Anne Arundel County Public Schools
Service-Learning Implementation Plan
2017-2020

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Dr. George Arlotto, Superintendent of Schools, Anne Arundel County Public Schools
Signature

Mary Tillar, Assistant Superintendent for Advanced Studies and Programs
Signature

Anne Arundel County Public Schools Service-Learning Implementation Plan
Revised August 1, 2017 to Include MSDE Recommendations
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I. Implementation Plan and Curricular Connections

A. Minimum Level of Student Engagement

In accordance with Section 13A.03.02.06 of the Annotated Code of Maryland (COMAR), and as mandated in July 1992, by the Maryland State Department of Education, all students receiving a high school diploma from Anne Arundel County Public Schools (AACPS) are required to complete a minimum of 75 hours of infused service-learning.

Section 13A.03.02.06 specifically states:
1) 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
2) a locally designed program in student service that has been approved by the State Superintendent of Schools.

B. Curricular Connections

AACPS students currently participate in service-learning projects within the realm of their course work in grades 5 through 12. Expansion opportunities are also designed to include independent explorations.

Specifically, AACPS service-learning participation begins in the 5th grade via the Social Studies curriculum. In the middle schools, an interdisciplinary team approach is applied across the curriculum and students earn 10 hours of service-learning credit in each of the three middle school years.

At the high school level, students participate in service-learning projects that are infused in a variety of courses as shown in the table below. The current infused subject areas are United States Government, Health, Biology, Matter and Energy, and English 11.

Recognizing a larger need within the community and within governmental and non-governmental agencies for nonprofit volunteers, and taking into consideration the increasing sophistication of our student population, AACPS is also preparing a tiered launch of an online web portal that will allow students to research, choose, and complete independent service-learning projects beyond the minimum requirement. The web portal will allow agencies with valid service-learning opportunities to create profiles and advertise their programs and service-learning needs. Students will also have the opportunity to create a profile for themselves which will allow the organization with which they volunteer the ability to track hours, and assure that all agreed upon aspects of the service-learning experience are met. Additionally, AACPS office of Service-Learning representatives, school-based leaders, and other authorized county educators will be able to monitor student profiles and observe their engagement in preparation, action, reflection (as recorded within the portal), and project alignment with MSDE and national best practices.
In continued support of robust, experiential learning for all students, AACPS has expanded the role of the Service-Learning Office and maintained a full-time Manager of Service Learning and Mentorships. The primary role of this position is to ensure full compliance to COMAR as it relates to the Maryland service-learning graduation requirement, while focusing on evolution within a cycle of continuous improvement and innovation in the development of students as community stewards.

### Anne Arundel County Public Schools Service-Learning

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Course</th>
<th>SL Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>Social Studies</td>
<td>United States History Unit</td>
<td>5 hours</td>
</tr>
<tr>
<td>6th grade</td>
<td>Interdisciplinary Team</td>
<td>Language Arts, science, math, social studies</td>
<td>10 hours</td>
</tr>
<tr>
<td>7th grade</td>
<td>Interdisciplinary Team</td>
<td>Language Arts, science, math, social studies</td>
<td>10 hours</td>
</tr>
<tr>
<td>8th grade</td>
<td>Interdisciplinary Team</td>
<td>Language Arts, science, math, social studies</td>
<td>10 hours</td>
</tr>
<tr>
<td>9th/10th grade</td>
<td>Social Studies</td>
<td>US Government</td>
<td>10 hours</td>
</tr>
<tr>
<td>10th grade</td>
<td>Science</td>
<td>Matter &amp; Energy/Biology</td>
<td>10 hours</td>
</tr>
<tr>
<td>11th grade</td>
<td>English</td>
<td>English 11</td>
<td>10 hours</td>
</tr>
<tr>
<td>9th-12th grades</td>
<td>Health</td>
<td>Health Course</td>
<td>10 hours</td>
</tr>
<tr>
<td>9th-12th grades</td>
<td>Chosen by student</td>
<td>Preselected courses with preapproved service-learning opportunities</td>
<td>10+ hours</td>
</tr>
<tr>
<td>9th-12th grades</td>
<td>In school service-learning project activities</td>
<td>Service Clubs, CRASC, Guidance Activities, IB, Signature Programs</td>
<td>10+ hours</td>
</tr>
<tr>
<td>9th-12th grades</td>
<td>Independent service-learning projects</td>
<td>Preapproved nonprofits/Agency Partnerships</td>
<td>10+ hours</td>
</tr>
</tbody>
</table>

