

Student Service-Learning Overview 2017 - 2018

Objectives

By the end of today's session, participants will receive information on the following:

- The Basics of Student Service-Learning (SSL)
- Earning Hours in Class and Outside of Class
- Where Hours Can be Earned
- SSL Restrictions
- SSL Documents



The Purpose of Student Service-Learning

Service-Learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.



The Maryland State Department of Education (MSDE) has 7 Best Practices of Service-Learning (right) that align to the 7 National K-12 Service-Learning Standards for Quality of Practice (left).

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

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

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: service-learning 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 specified outcomes.

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

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

3 REFLECT THROUGHOUT THE SERVICE-LEARNING EXPERIENCE: through reflection activities in the form of discussions, journaling, performing, writing, etc., students come to more fully understand the connection of their schoolwork to the service work performed.

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

5 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.

6 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.

7 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.

* Maryland has a 75 hour service-learning graduation requirement.



How many hours must be earned?

Students are required to earn a **total of 75 hours** in Maryland.

51 hours are “infused” into the Science and Social Studies curricula for Grades 5-10 in PGCPS.

To earn infused service-learning hours, students must:

- 1. actively engage in all service activities in the class; and*
- 2. earn a letter grade of at least a “D.”*

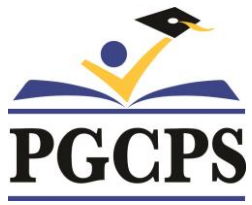


24 hours are to be earned independently.

Independent service-learning hours are service-learning hours that are independently earned at a community-based site that is chosen by the student.

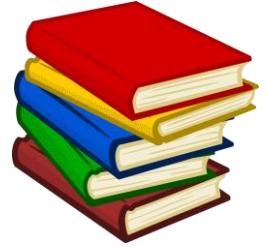
PGCPS “Infused” Service-Learning Hours for Students





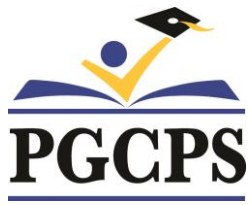
PGCPS Earning “Infused” Hours (In-Class Hours)

Service-Learning has been infused into the Science and Social Studies curricula for Grades 5-10.



Curriculum-Infused Service-Learning

GRADE	DEPT.	COURSE NAME	HOURS
5	Science	Grade 5 Science	4
6	Science	Grade 6 Science	4
6	Social Studies	World Cultures and Geography I: The Western Hemisphere	4
7	Science	Grade 7 Science	4
7	Social Studies	World Cultures and Geography II: The Eastern Hemisphere	4
8	Science	Grade 8 Science	4
8	Social Studies	United States History I: The Revolution to Reconstruction	4
9	Social Studies	United States History II: Reconstruction to the Present	7
9	Science	Integrating the Sciences	7
10	Social Studies	Local, State, and National Government	9
			Total 51



PGCPS Earning “Infused” Hours (In-Class Hours)

**For “Infused” Service-Learning
hours:**

**NO FORMS ARE NEEDED BY THE
TEACHER OR THE STUDENT.**

**The hours are credited automatically
in SchoolMAX once the student
passes the course.**

Example of Infused Service-Learning Lesson for Science Grade 6: FOG



Specifically for 6th grade science students, the Fats, Oils and Grease (FOG) lesson is the infused project. Students will learn how FOG impacts our water systems. This lesson connects to our real-world.

The FOG Lesson is taught during 3rd quarter (January 26 - March 28, 2018).

This lesson is MANDATORY FOR ALL 6TH GRADE SCIENCE TEACHERS

Students in grades 7 and 8 will also complete a science SSL project.

FOG: Don't Pour Fats, Oils or Greases Down the Drain

Fats, Oils and Grease are a by-product of cooking; either made from fried foods, cooked meat, cooking oils, or dairy products, FOG are in constant supply. As these contaminants are poured down the drain, they can clog pipes, restricting the flow of water. As a result, sewer back-ups and overflows occur creating health hazards and harmful impacts on the environment, sometimes even entering stormwater drains flowing into streams or oceans. These contaminants can cause a depletion of oxygen residing within natural waterways causing harm to the aquatic life dependent on the oxygen.

“Independent” Service-Learning Hours for Students



What are the steps for the student to earn “Independent” hours?

