirement.

The electronic student record is updated twice annually in middle school and upon completion of the high school government course. If a student completes the requirement through alternative means, such as guided after-school projects in middle school, or independent projects in high school, this is annotated electronically as completed by "alternate methods" and verification letters are place in the students file. When students transfer to other school systems in the service learning credit is part of their official record. When questions arise about former Worcester County students it is possible to back-trace student service-learning completion through our student database.

Required Service-Learning Engagement
of Transfer Students to Worcester County*

Grade of Entry	Equivalent Hours Expectation
6th	75
7th	75
8th	75
9th	75
10th	75
11th	50*
12th	25*

*Assumes students were not enrolled in a Maryland Public School

Service-Learning Transfer Credit
Of Students Leaving Worcester County*

Grade of Entry	Equivalent Hours Expectation
6th	15
7th	30
8th	45
9th	75
10th	75
11th	75
12th	75

*Assumes continuous Worcester County enrollment and completion of all requirements

E. Connections

Given the location of Worcester County between the Atlantic Ocean and the Chesapeake Bay a large number of service projects are environmentally based. As part of the middle school science curriculum all students are required to have a meaningful environmental experience, many middle schools incorporate their service-learning requirement into their environmental experience. The coordinator of instruction for science as part of her job description is actively involved in developing service-learning activities in Environmental Literacy. Service-learning is included in Worcester County's master plan as part of the objectives for staff development that are best practices that works to increase student achievement. It is also included in several

schools' Accreditation for Growth plans for Middle States Association of Colleges and Schools

as an area for integration of technology.

II. Infrastructure

1. **Dr. John Gaddis - Assistant Superintendent of Instruction – Central Office**
Responsible for oversight of all county instructional programs. Less than 1% of time spent on service-learning.

2. **Dr. Joshua Fradel - Coordinator of Instruction – Central Office**
Coordinates Service-Learning Program for the county. 15% of time spent on service learning.

3. **Laurie Chetelat- Teacher - Stephen Decatur High School**
Service Learning Fellow; Coordinates service learning activities at Stephen Decatur High School. Sponsors the Connections student service group. Participates in county level activities including training, planning, and the Service Learning Advisory Committee. Between 20 and 25% of time spent on service-learning activities.

4. **Jamie Thompson - Teacher - Stephen Decatur High School**
Service Learning Fellow; Coordinates service learning activities at Stephen Decatur High School. Participates in county level activities including training, planning, and the Service Learning Advisory Committee. 20% of time spent on service-learning activities

5. **Emme Villaume - Teacher - Snow Hill Middle School**
Service Learning Fellow; Assists the building principal and instructional teams plan and evaluate service learning activities. Sponsors after-school make up projects for students. Participates in county level activities including training, planning, and the Service Learning Advisory Committee. Spends 10% of time on service learning activities.

6. **Beau Williams - Teacher - Snow Hill Middle School**
Service Learning Fellow; Assists the building principal and instructional teams plan and evaluate service learning activities. Participates in county level activities including training, planning, and the Service Learning Advisory Committee. Spends 10% of time on service learning activities.

7. **David Draus – Teacher - Snow Hill High School**
Coordinates service learning activities at Snow Hill High School. Approximately 10% of time is spent on service-learning.

8. **Susan Walls – Teacher - Stephen Decatur Middle School**
Service Learning Fellow; Assists the building principal and instructional teams plan and evaluate service learning activities. Sponsors after-school make up projects for students. Participates in county level activities including training, planning, and the Service Learning Advisory Committee. Approximately 10% of time is spent on service activities.

9. **Amy Vadella – Curriculum Planner – Pocomoke High School**
   Service Learning Fellow; Assists the building principal and instructional teams plan and evaluate service learning activities. Participates in county level activities including training, planning, and the Service Learning Advisory Committee. Approximately 10% of time is spent on service activities.

10. **Marie Suznavick – Teacher – Pocomoke High School**
    Building Coordinator; Coordinates service learning activities at Pocomoke High School. Serves on the Service Learning Advisory Committee. Spends 15% of time on service learning.