**Total Service-Learning Hours Completed = 75 minimum, 105+ possible**

The Service-Learning Office assisted coordinators in Division of Curriculum and Instruction, design service-learning module lessons aligned with AACPS curricular goals and objectives and with the Maryland College, Career, and Civic Readiness goals and standards.

All service-learning projects include three components: preparation (researching a need within the community and receiving any necessary training to complete the project), action (direct, indirect, or advocacy) and reflection (in-action and on-action). All students are expected to spend the greatest amount of time in the action phase. Approximately 60-90% of each AACPS curriculum-infused service-learning project involves active participation in the service-learning experience. Both the investigation and reflection components are aligned with the curricular objectives taught within the subject matter during the service-learning project. To ensure an interest level for all students, a number of service-learning project plans have been developed by the individual curriculum offices. Recognition of the differing ability levels and interests, and designing projects to

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meet those abilities and interests, allows a greater selection from which the teacher may choose. Due to the current policy of infused service-learning, most students in AACPS have historically been involved with indirect action and advocacy service-learning projects. As the service-learning portal expands, students will have opportunities to become more involved in direct action service-learning projects and the potential to take a more active role within their community.

C. Assessment and Evaluation

All service-learning projects and activities are designed and evaluated using the Maryland’s Seven Best Practices rubric. At the school level, department chairs or grade level team leaders assist with the evaluation of all service-learning projects conducted in their content area or grade level. Upon assessment at the school level, each teacher submits a Service-Learning Teacher Report (Appendix A) to the building liaison in their school. At the middle school level, the liaison is an appointee designated by the school principal. At the high school level, the Signature Program Facilitator (SPF) reviews all service-learning submissions and forwards each Teacher Report Form to the Manager of Service Learning and Mentorships at the district level.

As mentioned under Section B, AACPS is piloting an online web portal. The SPF’s are developing community-based partnerships with non-profit, faith based and other agencies which may apply to participate in this program. All groups and agencies will be required to be preapproved by the Manager of Service Learning and to participate in an orientation and application program.

Once established, the online web portal will provide students access to the pre-approved non-profit, faith based, governmental agencies and for-profits. The goal of this program is to allow the students a more individualized opportunity to directly serve their community. AACPS believes that those projects directly chosen by the student may be more meaningful to the student and may foster a greater sense of community, leading to an intrinsic desire to continue to serve the community in which they live. In addition, the county believes that increasing student voice, choice, and ownership within the service-learning experience will not only lead students to promote the success of their own projects proudly, but also enthusiastically support greater involvement in other projects by their fellow students.

Annually, the Manager of Service-Learning, in cooperation with the Service Learning Fellows, SPF’s, and high school leaders will review the projects conducted through the previous year to ensure the intent of MSDE, according to the Seven Best Practices Model, is being met. Through this annual review, future professional development programs will be developed.

Additional evaluation instruments include stakeholder surveys and focus group input from student leadership, AACPS administrators, and professional school counselors, and teachers.
D. Transfer Policies

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

Students who enroll in Anne Arundel County Public Schools during their high school years will be required to complete the service-learning graduation requirement on a pro-rated basis (See table below).