FIRST: (PREPARATION) Consider what activity you want to do or what specific organization you want to work with. **SSL activities can be done with nonprofit, for-profit, tax-exempt, private, and faith-based organizations/facilities (but regardless of the organization, the service-learning activity must be an approved activity).**

NEXT: Check the [M-NCPPC](#) (Maryland-National Capital Park and Planning Commission) Volunteer Office for a list of sites.

NEXT: (ACTION) If the organization and activities are....

Pre-Approved	Not Pre-Approved
Contact the organization and volunteer to serve.	Complete a Service-Learning Site Approval Form and submit it to your SSL Coordinator for approval PRIOR TO BEGINNING service.
Participate in the SSL activity.	Upon receiving approval from the SSL Coordinator, participate in the SSL activity.

NEXT: (REFLECTION) Complete a [SSL Verification Form](#) to document service performed in the summer or within each semester service is done.

LAST: Turn completed Verification Form into [School-Based Service-Learning Coordinator](#) by September 30 for summer service or by the end of each semester in which service is done for SSL hours to be reflected in SchoolMAX or on your official transcript. If you need help, contact the [School-Based Service-Learning Coordinator](#) at your school!

The student should check with the School-Based Service-Learning Coordinator to confirm that hours have been recorded. For more information, visit <http://www1.pgcps.org/ssl/> or call 301-952-6395.



SSL activities can be done with nonprofit, for-profit, tax-exempt, private, and faith-based organizations/facilities.

***But regardless of the organization – the service-learning specific activity must be an approved activity.**

(Please refer to Administrative Procedure 6151 for more information.)

Students cannot be paid when they are participating in service-learning activities.

Students Earning “Independent” Hours (Out of the Classroom)

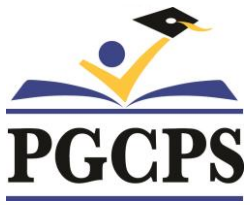


Students must complete 24 independent service-learning hours between Grades 6-12.

Independent Service-Learning

GRADE	EXPECTED HOURS
6	4
7	4
8	4
9	6
10	6
Total 24	





Examples of “Independent” Service-Learning Opportunities for Students

LIBRARIES: Many of the public libraries have programs designed to allow students to participate and earn service-learning hours.

DAY CARE FACILITIES: Students must be working directly with children to promote healthy child development. Acceptable activities may include reading to/with children, assisting with arts and crafts, supervising recreation time, completion of learning activities that provide school readiness, tutoring, etc.

TEACHER'S AIDE: Direct service for other students such as tutoring or creating educational displays or resources. Students may also work within the school office, library or with the school nurse provided the experience still meets the MSDE 7 Best Practices (see slide #4).

SCHOOL OR COMMUNITY-BASED PERFORMANCE ACTIVITIES: If the group is voluntarily performing in public (e.g., community parade or event, performing at a senior citizen center during the holidays) then students can earn service-learning hours for their service.

WORKING FOR INDIVIDUALS: With appropriate preparation and reflection on the issue affecting your neighbor, this may be turned into a service-learning project. Students or parents should speak with the school service-learning coordinator to see if an activity could be developed into a quality service-learning experience.



When can students engage in “Independent” Service-Learning Opportunities?

Independent Service-Learning hours **CAN ONLY** be conducted:

- Before School Hours
- After School Hours
- Holidays
- Weekends



Independent Service-Learning hours **CAN NOT** be conducted:

- During School Hours

STUDENT SERVICE-LEARNING SITE PRE-APPROVAL FORM (BEFORE SERVICE-LEARNING)



Office of Teaching and Learning

Attachment 1 to A.P. 6151



Student Service-Learning Site Pre-Approval Form

The purpose of this form is for students and/or organizations seeking approval for the Student Service-Learning (SSL) Activity prior to the student completing the SSL activity. Submission and approval of this form by the School-Based SSL Coordinator will ensure that the student will receive the SSL independent hours after completing the activity at the stated organization.

To the Student: Please work with the organization representative to fill out this form in its entirety and return to your assigned School-Based Student Service-Learning Coordinator.

****Please note that submitting this form does not automatically equal site approval.** Please follow up with your School-Based SSL Coordinator. Be sure to make a copy of this Pre-Approval Form for your personal files.

