

SITTE LEVEL BEST PRACTICES GUIDE for Service-Learning

A Tool for Planning, Reflection and Evaluation



Developed by CLASS Focus Group, based on the *Essential Elements of Service-Learning* developed by the National Youth Leadership Council.



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INTRODUCTION to the GUIDE

SITE LEVEL BEST PRACTICES

for Service-Learning

Who Should Use this Guide

This guide is intended for use by individual schools or at the district level. Ideally a representative group of administrators, staff and community members will use this guide to take advantage of multiple perspectives and build a consensus on recommendations. This guide will also assist teachers in specifying the kinds of concrete support they need.

Purpose of the Guide

We designed this guide as a practical tool for analysis and reflection. This guide is intended to help teachers and administrators identify ways in which they can make service-learning a more integrated, effective and supported teaching strategy within their school or at the district level.

About the Best Practices in this Guide

The Site Level Best Practices are intended to complement the Instructional Best Practices. They are based on practices which were developed by working groups of experienced educators across the nation. * Each best practice can play an important role in supporting service-learning at your school or district. **The guide is set up so that you can begin wherever you choose.**

How to Use this Guide: The guide organizes the ten Site Level Best Practices into three distinct areas:

- **Mission and Policy Practices**
- **Organization and Resource Practices**
- **Professional Development Practices**



The Guide Provides Suggested Areas of Focus to Help You:

- ▲ **REVIEW and EVALUATE YOUR SITE:** We have provided a rubric to assist you in analyzing where your school may be along a continuum of development. The rubric is based on the experiences of educators in the field.
- ▲ **IDENTIFY SUPPORT FACTORS:** As you look at your site in terms of a given best practice you will identify factors already in place that support your work. We suggest that you list these, with an eye toward those which need to be strengthened and then move on to identify needed but missing supports.
- ▲ **CREATE RECOMMENDATIONS and ACTIONS:** Evaluating your site will lead you to specific recommendations that you wish to bring formally or informally to your staff. Some recommendations may relate to your school's action plan process, when such a plan exists. A critical next step is to arrange a six-month review, perhaps followed by a twelve-month review of progress.



Summary of SITE LEVEL

Best Practices for Service-Learning

For Use at School or Supervisory Union/District Level



BEST PRACTICE 1 **Mission, Beliefs and Goals**

Service-learning is promoted and systematically practiced as central to the school's mission, beliefs and goals.

Example: Put mission statement on letterhead, newsletters, handbook cover. Develop a belief statement about service-learning to include in your current statement of beliefs. Dialogue takes place regularly among staff around mission and the role of service-learning.

BEST PRACTICE 2 **Policy**

School policies support the use of quality service-learning on a system-wide basis.

Example: Orientation for staff includes philosophy and methods related to service-learning. Staff handbook explains service-learning and school's reasoning and expectations for its use.

BEST PRACTICE 3 **Funding**

Service-learning activities and goals are funded through the school and/or district budget.

Example: Create visible line items for service-learning in your school budget.

BEST PRACTICE 4 **Transportation**

The district provides transportation for service-learning related activities.

Example: Create line items for service-learning field trips. Give such trips priority over other field trips.

BEST PRACTICE 5 **Scheduling**

The school schedule supports service-learning.

Example: Make schedule flexibility more visible, seek alternatives that enable service-learning projects to thrive. Look at planning time needs for teachers.

BEST PRACTICE 6 **Administrative Support**

The administration is visibly active in supporting an integrated approach to service-learning.

Example: Keep service-learning on agendas for sharing at monthly meetings and year-end summaries; keep an ongoing list of service-learning activities done at the school.

BEST PRACTICE 7 **Risk Management**

The school has a risk management plan that covers service-learning.

Example: Make sure current risk management plan includes service-learning activities.

BEST PRACTICE 8 **Coordination of Practice and Resources**

Service-learning practice and resource needs are coordinated and supported by school system. Structural elements and resources exist to sustain quality service-learning practice.

Example: Coordinate K-8 service-learning curriculum. Integrate service component in science curriculum work.

BEST PRACTICE 9 **Service-Learning Training**

Teachers are provided with strong training in the philosophy and pedagogy of service-learning.