<table>
<thead>
<tr>
<th>High School Transfer Students Pro-Rated Service Learning Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer Enrollment Grade</strong></td>
</tr>
<tr>
<td>Grade 9</td>
</tr>
<tr>
<td>Grade 10</td>
</tr>
<tr>
<td>Grade 11</td>
</tr>
<tr>
<td>Grade 12 (1st semester)</td>
</tr>
<tr>
<td>Grade 12 (2nd semester)</td>
</tr>
</tbody>
</table>

Anne Arundel County Public Schools will accept all service-learning hours transferred from any Maryland public school system based on transcript documentation. Students transferring from other settings, non-public schools, home-schooling, or out of state schools can provide documentation of high school service-learning hours from those previous settings. The Manager of Service-Learning will monitor the review, and approval of those hours will be conducted as part of the high school transfer evaluation process.

Although AACPS is still piloting the online independent service-learning project model, independent service-learning projects may be used when students transfer from an out of state school system that does not require service learning or from a non-public school where service-learning is not a requirement for graduation.

All students transferring from an Anne Arundel County Public School to either another school within Maryland or to any system outside of the state, will take with them documentation via their cumulative file that includes their report card indicating the number of service-learning hours completed as of that date.

E. System Value

Service-Learning is a recognized requirement of the Anne Arundel County Board of Education and is outlined in Board of Education Policy IIC and Administrative Regulation IIC-RA Section C (2 e: "Graduation Requirements)."

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e. To satisfy the Service Learning requirement students shall complete one of the following:
{1} Seventy-five hours of student service that includes preparation, action, and reflection
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components.
(2) A program in service learning that has been approved by the State Superintendent of Schools.

All curriculum-based service-learning activities are developed in cooperation with the curriculum offices as part of our ongoing AACPS Curriculum Academy process. Service-learning projects are directly aligned with the Maryland CCR Standards, the Maryland 7 Best Practices of Service Learning (1995), the National K-12 Service Learning Standards for Quality of Practice (2008), and additional approved guidelines for College, Career, and Civic Readiness. Instructional models and assessments are shared with teachers via content area curriculum specialists as part of regular staff development. Additional support for teachers is provided through the Service-Learning Office during the planning and implementation of service-learning projects as needed.

Several of our elementary, middle and high schools additionally collaborate with AACPS' Arlington Echo Outdoor Education Center to provide instruction and service-learning opportunities through various environmental projects. Environmental Literacy lessons and projects (Appendix D) are conducted at Arlington Echo from grades Grade Pre-K through 12. With the intention of creating an avenue for all students to become active and responsible ambassadors of our natural environment and resources, all lessons align with curriculum and subject matter within the AACPS program of Study. The lessons also align with Next Generation Science Standards (NGSS) and Maryland CCR guidelines. Additional examples of curriculum containing service-learning opportunities are found in Appendix E.

The AACPS service-learning program continues to align with the vision and mission as outlined in the Superintendent's Strategic Plan for Anne Arundel County Public Schools. The Service-Learning Office will continue to review and revise the service-learning activities and strategies to ensure continued alignment with this guiding document.
II. Infrastructure

- District Level
  - Jasmine A. Coleman, Manager of Service Learning and Mentorships (80% Service-Learning Position) This position is responsible for:
    - Representing AACPS in the MSDE Service Learning Office.
    - Writing and overseeing grants and funding
    - Connecting to each middle and high school via a building service-learning liaison.
    - Planning and conducting training for district leadership and faculty to provide a quality service-learning program.
    - Recruiting and meeting with community-based organizations and partners.
    - Collaborating with Content Curriculum Coordinators
    - Developing county-wide service-learning projects.
    - Supporting service-learning distinctions and promoting student service-learning successes.

- School-based Service Learning Fellows:
  - Doreen Kok, Arundel MS
  - Steve Fletcher, Magothy River MS
  - Wes Baker, South River HS
  - Bobbi Coffman, Meade HS

  The Service-Learning Fellow Position responsibilities include:
  - Providing service-learning support and training in schools throughout the county.
  - Meeting with principals to discuss school-based service-learning activities and developing school service-learning goals.
  - Committing at least 8 after-school hours annually to complete liaison duties and responsibilities.