11. **Rhonda Walsh – Teacher - Berlin Intermediate School**
    Service Learning Fellow; Assists the building principal and instructional teams plan and evaluate service learning activities. Participates in county level activities including training, planning, and the Service Learning Advisory Committee. Spends 10% of time on service-learning activities.

12. **Twynette Binns — Pocomoke Middle School**
    Service Learning Fellow; Assists the building principal and instructional teams plan and evaluate service learning activities. Participates in county level activities including training, planning, and the Service Learning Advisory Committee. Spends approximately 10% of time on service-learning activities.

13. **Tom Zimmer – Principal - Stephen Decatur High School**
    Responsible for oversight of all school instructional programs. Less than 1% of time spent on service-learning.

14. **Tom Davis – Principal - Snow Hill High School**
    Responsible for oversight of all school instructional programs. Less than 1% of time spent on service-learning.

15. **Annette Wallace – Principal - Pocomoke High School**
    Responsible for oversight of all school instructional programs. Less than 1% of time spent on service-learning.

16. **Tom Sites - Principal - Berlin Intermediate School**
    Responsible for oversight of all school instructional programs. Less than 1% of time spent on service-learning.

17. **Lynne Barton – Principal - Stephen Decatur Middle School**
    Responsible for oversight of all school instructional programs. Less than 1% of time spent on service-learning.

18. **Dr. Aaron Dale – Principal - Snow Hill Middle School**
    Responsible for oversight of all school instructional programs. Less than 1% of time spent on service-learning.

19. **Todd Hall - Principal - Pocomoke Middle School**

Responsible for oversight of all school instructional programs. Less than 1% of time spent on service-learning.

20. **Marlyn Barrett – Coordinator of Instruction**
Coordinates environmentally oriented service-learning initiatives. Spends an estimated 5% of her time on service-learning.

23. **Diane Stulz – Coordinator of Instruction**
Assists in coordination of service-learning projects for students in credit recovery, evening/Saturday school, and English Language Learners. Less than 1% of time spent on service-learning.

III. Student Leadership

Students are expected to participate in planning and leading service-learning activities at the school level. Middle school annual service learning plans are required to consider, and are specifically evaluated in terms of, the level of student engagement in planning and leading the service activities. In most middle schools students participate in committees that plan and execute portions of their team project. Students are given the opportunity to participate in regional and national conferences. Stephen Decatur High School and Pocomoke High School have Key Clubs dedicated to service to the community and is nationally affiliated with Kiwanis International. Stephen Decatur High School also has Connections, a student created and led group, dedicated to connecting students to their community through service and provides the links for students to service opportunities in their community. All high school JROTC units and student government associations participate in service to the community.

Students who go above and beyond the service requirement can have their service recorded in their student records and apply for Presidential Service recognition. Two high school students are selected as Worcester County Service Stars for exceptional service to the community beyond the service-learning requirement and are each awarded a $2,000 dollar scholarship funded by local service organizations. Middle school students who demonstrate

exceptional dedication to service are recognized as Worcester County Service-Learning Rising Stars, given certificates and are recognized in awards ceremonies in their schools.

IV. <u>Community Partnerships & Public Support and Involvement</u>

Worcester County reviews all proposed service sites as part of the project review process. Every middle school project is reviewed by the principal, county service-learning coordinator and a project review panel consisting of the service-learning fellows and building coordinators. As part of that review the appropriateness of the service site is considered. In high school, every student's service project is reviewed by the government teacher before approval is given to proceed. Part of the project review is the appropriateness of the site. Each year a teacher resource manual is produced that includes over 30 approved service sites for the teacher's use (a list of common sites is on p.114). As part of the process for the service-learning elective students must get pre-approval for the site and the site must be visited by the teacher-in-charge. Community partner training is conducted periodically as new leadership emerges among our established community partners.

Each year every student who is in a grade completing a service project is sent a brochure explaining the Worcester County program for service-learning. An overview of the essential elements of the Maryland approved service-learning program are posted on the board of education website (http://www.worcesterk12.com/programs/service_learning_program.htm). Each middle school instructional team sends a letter home explaining to parent the project they are engaged in. High school students are given the requirement description and must get parental approval for their projects as part of the planning process.