Example: Provide training to help staff access service-learning opportunities, regardless of their entry point level. Arrange summer institutes in service-learning.

BEST PRACTICE 10 **Ongoing Professional Development**

Teachers are offered ongoing opportunities to network, observe, and problem solve with other teachers, within and outside their school, in order to refine their practice.

Example: Create and support study groups, task forces, Network w/ other sites.

BEST PRACTICE 1: MISSION, BELIEFS and GOALS

Mission & Policy Practices

Service-learning is promoted and systematically practiced as central to the school's mission, beliefs and goals.

SUGGESTED AREAS of FOCUS:

- Mission, statement of beliefs, core values, school goals
- School programs and practices
- Connections to curriculum work and professional development
- Communications: parent, student, community, staff and school board

CURRENT STATUS = Level 2.5 GOAL = Level 4

EVALUATION RUBRIC

- Level 1: S-L occurs, but without systemic connections
- Level 2: S-L is beginning to be recognized as important to meeting wider school goals.
- Level 3: S-L is used intentionally in a significant number of instructional programs to meet mission and related goals.
- Level 4: S-L is understood and practiced as being central to school mission, beliefs, and goals.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

1. *Mission and Beliefs revised through service-learning work.* →
2. *Social education framework exists—connected to service-learning.* →
3. *Inclusion of service-learning in parent communications, handbooks, etc.* →
4. *Service-learning is incorporated as aspect of curriculum framework.* →
5. *School Board member serves on special board supporting service-learning* →
6. →

ADDITIONAL Support Factors Needed

1. *Publicize mission often and clearly*
2. *Training manual for new staff*
3. _____
4. _____
5. _____
6. _____

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

1. *Put Mission Statement on letterhead, newsletters, handbook cover.* asqp
2. *Develop a belief statement about service-learning.* 9/00
3. *Bring handbooks up to date for service-learning activities.* asqp
4. _____
5. _____
6. _____

BY WHEN?

WHO WILL BE RESPONSIBLE?

INCLUDE IN SCHOOL ACTION PLAN?

- Admin./S-L Coordinator
- Full staff
- Admin./S-L Coordinator
- _____
- _____
- _____

6 MONTH REVIEW ACTION COMPLETED?	12 MONTH REVIEW ACTION COMPLETED?
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

Possibly work on piece about citizenship and refine mission to include this: we want people to see this clearly. School mission now discusses being a contributing member of society. But this is rather vague.

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator

DATE(S): Fall, 1999

BEST PRACTICE 2: POLICY

Mission & Policy Practices

School policies support the use of quality service-learning on a systemwide basis.

SUGGESTED AREAS of FOCUS:

- Written school policies and decision making processes
- Connections to school planning process
- Communications: parent, student, community, staff and school board

CURRENT STATUS = Level 2.5 GOAL = Level ____

EVALUATION RUBRIC

- Level 1: S-L takes place within existing policies designed for traditional classroom based instruction.
- Level 2: Temporary exceptions to policy are made as needed.
- Level 3: Policies are systematically examined with supporting S-L in mind.
- Level 4: Policies are created and examined with the goal of supporting S-L as an important and shared teaching strategy.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

1. *School policy mandates service-learning K-8.* →
2. *Service-learning is featured and discussed at school events.* →
3. →
4. →
5. →
6. →

ADDITIONAL Support Factors Needed

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

1. *Develop a belief statement about service-learning.*
2. *Orient new staff.*
3. *Orient student and parents.*
4. _____
5. _____
6. _____

BY WHEN?

WHO WILL BE RESPONSIBLE?

INCLUDE IN SCHOOL ACTION PLAN?

BY WHEN?	WHO WILL BE RESPONSIBLE?	INCLUDE IN SCHOOL ACTION PLAN?
Summer 00	Full staff	<input type="checkbox"/>
Fall 00	Admin./S-L Coordinator	<input type="checkbox"/>
Fall 00	Admin./S-L Coordinator	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>

6 MONTH REVIEW ACTION COMPLETED?	12 MONTH REVIEW ACTION COMPLETED?
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

Focus on the goal of active citizenry. Link it by stating that this is a goal and state that service-learning is a way to achieve it.