- CRASC: CRASC is a student leadership advisory group that provides feedback on district initiatives, including school-based service-learning experiences. CRASC feedback will be solicited annually and will drive changes and adjustments to the AACPS service-learning model.

- Community Service-Learning Advisory Board: This Board is currently under development as part of the newly piloted online service-learning portal for AACPS. Participants will include AACPS students, community-based representatives, AACPS administration, Service-Learning Fellows, and AACPS teachers.

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• School-Based
  o High School Signature Program Facilitator (SPF): (5% Service-Learning Position). SPF responsibilities include:
    • Serving as a liaison with Manager of Service Learning and Mentorships at the District level.
    • Working with Signature School Service-Learning Partners in the development and implementation of independent service-learning opportunities.
    • Networking with community organizations who offer service-learning opportunities.
    • Collaborating with site leadership on school-wide Changemaking efforts
    • Building a culture of Changemaking within high schools.

AACPS’ Signature Programs, which bring unique, theme-based learning approaches into the school in collaboration with community leaders and business partners, create real-world instruction/work-force related skills. Meade High School’s Homeland Security Signature project of Disaster Preparedness is just one example of how the melding of a signature program with service-learning make a difference. Though involving a variety of agencies on and around Fort George G. Meade, students involved in the signature program have been involved in a variety of aspects of this drill. Students work with the various agencies in planning of the drill, serve as "victims" and "injured" civilians, and then work with the agencies during the debrief portion at the end. Students serve in the planning, action and reflection aspects of this event as an inherent teaching and learning practice.
III. Student Leadership

The Service-Learning Office encourages instructors to involve students in leadership roles during the development and implementation of service-learning projects. Curriculum-infused service-learning projects are written to align with course curriculum, but also allow for flexibility in implementation. Part of that flexibility serves to allow the students to take an active role in the planning, action, and especially reflection aspects of the service-learning project. Opportunities will exist for students to take roles as leaders in the different sections as the project is developed and carried out. Project leaders will have the opportunity to assign tasks, work with community members and organizations, and secure funding, if necessary, to implement the service-learning project.

Under the currently piloted online portal, students will take independent responsibility, with some teacher and community partner oversight, of every phase of the service-learning project. The service-learning portal will also include supports to guide and document the preparation, action, and reflection process. Projects brought forth by community partners may already have the community issue or challenge identified, but others may require student research and exploration as a necessary component for their organization's service-learning project.

The pilot project began last spring (2016) with two schools and is set to expand the spring of 2017 to all 12 high schools. Those students participating will be eligible for Service Stars, leadership recognition, and other distinctions.

Depending upon the needs of the organization, students will be able to have a greater impact within their local community. More in-depth projects may provide opportunities for the students to collaborate across the region or county to assist with service-learning projects being coordinated by organizations within, but possibly taking place outside, of their neighborhoods.

As noted earlier, the CRASC Advisory Council also provides students with a voice in the development of service-learning projects, advocacy initiatives, and community partnerships and courses with infused service-learning.

Within the service learning portal, students will be able to track their individual service-learning hours. Those hours credited will be automatically transferred to their student records. Through this service-learning model, the Service Learning Office will also be able to track those hours committed to independent service-learning as well as recognize those meritorious service-learning experiences. Recognitions and celebrations will be initiated for students with exceptional service-learning commitments.

Recognitions may include:

- Graduation Designation for seniors who reach benchmark service-learning hours.
- "Service Star" District Recognition Breakfast
- Monthly Distinguished Student Award/Recognition

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Recognitions (cont.)

