

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.