Tie our Social Education statement to that, then we won't have a million different pieces. Everything could relate to that. Future policies need to have S-L in mind to get to level 4.

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator

DATE(S): Fall, 1999

BEST PRACTICE 3: FUNDING

Organization & Resource Practices

Service-learning goals and activities are funded through the school and/or district budget.

CURRENT STATUS = Level 2 GOAL = Level

- SUGGESTED AREAS of FOCUS:
- Teaching/staff assignments and job descriptions
 - School budget process
 - Communications: parent, student, community, staff and school board

EVALUATION RUBRIC

Level 1: S-L occurs through extra efforts and the juggling of resources.

Level 2: S-L is supported with grants/external monies.

Level 3: S-L requires little "extra" funding since it is occurs on an integrated basis.

Level 4: S-L is used on an integrated basis with funding allocated for curriculum coordination and development.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

1. *GCS employs service-learning coordinator in teaching position at 30%FTE* →
2. *"Focus group" exists now* →
3. _____ →
4. _____ →
5. _____ →
6. _____ →

ADDITIONAL Support Factors Needed

1. *Consider increase in time funded* _____
2. *"focus group" funding is nearly finished* _____
3. _____
4. _____
5. _____
6. _____

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

	BY WHEN?	WHO WILL BE RESPONSIBLE?	INCLUDE IN SCHOOL ACTION PLAN?	6 MONTH REVIEW ACTION COMPLETED?	12 MONTH REVIEW ACTION COMPLETED?
1. <i>Create visible line items for service-learning in the GCS budget.</i>	_____	<i>Admin./S-L Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Review S-L related budget needs for adequate funding.</i>	_____	<i>Admin./S-L Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Identify ways to fund ongoing "focus group."</i>	_____	<i>Admin./S-L Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

It's hard to project a budget if we don't have a clear way of keeping track of money spent during the year.

POSSIBLE RECOMMENDATIONS: look at how we use staffing to support S-L; budget money for specific projects when needed (ex: community newspaper)

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator DATE(S): Fall, 1999

BEST PRACTICE 4: TRANSPORTATION

Organization & Resource Practices

The district provides transportation for service-learning related activities.

- SUGGESTED AREAS of FOCUS:
- Connections to mission, beliefs and goals
 - Connections to school planning process
 - Communications: parent, student, community, staff and school board

CURRENT STATUS = Level 2 GOAL = Level

- EVALUATION RUBRIC
- Level 1: Transportation is available through use of class or department budgets.
- Level 2: Teachers use a variety of creative means to transport students; limited funding is available.
- Level 3: Funding comes from the general fund with some preference for S-L activities.
- Level 4: Funding policies for field trips specify S-L as a priority.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

1. Bus trips have always been supported as needed
2. _____
3. _____
4. _____
5. _____
6. _____

ADDITIONAL Support Factors Needed

- | | | |
|-------------------------------|----------|--|
| NEEDS ATTENTION! | | |
| 1. <input type="checkbox"/> → | 1. _____ | |
| 2. <input type="checkbox"/> → | 2. _____ | |
| 3. <input type="checkbox"/> → | 3. _____ | |
| 4. <input type="checkbox"/> → | 4. _____ | |
| 5. <input type="checkbox"/> → | 5. _____ | |
| 6. <input type="checkbox"/> → | 6. _____ | |

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

1. Create a line item for S-L field trips.
2. Give S-L trips priority funding over non S-L trips.
3. Discuss S-L trips priority at staff mtg.
4. _____
5. _____
6. _____

BY WHEN?

WHO WILL BE RESPONSIBLE?

INCLUDE
in SCHOOL
ACTION PLAN?

6 MONTH REVIEW	ACTION COMPLETED?	12 MONTH REVIEW	ACTION COMPLETED?
-------------------	----------------------	--------------------	----------------------

- | | | | |
|--|--------|--------------------------|--------------------------|
| | Admin. | <input type="checkbox"/> | <input type="checkbox"/> |
| | Admin. | <input type="checkbox"/> | <input type="checkbox"/> |
| | Admin. | <input type="checkbox"/> | <input type="checkbox"/> |
| | _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| | _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| | _____ | <input type="checkbox"/> | <input type="checkbox"/> |

NOTES:

POSSIBLE RECOMMENDATIONS: more support/funding for multiple visits (field trips) to same site.