V. Professional Development and Training

All teachers responsible for conducting part of a service learning program are scheduled to attend a locally conducted service learning training in their first year of having service learning responsibilities. Key people such as guidance counselors are also scheduled to attend local training. Teachers with more intense responsibilities in service learning participate in county planning and training and are encouraged to attend regional, state, and other conferences and training opportunities. Fellows and building contacts are responsible for providing follow-on assistance as is needed in their schools. School staff are instructed to refer all inquiries about service-learning to building contacts, Service-Learning Fellows, or guidance personnel.

VI. Accountability

Tracking yearly individual student service-learning completion is primarily the responsibility of the supervising teacher. Each middle school is responsible for verifying that each student completes the minimum activities associated with the submitted annual service learning plan (Attachment B). In middle school students progress and completion of service-learning is reported on student's report cards in January and June.

Middle school project completion is evaluated using a rubric based on Maryland's Seven Best Practices Rubric (Attachment E) by the responsible instructional team. Both the plan and evaluation rubric are reviewed and signed by the school principal, county service learning coordinator and a committee of consisting of service learning fellows and building contacts. School principals, the assistant superintendent for instruction, and the instructional teams receive the written feedback from this committee.

In high school students must submit a formal proposal, receive approval, provide verification documentation from the service site, and present their learning/findings to the class for both 15 hour projects required (Attachment C). Students cannot pass the government class if they do not complete these requirements. Completion of the 9th grade service requirement is to be recorded on the electronic student database the same as done in middle school. Independent projects are verified by the building service-learning contact or fellow using the same documentation used in the government course (Attachment C).

High school guidance counselors are responsible for reviewing student records upon completion of the ninth grade government course. Completion of the 6th, 7th, 8th, and 9th grade portions of the Worcester County Service-Learning Program as indicated on the electronic record constitute completion of the state service-learning requirement. When this record is complete the guidance counselor will indicate completion of the state service-learning requirement on the students' permanent record.

VII. Funding and In-Kind Resources

Fiscal Year 2012*

Source	Amount	Purpose
Worcester County Public Schools	$20,772	20% of county coordinator's time 5% of science coordinator's time
Worcester County Public Schools	$86,828	Estimated time of building contacts.
Total	$107600	

* Funding provided by individual school budgets, community businesses, and organizations through concessions on fees are not included in this estimate because there is not a centralized tracking system for such financial support.

STUDENT SERVICE LEARNING PLAN for School Year 2007-2008
Due September 28, 2007

SCHOOL: _____

Community Need/Title:_____

Instructional Team : _____

COMMUNITY PARTNER: _____

Teacher Submitting:_____ Principal: _____

(Signature)

Preparation Activities	Indicate student responsibility for each activity. A- No student responsibility evident B- Students given some choice in project development C- Students share responsibility with educator for project development and implementation D- Students responsible for project creation, organization, and implementation	Timeline	Person Responsible
Worcester County Grade _____ Service-Learning Curriculum. (Found in resource binder)			

Content Standards/ Curricular Objectives	Project Objective/ Knowledge & Skills Needed

Evaluation –How will you know you have achieved your objective? (What evidence are you going to collect?)

Online Service-learning survey. Contact Joshua Fradel to arrange the details of this survey.

Service Actions SHOULD ENGAGE STUDENTS IN 15 HOURS OF SERVICE		**Indicate student responsibility for each activity.** A- No student responsibility evident B- Students given some choice in project development C- Students share responsibility with educator for project development and implementation D- Students responsible for project creation, organization, and implementation	Timeline	Person Responsible

Content Standards/ Curricular Objectives	Project Objective/ Knowledge & Skills Needed

Evaluation —How will you know you have achieved your objective? (What evidence are you going to collect?)

REFLECTION **Activities** SHOULD BE CONTINUOUS THROUGHOUT PROJECT	**Indicate student responsibility for each activity.** A- No student responsibility evident B- Students given some choice in project development C- Students share responsibility with educator for project development and implementation D- Students responsible for project creation, organization, and implementation	Timeline	Person Responsible

Content Standards/ Curricular Objectives	Project Objective/ Knowledge & Skills Needed

Evaluation –How will you know you have achieved your objective? (What evidence are you going to collect?)