- Anne Arundel County Governmental Citations
- State Service Citations
- Invitation-only Leadership Course/Workshops for Students Completing Outstanding Service-Learning Commitments
- Community-Based Organization Awards and/or Scholarships
IV. Community Partnerships and Public Support and Involvement

As part of the AACPS model, the position of Manager of Service Learning and Mentorships was designed to include the district-level support of Mentorship initiatives in AACPS. This position is responsible for overseeing the operation of the Service Learning Office while expanding the value of service-learning in AACPS. As AACPS moves to establish a service-learning portal to compliment the curriculum-infused program, it will be necessary to expand the community partnership base to be able to provide enough opportunities for those students who wish to expand their contributions. It will be the role of the Manager of Service-Learning to meet with and approve all community-based organizations (with a specific focus on non-profit organizations), and to promote those organizations and the new model to the parents and students of Anne Arundel County Public Schools.

Note: Community Partnerships will be identified using a rigorous approval process to ensure that all projects meet the 7 Best Practices of Service Learning and are meaningful and distinguished.

In addition to the service-learning through our web-based portal, AACPS will also continue to utilize the following avenues to promote service-learning opportunities to students, families, and other stakeholders:

- Service-learning brochures providing service-learning program requirements and prescriptions for middle and high school students.
- An interactive service-learning website that includes information on approved community non-profit organizations, meritorious service awards, service history, and courses infused with service-learning projects in the curriculum.
- Identified high school courses with infused service-learning projects as part of the syllabus for each course.
  - Teachers will also detail the service-learning project for parents prior to engaging in the service-learning project.
  - Assessment rubrics will be included in this information.
- A web-based service-learning database for parental monitoring of service-learning activities and service history.
- School-based service-learning publications and community network events.
- Upon completion and review of service-learning projects, the information is given to the students' professional school counselor for inclusion in their permanent record.

V. Professional Development and Training

- **District-Wide, Ongoing:** Professional development will continue to be provided by the Service-Learning Office through Service-Learning teacher workshops (annually as needed and as requested), Service-Learning guest classroom lessons, Service-Learning school presentations (for faculty, parents, etc.). Specifically, the MSDE 7 Best Practices of Service Learning will be reinforced each year to ensure that all stages of a high-quality service-learning project are addressed. The Service-Learning Office also routinely encourages teachers to sign up for the online Introduction to Service-Learning courses that MSDE regularly provides.

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• **Arlington Echo, Environmental Literacy:** The staff of Arlington Echo Outdoor Education Center will continue to provide ongoing training following the guidelines of the AACPS Environmental Literacy Program. This training includes teachers in grades Pre-Kindergarten through 12th grade.

• **Social Innovation and Service-Learning:** In October 2016, AACPS partnered with Ashoka Youth Venture, to provide faculty with the knowledge and resources to support the integration of social innovation and social entrepreneurship, a concept that Ashoka has coined "changemaking", into student service projects. This set the stage for the online portal initiation as a district initiative.

• **Service-Learning Portal Training:** Workshop training and presentations for curriculum area coordinators and teacher specialists; district administrators; SPF coordinators; high school curriculum department chairs and teachers; and student leaders will be provided an introduction to the web-based service-learning portal. Additional updates and information sessions for curriculum coordinators and their staff will also be conducted during their monthly meetings as necessary.

• **Individualized Training:** When requested, the Manager of Service-Learning and Mentorships will meet with individual teachers who are responsible for their service-learning infused courses at department meetings and staff development sessions at each high school. Through these training sessions, teachers will gain the necessary tools and information for providing quality service-learning opportunities within their courses.
IV. Accountability

Monitoring service-learning projects entails a number of record keeping and evaluation responsibilities. Meeting the graduation requirement is the expectation. As service-learning is an integrated component of course curriculum in the elementary, middle and high 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 required preparation, action and reflection components associated with quality, curriculum-based service-learning projects within their class.

Student validation of having completed the service-learning within a required curriculum-infused course is inputted into the AACPS student records database. Each student's report card, at the elementary, middle and high school level, will reflect the service-learning hours completed to date.