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator

DATE(S): Fall, 1999

BEST PRACTICE 5: SCHEDULING

Organization & Resource Practices

The school schedule supports service-learning.

CURRENT STATUS = Level 2 GOAL = Level

EVALUATION RUBRIC

- SUGGESTED AREAS of FOCUS:
 - Connections to school planning process
 - Connections to curriculum work
 - Reviews of school scheduling
 - Administrative support
 - Communications: parent, student, community, staff and school board
- Level 1: Teachers work within existing schedule.
 Level 2: Some schedule flexibility exists.
 Level 3: It is accepted practice to flex schedule to accommodate S-L activities and projects.
 Level 4: The school schedule supports adequate time for quality S-L experiences and reflection.
 Commitment exists to regularly identify needs.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

1. *Service Day has become an annual all-school event.* →
2. *7/8 schedule includes service activities each week.* →
3. *Gazette newspaper student staff are given release time.* →
4. _____ →
5. _____ →
6. _____ →

ADDITIONAL Support Factors Needed

1. *Discuss having Service Day in both Fall and Spring* _____
2. *Keep working to integrate S-L within subject area teaching* _____
3. *Identify ways to involve other grades in Gazette* _____
4. _____
5. _____
6. _____

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

1. *Make schedule flexibility more visible.* _____ BY WHEN? ongoing WHO WILL BE RESPONSIBLE? _____
2. *Develop an attitude that we can be flexible as a staff.* _____ BY WHEN? _____ WHO WILL BE RESPONSIBLE? _____
3. *Develop an attitude that service-learning is important. [See BP 1]* _____ BY WHEN? _____ WHO WILL BE RESPONSIBLE? _____
4. *Listen to each other and learn from each other's flexibility. Inspire each other!* _____ BY WHEN? _____ WHO WILL BE RESPONSIBLE? _____
5. *Work with the Mission Statement to bring the importance of S-L into classroom.* _____ BY WHEN? _____ WHO WILL BE RESPONSIBLE? _____
6. _____ BY WHEN? _____ WHO WILL BE RESPONSIBLE? _____

INCLUDE in SCHOOL ACTION PLAN?	6 MONTH REVIEW ACTION COMPLETED?	12 MONTH REVIEW ACTION COMPLETED?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

Service-Learning can become a core part of the day—it's a method piece; we can support students in preparing for time away from their other school work; delineate what it is that students are learning doing SL; solve the feeling by teachers that S-L is one more thing that doesn't fit into schedule.

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator

DATE(S): Fall, 1999

BEST PRACTICE 6: ADMINISTRATIVE SUPPORT

Organization & Resource Practices

The administration is visibly active in supporting an integrated approach to service-learning.

SUGGESTED AREAS of FOCUS:

- Connections to school action plan
- Goal setting, meetings and observations with staff
- Connections to curriculum framework
- Communications: parent, student, community, staff and school board

CURRENT STATUS = Level 3.5 GOAL = Level ____

EVALUATION RUBRIC

- Level 1: Administrator is aware of individual efforts; support may be given if requested.
- Level 2: Administrator meets with teacher(s), classes to exchange ideas and explore needs.
- Level 3: Administrator promotes S-L within the school.
- Level 4: All administrators have training and play an active hands-on role in promoting S-L. Genuine, active, and sustained organizational support exists.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

ADDITIONAL Support Factors Needed

- | | | |
|---|---------------------------------------|----------|
| 1. <i>GCS administrator has consistently worked to advance school's practice.</i> | <input type="checkbox"/> → | 1. _____ |
| 2. <i>GCS administrator is a member of Partnership Advisory Board.</i> | <input type="checkbox"/> → | 2. _____ |
| 3. <i>S-L on the agenda for monthly meetings with teachers.</i> | <input type="checkbox"/> → | 3. _____ |
| 4. <i>Work being done to connect S-L to local curriculum framework.</i> | <input checked="" type="checkbox"/> → | 4. _____ |
| 5. <i>GCS administrator served as a member of S-L study group.</i> | <input type="checkbox"/> → | 5. _____ |
| 6. _____ | <input type="checkbox"/> → | 6. _____ |

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

BY WHEN?