Attachment C

High School Service-Learning Planning Tool
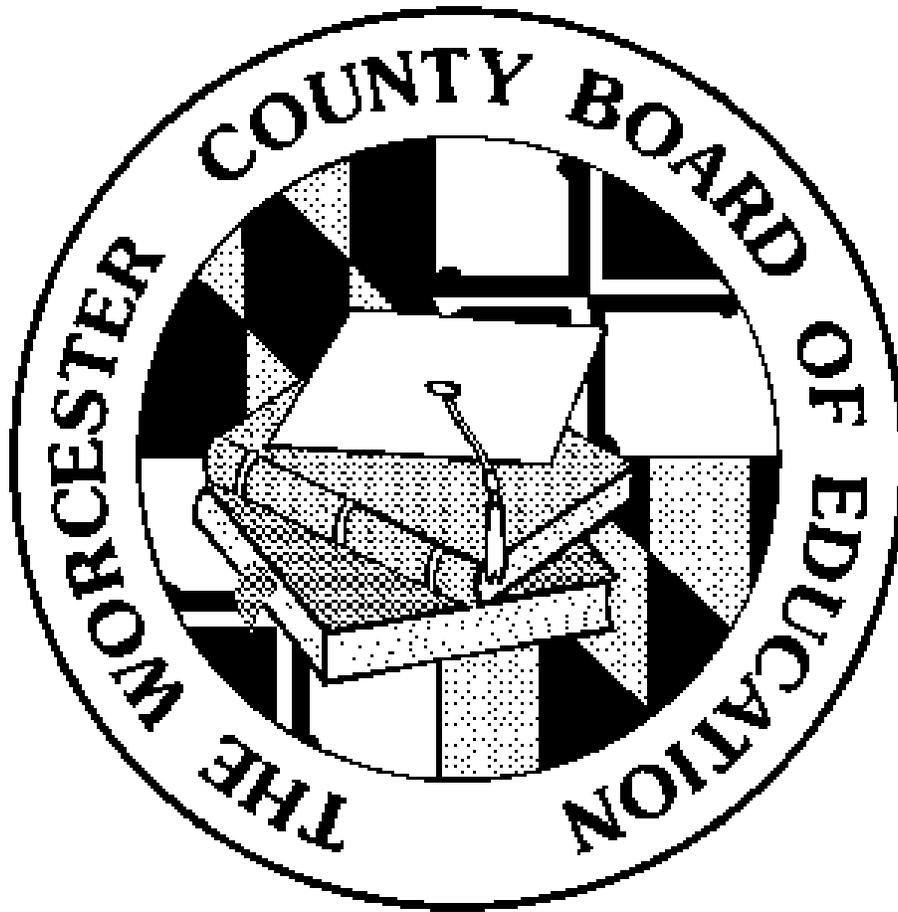
Ninth Grade
Issues Based Curriculum
For Service-Learning

Revised Spring 2003

ARTICLE SEARCH (3)
(100 POINTS EACH)

Complete the following and turn in on the specified due dates. You will be completing a total of three article searches. Each search must focus on a different issue and will help you prepare and/or reflect upon the concept of service learning.

Articles must be about the United States.

INSTRUCTIONS
Collect 5-8 newspaper and/or magazine articles (Internet articles are allowed) pertaining to one of the following issues:

- A. Issues of the elderly
- B. Crime and/or crime prevention
- C. Issues of those with disabilities
- D. Issues of those living in poverty
- E. Education
- F. Environment

After clipping and reading these articles,
1. **write a paragraph for each article summarizing the article**
   AND
2. **your reaction of each article.**

Summaries should be 3-5 sentences in length. Make sure you identify the topic of the article from the list above.
Reactions should include your feelings about the article, what parts you agree or disagree with, and what you would do differently. Give quotes from the article to support your position. Reflections should be at least one good paragraph.