Each middle and high school teacher also submit a Service-Learning Project Teacher Report Form (Appendix A), to the SL building liaison upon completion of the service-learning project. Record of completion of the service-learning project is completed by the student's professional school counselor or registrar as the information is entered into the student's record and via the student record database.

The Manager of Service-Learning and Mentorships, with the assistance of the SPF's and SL Building Liaisons, will review teacher service-learning projects for each of the service learning activities. This same group will meet at least annually to review the quality of the service-learning projects utilizing MSDE’s Seven Best Practices Rubric.

Upon full implementation, the service-learning portal platform will also be utilized to track the quality of completion of independent service-learning projects. Ultimately, teachers will have the option to utilize the portal to plan and track class and co-curricular service-learning projects as well as distinguished efforts.
V. Service Learning Funding and In-Kind Resources

Fiscal Year 2016-2017

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Arundel County Schools</td>
<td>$60,736</td>
<td>• 50% SL Manager salary</td>
</tr>
<tr>
<td></td>
<td>$12,400</td>
<td>• 5% SPF Salary</td>
</tr>
<tr>
<td></td>
<td>$4,000</td>
<td>• Service Learning Portal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional Development (Social Innovation)</td>
</tr>
<tr>
<td>Total</td>
<td>$77,136</td>
<td></td>
</tr>
</tbody>
</table>
### VIII. Goals

In the 2016-2017 Academic Year, The Office of Service Learning Aims to:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Start</th>
<th>Projected Finish</th>
<th>Commentary/Progress Benchmarks</th>
</tr>
</thead>
</table>
| Finalize Service Learning Portal Development | To honor the feedback provided by the Spring 2016 pilot, along with ongoing feedback from students, educators, and leadership, the Office of Service Learning and Mentorships (SLM) will continue to work with developers to make technological changes. | Sept 2016 | Feb 2017       | Portal review and feedback sessions with the following audiences:  
- Students  
- Curriculum Coordinators and Teacher Specialists  
- Division of ASP Representatives  
- Internship Portal Manager  
- Assistant Superintendent of Advanced Programs and Deputy Superintendent of Strategic Initiatives. |

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| Emphasize the benefits of integrating social innovation and social entrepreneurship into service-learning projects | In continued support of student voice, choice, and ownership throughout the service-learning experience, the Office of SLM will partner with SPFs to integrate the concept of *changelmaking through service* (*CtS*) into the Signature Program at each High School. In conjunction with the *CtS* program, the Office of SLM will continue its tiered launch of the service-learning portal by conducting the second formalized pilot, which includes an expansion from the Signature Programs at two schools to all county Signature Programs (12 high schools). | Oct 2016 | June 2017 | A Timeline of the *CtS* initiative for 2016-2017 is as detailed:  
- October 24-25, 2016 - *CtS* Symposium  
- November 2016 - SPF *CtS* and Portal Integration Determination, Capacity Building, and Preliminary Planning  
- December/January 2017 - SPF/HS School Teams Action Plan Development  
- February 2017 - SPF/HS School Teams Pilot Execution Planning  
- March 2017-May - *CtS*-Portal Spring Pilot at each High School  
- June 2017 - *CtS*-Portal Pilot Reflection, Assessment, and Future Recommendations |

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IV. Attachments and Links

Appendix A: Service-Learning Teacher Report (Attached)

Appendix B: Service-Learning Professional Development Plan, 2017-2018

Appendix C: MSDE Service-Learning Assessment Rubric - Leadership and Project

Appendix D: Current SL Independent Project Agreement

Appendix E: Arlington Echo Environmental Literacy Lessons and Restoration Projects

Appendix F: Examples of Service-Learning Infused Curriculum
IV. Attachments and Links

Appendix A: Service-Learning Teacher Report (Attached)