Remember that any Student Service-Learning independent activity must meet the Maryland State Department of Education's 7 Best Practices and include preparation or research, action, and reflection:

- ✓ The Student Meets a Recognized Need in the Community.
- ✓ The Student Achieves Curricular Objectives.
- ✓ The Student Gains Necessary Knowledge and Skills.
- ✓ The Student Plans Ahead.
- ✓ The Student Works with Existing Service Organizations.
- ✓ The Student Develops Responsibility.
- ✓ The Student Reflects Throughout the Experience.

To be completed by student:

Student Name: _____ Student Number: _____

School: _____ Telephone: _____

Student Mailing Address: _____

City: _____ State: _____ Zip: _____

Email: _____

_____ I request approval of this organization as a service-learning site. I have already spoken to the contact person about the possibility of completing service hours.

Student's Signature: _____ Date: _____

To be completed by organization representative:

Organization Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____ Website: _____

Email: _____

Contact Name: _____ Contact Title: _____

Mission: _____

The student's volunteer activities will include: _____

For School-Based Student Service-Learning Coordinator Only:

I have talked with the organization representative and determined that the organization is (circle one)

approved / not approved. Organization status: (please check one)

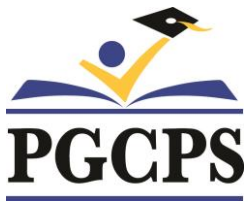
- non-profit organization
- for-profit organization (for example nursing home, hospital, licensed daycare center)
- private organization/facility
- faith-based organization

Signature: _____ Title: _____ Date: _____

Revised February 2017

These forms can be retrieved at PGCPS Service-Learning Website

<http://www.pgcps.org/ssl/>



Student Service-Learning Verification Form (AFTER SERVICE-LEARNING COMPLETED)

***All forms must be placed in the student's cumulative folder.**



Student Service-Learning Verification Form

Complete this form in blue or black ink and submit to the School-Based Student Service-Learning Coordinator

Submission Deadlines for this Student Service-Learning Verification Form:

- * October 15 (for any independent hours obtained between July 1 and August 30)
- * January 31 (for any independent hours obtained between September 1 and January 31)
- * July 15 (for any independent hours obtained between February 1 and June 30)

Section to be completed by the student

Student Name: _____ Student Number: _____
 School: _____ Student Telephone: _____
 Student Mailing Address: _____
 City: _____ State: _____ Zip: _____
 Email: _____ Grade in school _____

Remember that any Student Service-Learning independent activity must meet the Maryland State Department of Education's 7 Best Practices and include preparation or research, action, and reflection:

- ✓ The Student Meets a Recognized Need in the Community.
- ✓ The Student Achieves Curricular Objectives.
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- ✓ The Student Plans Ahead.
- ✓ The Student Works with Existing Service Organizations.
- ✓ The Student Works with Existing Service.
- ✓ The Student Reflects Throughout the Experience.

Student Assessment of Service-Learning Activity

I. Discuss your preparation for the service-learning activity/activities by completing the prompts below.

II. Describe the service-learning activity/activities that you completed.

Section to be completed by organization representative for independent hours:

Organization Name: _____
 Address: _____ City: _____
 State: _____ Zip: _____
 Telephone: _____ Email: _____
 Supervisor/Teacher: _____ Title: _____
 Signature: _____



Service Learning Log

Date of Service	Organization Name	Hours of Service	Total Hours	Signature of Supervisor

Upon reflection, what did you learn about yourself and others?

 Student's Signature

 Parent or Guardian Signature

 Date

 Date


For School-Based Student Service-Learning Coordinator and data-entry personnel use only:

Previous Independent Hours
 + Independent Hours for this activity
 = Total Independent Hours

Date of receipt _____

Signature _____

Title _____

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INTRODUCTION

Welcome to the Student Service-Learning Website!

Service-learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.



Example of a High School Science Infused SSL Activity

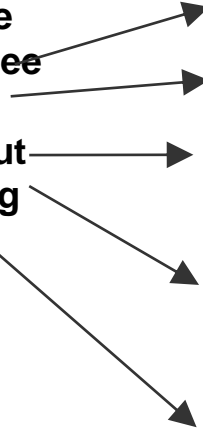
PARENTS

STUDENTS

COMMUNITY

TEACHERS

Once you visit the site, click on the various titles to see additional information about Service-Learning



Thank You!



For more information on Service-Learning, visit the
PGCPS Service-Learning Website <http://www.pgcps.org/ssl/>
&

Maryland State Department of Education
Service-Learning Website
<https://tinyurl.com/MSDESSLOpportunites>

Q & A