REQUIREMENTS:
1. Articles must be mounted and included with your summaries. Service Learning topic must be identified.
2. Articles must be turned in on time to receive full credit.
3. Article summaries and reactions must be neatly done, well written, and free of spelling and grammatical errors.
4. Articles must be current and be **related to topics described above.**
5. Articles must be in a folder with a cover page.
6. Articles must be written in blue or black ink or typed. Do not use pencil

Points for Article Search (3)
- 5 articles clipped and mounted; appropriate service learning topic (25)
- Complete reaction/summary of articles (50)
- Professionalism – spelling, appearance, cover page and folder (25)

100 points for each set of articles

SERVICE LEARNING REQUIREMENTS

BASICS
1. The service performed should be either a choice from the list of possible service projects or a selection of your own which was underlined approved. Complete the attached proposal form and get approval before starting your service project. The agency supervision report must be turned in to receive credit for this activity. Turning in a late report will result in a deduction of points. The report must be signed by either your site supervisor or your parent/guardian.

JOURNAL:
2. The additional required assignment constitutes a 1-2 page journal. The journal must describe your service learning project and discuss your feelings about your service projects. Discuss your accomplishments, any setbacks, what type of experience this was for you, how this service benefited the community, and if you plan to continue further with your service. Overall, the journal must describe the 3 main components of service learning:

    PREPARATION: How did you prepare for this type of service?
    ACTION: Describe what you did for your service project; and
    REFLECTION: What did you learn?

PRESENTATION:
3. The actual presentation will also be graded. Please make sure your information follows a logical progression, while integrating the exhibit into your discussion of the three service components (preparation, action, reflection). Be detailed during discussions and be prepared to answer simple questions about your service. Do your best when presenting (standing, speaking clearly, etc.). You may use note cards to help you. Please do not stand and read from the cards. YOUR PRESENTATION MUST LAST AT LEAST 10-15 MINUTES. Groups will be expected to have a longer presentation with all speaking being equally divided. (If you choose to present as part of a group, you will receive the same points for the presentation section.)

EXHIBITS OR CLASS INVOLVEMENT ACTIVITY:
4. To complete an exhibit use a tri-fold board or large poster(s) to prepare your display for presentation. Whether working individually or as a group, you will need to prepare only one exhibit. Your exhibit should reflect the preparation, action, and reflection components of each group member's service. Include a time-line of events, information from outside sources, and something to symbolize/show your reflections. Any other information accumulated during the service may also be included (pictures, pamphlets, etc.). You may complete a Power Point presentation instead of using a tri-fold board. Requirements remain the same.

OPTIONAL:
5. Each group, or individual, can prepare an involvement activity for the class. This activity should enhance and develop an understanding and appreciation of your service and should take anywhere from 5 to 10 minutes to complete. Because creativity is appreciated, word searches and quizzes are discouraged. Information used in the activity should have been discussed during the presentation and instructions should be supplied in writing prior to the activity. Any pre-printed materials should be typed.

NAME _____ **SCHOOL** _____

TITLE OF PROPOSAL _____

PROPOSAL DUE DATE _____

DESCRIPTION OF PROPOSAL _____

_____

_____

_____

_____

EXPLAIN HOW THIS PROPOSAL MEETS A COMMUNITY NEED _____

_____

_____

_____

WHEN WILL YOU PERFORM YOU COMMUNITY SERVICE? AFTER SCHOOL?
WEEKENDS? WHAT DAYS OF THE WEEK?

_____

_____

NAME OF SUPERVISOR _____

TELEPHONE NUMBER _____

TRANSPORTATION NEEDED? _____

HOW WILL YOU PREPARE FOR YOUR COMMUNITY SERVICE? ANY BACKGROUND
INFORMATION NEEDED?_____

_____

_____

_____ PROPOSAL ACCEPTED

_____ PROPOSAL DENIED

_____ MORE INFORMATION NEEDED

ADDITIONAL COMMENTS:

SERVICE LEARNING AGREEMENT

Student Name _____ **School** _____

Agency _____ **Agency Phone** _____

This contract is for:

Fall semester _____   Spring Semester _____

Starting Date _____   Finishing Date _____

Hours per week _____   Times/dates of visitation _____

Days of the week: (circle)   Monday   Tuesday   Wednesday
Thursday   Friday   Saturday   Sunday

Duties:

_____
_____
_____
_____

I, _____, have opted to complete my service project at the above agency. I agree to abide by the regulations and policies of this agency and to perform to the best of my ability the tasks specified in this agreement. I agree to call the agency in advance if I am detained or plan to be absent for any reason.