WHO WILL BE RESPONSIBLE?

INCLUDE
in SCHOOL
ACTION PLAN?

6 MONTH REVIEW ACTION COMPLETED?	12 MONTH REVIEW ACTION COMPLETED?
---	--

- | | | | | |
|---|---------|-----------------|--------------------------|--------------------------|
| 1. <i>Keep S-L on the agenda for monthly meetings and end year summaries.</i> | Fall 00 | Admin. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. <i>Further develop list of S-L activities done along with contacts.</i> | ongoing | S-L Coordinator | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. <i>Have S-L sharing be part of staff meeting sharing.</i> | | Admin. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____ | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. _____ | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. _____ | | | <input type="checkbox"/> | <input type="checkbox"/> |

NOTES:

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator

DATE(S): Fall, 1999

BEST PRACTICE 7: RISK MANAGEMENT

Organization & Resource Practices

The school has a risk management plan which covers service-learning.

SUGGESTED AREAS of FOCUS:

- Connections to school action plan
- Communication with business manager
- Communication with school board
- School Insurance policy

CURRENT STATUS = Level 1 GOAL = Level

EVALUATION RUBRIC

- Level 1: Parents sign waivers. School relies on regular school insurance and "good luck."
- Level 2: Risk prevention is discussed, teachers rely on the on-site type of coverage of policy(s).
- Level 3: School has a risk management plan that includes both instruction and full coverage for all.
- Level 4: State and federal policies address and encourage experiential learning and unique issues it raises.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

1. Awareness of the issue! →
2. _____ →
3. _____ →
4. _____ →
5. _____ →
6. _____ →

ADDITIONAL Support Factors Needed

1. See below
2. _____
3. _____
4. _____
5. _____
6. _____

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

1. Speak with business mgr. about current risk management plan.
2. Work with district to ensure that S-L activities are properly covered.
3. Inventory of safety measures in place now; make recommendations.
4. Address risk management plan at school board level.
5. Raise staff awareness of safety and insurance criteria
6. _____

BY WHEN?

WHO WILL BE RESPONSIBLE?

**INCLUDE
in SCHOOL
ACTION PLAN?**

**6 MONTH
REVIEW
ACTION
COMPLETED?**

**12 MONTH
REVIEW
ACTION
COMPLETED?**

BY WHEN?	WHO WILL BE RESPONSIBLE?	INCLUDE in SCHOOL ACTION PLAN?	6 MONTH REVIEW ACTION COMPLETED?	12 MONTH REVIEW ACTION COMPLETED?
<u>asap</u>	<u>Principal</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Principal</u>	<u>Principal</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Principal</u>	<u>Principal</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>post-inventory</u>	<u>Full Staff</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator

DATE(S): Fall, 1999

BEST PRACTICE 8: COORDINATION OF PRACTICE & RESOURCES

Organization & Resource Practices

<p>Service-learning practice and resource needs are coordinated and supported by school system. Structural elements and resources exist to sustain quality service-learning practice.</p> <p>SUGGESTED AREAS OF FOCUS:</p> <ul style="list-style-type: none"> • Staffing and resource allocation • Connections to curriculum work • Communications: parent, student, community, staff and school board • Incentive and recognition program 	<p>CURRENT STATUS = Level <u>3</u> GOAL = Level <u> </u></p> <p>EVALUATION RUBRIC</p> <p>Level 1: Teachers incorporate S-L via individual effort with no formal provision for institutional support.</p> <p>Level 2: Support is available on a demand, or an individual or temporary need basis.</p> <p>Level 3: S-L is formally coordinated and supported via contractual assignment(s) of one or more staff.</p> <p>Level 4: Staff are assigned substantial time at school and district level to stimulate and facilitate S-L.</p>
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REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