Appendix B: Service-Learning Professional Development Plan, 2017-2018

Appendix C: MSDE Service-Learning Assessment Rubric - Leadership and Project

Appendix D: Current SL Independent Project Agreement

Appendix E: Arlington Echo Environmental Literacy Lessons and Restoration Projects

Appendix F: Examples of Service-Learning Infused Curriculum
### Service Learning

**Teacher Project Report**

This form should be completed by the teacher responsible for a class Service Learning project or activity. Information provided on this project will assist the Service Learning Office in planning workshops; grant writing for financial support, as well as providing ideas to other teachers responsible for implementing required, curriculum-infused, Service Learning projects.

<table>
<thead>
<tr>
<th>PROJECT DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School:</strong></td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
</tr>
<tr>
<td><strong>Content Area:</strong></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
</tr>
<tr>
<td><strong>Service Learning Project Title:</strong></td>
</tr>
<tr>
<td><strong>Description of Project (Include Community Need Being Met):</strong></td>
</tr>
</tbody>
</table>

Where could this project idea be infused into the curriculum/pacing guide for your course?

<table>
<thead>
<tr>
<th><strong>Date of Project Implementation:</strong></th>
<th><strong># of Student Service Hours Accumulated:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Partner:</strong></td>
<td><strong>Community Partner Contact (E-mail and Phone):</strong></td>
</tr>
<tr>
<td><strong>Resources Used:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grants (if utilized):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Central Office Staff (if included):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Buses/Transportation (if organized):</strong></td>
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## PROJECT DEVELOPMENT

### Evidence of Maryland 7 Best Practices for Service Learning:

<table>
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<tr>
<th>Date:</th>
<th>Completed By (Name/Position):</th>
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</thead>
<tbody>
<tr>
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### Evidence of Student Preparation for Service:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Reviewed By (Name/Position):</th>
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<tbody>
<tr>
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### Evidence of Student Action (Include Action Type and Description):

<table>
<thead>
<tr>
<th>Date:</th>
<th>Reviewed By (Name/Position):</th>
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### Evidence of Student Reflection During and After Service:

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<tr>
<th>Date:</th>
<th>Reviewed By (Name/Position):</th>
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Service Learning:
Professional Development Plan
<table>
<thead>
<tr>
<th>Quarter</th>
<th>Professional Learning Topic</th>
<th>MYAACPS Provision/PD Tracking/Registration Platform</th>
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<tbody>
<tr>
<td>Sept-Nov</td>
<td>Introduction to Seven Best Practices</td>
<td></td>
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<tr>
<td></td>
<td>- Overview</td>
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<tr>
<td></td>
<td>- Exemplar Sharing</td>
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<tr>
<td>Nov-Jan</td>
<td>Documenting the Seven Best Practice of Service Learning –</td>
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<tr>
<td></td>
<td>- Using the Portal; role of partnerships</td>
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<tr>
<td></td>
<td>- Creating an Effective Teacher Project Report</td>
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<tr>
<td>Feb-April</td>
<td>Seven Best Practices Review – Focus on Youth Voice, Student Responsibility and Equipping Students with Knowledge &amp; Skills Needed for Service</td>
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<tr>
<td>April-June</td>
<td>Role of Reflection and Students as Changemakers</td>
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<td>Targeted</td>
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<tr>
<td>Sept-May</td>
<td>School Specific, side-by-side training and/or coaching on the Seven Best Practices</td>
<td>N/A</td>
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<tr>
<td>Sept-May</td>
<td>Portal Training</td>
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<td>Sept-May</td>
<td>Creating a Service Community (Internal and External) – Linking the ICST</td>
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<td>Resource – Personalized Learning Opportunities</td>
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<td>Podcast</td>
<td>Top Ten Tips for Service Learning Success</td>
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<td>Document</td>
<td>Portal FAQs</td>
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<td>Website</td>
<td>AACPS Service Learning</td>
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