I, _____, the parent or legal guardian of _____, agree to lend support and encouragement to my son or daughter in the service he or she will render to the agency we have chosen. I accept full responsibility for the scheduling, supervision, and transportation to and from the agency.

_____ (agency name), agrees to accept the service of this student as specified in this agreement. We agree to provide meaningful tasks for this student to perform. In exchange for services rendered, this agency will train, supervise, and evaluate the student.

_____ _____
Student's Signature   Date

_____ _____
Parent/Guardian Signature   Date

_____ _____
Agency/Project Supervisor's Signature   Date

Student's Address _____   Phone _____

City _____   Zip Code _____

Service Learning
AGENCY SUPERVISION REPORT

Student Name _____ **School** _____

Agency _____ **Supervisor** _____

1. Student's assigned duties: _____

_____

_____

2. Was the student prepared for the assignment?   Y   N

3. Was the student on time?   Y   N

4. Did the student abide by agency rules and regulations?   Y   N

General Appraisal	Superior	Above Average	Average	Below Average	Don't Know
ability to work with other volunteers	1	2	3	4	5
ability to work with staff supervisors	1	2	3	4	5
rapport with clients	1	2	3	4	5
attendance	1	2	3	4	5
initiative/independence	1	2	3	4	5
overall effectiveness	1	2	3	4	5

Additional comments or suggestions: _____

_____

_____

_____

Number of hours completed: _____

_____   _____
Supervisor's signature   Date

SERVICE PROJECT PRESENTATION

Project: _____ Date: _____

Participants: _____

I.   PROJECT (225)

_____ A.   Additional Project Requirements (50)

  1. Journal/Reflection of project, 1-2 pages (30)
      *Detailed discussion of planning, action, and reflection of project
  2. Free of spelling and grammatical errors, neatly done, include a cover page (20)

_____ B.   Exhibit and/or Class Involvement Activity (75)

      *Original, neatly done, visuals included (pictures, pamphlets, etc.)
_____ C.   Actual Service (100)

  1. Positive cooperation with agency and/or teacher – establish community partnerships
  2. Builds student responsibility
  3. Meets a recognized community need
  4. Evaluation completed by supervisor and turned in before, or at time of, the presentation
  5. Received "satisfactory" or above rating by supervisor

PROJECT TOTAL: _____

II.   PRESENTATION (125)

_____ A.   Detailed discussion of 3 service components (75)
      *Preparation – planned ahead for service project
      *Action – student responsibility for implementation of project
      *Reflection – throughout project

_____ B.   Knowledge of community organization/informative (20)

_____ C.   Communication Skills (10)
      *Speaks clearly, answers questions effectively, faces the audience, planning is evident

_____ D.   Integration of exhibit into presentation (10)
      *Discussion of information on board or Power Point

_____ E.   Logical development of presentation – organization (10)

PRESENTATION TOTAL: _____I

_____ Appropriate behavior during class presentations

OVERALL TOTAL: _____/350   GRADE: _____

COMMENTS:

SERVICE LEARNING PROJECTS

You will be required to complete two service learning project this year. You must submit a proposal to be approved, a service agreement signed by the individual in charge of your supervision, and a final appraisal form. In addition, you must keep a journal of the time you spent on this project and discuss your experiences.

SUGGESTED IDEAS:

Red Cross Volunteer	YMCA, YWCA volunteer	Fire Cadets
Volunteer at zoo	Organize a fundraiser	Organize a community clean-up
Volunteer at Wildfowl Museum	Grant-A-Wish volunteer	Life Saving Museum volunteer
Help at library-school or public	Help at a day-care	CPR training
Nursing home volunteer	Boating/hunting safety course	Hospitals-AGH or PRMC (all 10 hrs.)
Recreation departments-OC/Berlin	School clean-up	Tutoring after school
Volunteer at city government	Habitat for Humanity	Help church groups
MADD volunteer	Salvation Army volunteer	Humane Society
Girl Scouts/Boy Scouts volunteer	Walk-a-thons	Help for people with disabilities
Jump Rope for Heart	After-school activities volunteer	Heart Association
Diakonia volunteer	Joseph House volunteer	NAACP volunteer
Food bank volunteer	Serve dinner/lunch for homeless	Project Outreach
Help a teacher after school	Leukemia Society	Surfrider
Art League volunteer	Maryland Coastal Bays Program	O.C. Elem. After-school Academy
After-school reading to younger person/person with disabilities	Develop web page for local community group with their permission	Participate in park beautification project
Relay for Life		

OTHER SOURCES OF IDEAS:

- Check the local newspaper requesting volunteers.

- Look for needs in the community that may be of interest to you.

- Look for projects that may be in your area of interest to study in college.

- The website of the Maryland Student Service Alliance offers project ideas at http://mssa.sailorsite.net/ideas.html

Attachment D

Middle School Project Evaluation Rubric

Assessing Plans Utilizing the Seven Best Practices of Service-Learning

School:		Date:	
Team:		Project Name:	

Worcester County Plan Requirements

Criteria	Meets State Requirement Yes/No	Comments
Year-long plan providing **all** students the opportunity for **15 hours** of service.		
Adequate level of student Responsibility.		
Meets a community need.		
Meets Maryland's Seven Best Practices.		
	Meets County Program Expectations	Comments
Incorporates Worcester County Service learning Curriculum.		
Is there sufficient planning for evaluation? (i.e. survey, reflection, photography)		

Scoring Rubric:

A score of **B**, **C**, or **D** on <u>each</u> Best Practice means a project is considered service-learning.   A **<u>high quality</u>** SL project is indicated by a score of **<u>C</u> or <u>D</u> supported by evidence** on <u>each</u> Best Practice.

Score	Comments and Suggestions
☐	**Meets a recognized community need (in areas of health, education, environment and/or public safety)** A – No need identified B – Need identified but its relevance to community is not explored in depth C – Need and its relevance are clearly identified and focused upon throughout the project D – Recognized need identified through research or a needs assessment	
☐	**Achieve curricular objectives through service-learning** A – No link between curricular objectives and the project B – Implied link made to curricular objectives, but not intentionally developed C – Demonstrable link made to curricular objectives D – Many demonstrable links made to curricular objectives, state standards, core learning goals, and other education reform initiatives	
☐	**Reflect throughout the service-learning experience** A – No reflection evident B – Brief reflection evident at conclusion of project C – Reflection completed periodically throughout the project addressing root causes of issues D – Reflection completed throughout the project addressing various learning styles and exploring causes of need, project impact, and personal and academic growth	

Scoring Rubric:

 A score of **B**, **C**, or **D** on each Best Practice means a project is considered service-learning.   A **high quality** SL project is indicated by a score of **C** or **D supported by evidence** on each Best Practice.

Score	Comments and Suggestions
☐ **Establish community partnerships** A – No community partnership made B – Limited contact with community partner(s) for information and resources C – Students interact/meet with community partner(s) (e.g. CBO presents to class) D – Students and community partner(s) collaborate as an action team on project	
☐ **Establish community partnerships** A – No community partnership made B – Limited contact with community partner(s) for information and resources C – Students interact/meet with community partner(s) (e.g. CBO presents to class) D – Students and community partner(s) collaborate as an action team on project	
☐ **Plan ahead for service-learning** A – No planning evident B – Minimal planning evident C – Adequate planning evident to meet the community need and curricular goals D – Extensive planning evident to focus the service-learning project on meeting the need and curricular goals (e.g. multidisciplinary initiatives, multiple partners, and school-wide awareness and support of project)	
☐ **Equip students with knowledge and skills needed for service** A – No attempt made to equip students with knowledge and skills B – Minimal knowledge/skills provided about the community need and its cause C – Knowledge/skills provided about the community need, causes, and about civic engagement D – Students equipped with demonstrable knowledge/skills about the community need, causes, and about active civic engagement	

- Document based on a rubric developed by S. Falcone as part of the MSSA Training Study Circle Group.

Attachment E

Middle School End of Year Project Self Evaluation

Basic Instructions
for Service Learning
Self Evaluations

In using the rubric (also available electronically) make sure the following requirements are fulfilled:

- All student service learning should be accounted for using this evaluation rubric**.**

- **A rating of A, B, C, or D MUST be selected** and written in the box**.**

  - A score of **B**, **C**, or **D** on each and every Best Practice means a project is considered acceptable service-learning.

  - A high quality service-learning project is indicated by a score of C or D which **MUST BE SUPPORTED BY EVIDENCE** on each and every Best Practice

- **QUALITATIVE OR QUANTITATIVE EVIDENCE IS REQUIRED for each and every area of evaluation.**

- **Completed and signed rubrics should be returned to me by May 30th, 2008.**

(Team/Project Name)

2007-2008 Service-learning Project
Evaluation Certification

Name of Person Completing Form: _____

Signature: _____ Date: _____

Name of Building Administrator: _____

Signature: _____ Date: _____

End of Year Service-Learning Project Evaluation

Due May 30,2008

School:		Date:	
Team/Grade:		Project Name/Theme:	

Total number of Service Hours:		Number of students on team:	
Number of Service Hours Completed by Each Student:		Number of students completing requirement:	
		Number of Students **NOT** completing requirement:	

Scoring Rubric:
A score of **B**, **C**, or **D** on each Best Practice means a project is considered service-learning.   A **high quality** SL project is indicated by a score of **C** or **D supported by evidence** on each Best Practice.

Score	Qualitative or Quantitative Evidence/Explanation to Support Evaluation
☐ **Meets a recognized community need (in areas of health, education, environment and/or public safety)** A – No need identified B – Need identified but its relevance to community is not explored in depth C – Need and its relevance are clearly identified and focused upon throughout the project D – Recognized need identified through research or a needs assessment	

Scoring Rubric:
A score of **B**, **C**, or **D** on each Best Practice means a project is considered service-learning.   A **high quality** SL project is indicated by a score of **C** or **D supported by evidence** on each Best Practice.

Score	Qualitative or Quantitative Evidence/Explanation to Support Evaluation
☐ **Achieve curricular objectives through service-learning** A – No link between curricular objectives and the project B – Implied link made to curricular objectives, but not intentionally developed C – Demonstrable link made to curricular objectives D – Many demonstrable links made to curricular objectives, state standards, core learning goals, and other education reform initiatives	
☐ **Reflect throughout the service-learning experience** A – No reflection evident B – Brief reflection evident at conclusion of project C – Reflection completed periodically throughout the project addressing root causes of issues D – Reflection completed throughout the project addressing various learning styles and exploring causes of need, project impact, and personal and academic growth	

Scoring Rubric:
A score of **B**, **C**, or **D** on each Best Practice means a project is considered service-learning.   A **high quality** SL project is indicated by a score of **C** or **D supported by evidence** on each Best Practice.

Score	Qualitative or Quantitative Evidence/Explanation to Support Evaluation

☐   **Develop student responsibility**
    A – No student responsibility evident
    B – Students given some choice in project development
    C – Students share responsibility with educator for project development and implementation
    D – Students responsible for project creation, organization, and implementation	

☐   **Establish community partnerships**
    A – No community partnership made
    B – Limited contact with community partner(s) for information and resources
    C – Students interact/meet with community partner(s) (e.g. CBO presents to class)
    D – Students and community partner(s) collaborate as an action team on project	

Scoring Rubric:
A score of **B**, **C**, or **D** on <u>each</u> Best Practice means a project is considered service-learning.   A **high quality** SL project is indicated by a score of **<u>C</u> or <u>D supported by evidence</u>** on <u>each</u> Best Practice.

Score	Qualitative or Quantitative Evidence/Explanation to Support Evaluation
☐ **Plan ahead for service-learning** A – No planning evident B – Minimal planning evident C – Adequate planning evident to meet the community need and curricular goals D – Extensive planning evident to focus the service-learning project on meeting the need and curricular goals (e.g. multidisciplinary initiatives, multiple partners, and school-wide awareness and support of project)	
☐ **Equip students with knowledge and skills needed for service** A – No attempt made to equip students with knowledge and skills B – Minimal knowledge/skills provided about the community need and its cause C – Knowledge/skills provided about the community need, causes, and about civic engagement D – Students equipped with demonstrable knowledge/skills about the community need, causes, and about active civic engagement	

- Document based on a rubric developed by S. Falcone as part of the MSSA Training Study Circle Group.