1. *GCS employs service-learning coordinator -teaching position at 30% time.* →
2. *Majority of staff have deeper training-experience with S-L Best Pract.* →
3. *S-L has been part of school culture for 6-8 years* →
4. _____ →
5. _____ →
6. _____ →

ADDITIONAL Support Factors Needed

1. *Consider increase in time funded* _____
2. *Training needed for new staff* _____
3. *Staff may need to reinvigorate approach to S-L* _____
4. _____
5. _____
6. _____

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

	BY WHEN?	WHO WILL BE RESPONSIBLE?	INCLUDE IN SCHOOL ACTION PLAN?	6 MONTH REVIEW	12 MONTH REVIEW
1. <i>Belief statement, K-8 coordination of S-L curriculum.</i>	Fall 00	Full staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Provide training that will help ALL staff with S-L.</i>	Fall 00	Admin./S-L Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Include in GCS orientation/resource book, financial, personnel resources.</i>	Fall 00	S-L Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Make a resource "booklet" for service-learning.</i>	Fall 00	S-L Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES:

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator

DATE(S): Fall, 1999

BEST PRACTICE 9: SERVICE-LEARNING TRAINING

Professional Development Practices

Teachers are provided with strong training in the philosophy and pedagogy of service-learning.

SUGGESTED AREAS of FOCUS:

- Connections to school action plan
- Connections to curriculum work
- Communications: parent, student, community, staff and school board

CURRENT STATUS = Level 3 GOAL = Level

EVALUATION RUBRIC

Level 1: S-L work is done on teachers' own time/initiative.
 Level 2: S-L training may be funded, but is not promoted.
 Level 3: S-L training is offered in a coordinated way on an ongoing basis to interested teachers.
 Level 4: S-L training is an integrated feature of professional development. It is available at beginning, intermediate, and advanced levels. Trainers are site-based.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

1. *Summer Institutes operated at Guilford School 1995-1999* →
2. *Some degree of staff meeting use.* →
3. _____ →
4. _____ →
5. _____ →
6. _____ →

ADDITIONAL Support Factors Needed

1. *Institute + training needs to be rethought and reinvigorated*
2. *Mini-training option on discrete parts of S-L*
3. *We need to provide training at a variety of levels.*
4. *Training needs to be more concrete with a lot of examples.*
5. *Our training for teachers should be experiential.*
6. *Modeling classes on how lessons would be administered to kids.*

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

1. *Develop a group of people as "trainers."*
2. *Make a plan of how to provide training.*
3. _____
4. _____
5. _____
6. _____

BY WHEN?

Summer 00

Fall 00

WHO WILL BE RESPONSIBLE?

S-L Focus Group

S-L Focus Group

INCLUDE
IN SCHOOL
ACTION PLAN?

- | | | |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6 MONTH REVIEW	12 MONTH REVIEW
ACTION COMPLETED?	ACTION COMPLETED?
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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NOTES:

We need to continue to enroll and train new staff and reenthuse veteran staff. Teachers need to give themselves permission to do service-

learning activities. There are opportunities—teachers need to take advantage of existing opportunities. A group could exist with time and authority to map out

future needs and plans.

NAMES OF REVIEWERS: Guilford School S-L focus group w/ administrator

DATE(S): Fall, 1999

BEST PRACTICE 10: ONGOING PROFESSIONAL DEVELOPMENT

Professional Development Practices

Teachers are offered ongoing opportunities to network, observe, and problem solve with other teachers, within and outside their school, in order to refine their practice.

SUGGESTED AREAS of FOCUS:

- Opportunities to network, observe and reflect
- Connections to curriculum work
- Connections to school action plan
- Time for planning, coordination and curriculum development

CURRENT STATUS = Level 2.5 GOAL = Level ____

EVALUATION RUBRIC

- Level 1: Exchanges take place on an individual basis.
- Level 2: Funds are available for development with occasional opportunities provided.
- Level 3: Regular methods exist for sharing, reflection, dialogue, and problem solving around S-L.
- Level 4: Curriculum development process has integrated the use of S-L, with time and money allocated.

REVIEW OF CURRENT SITUATION

EXISTING Support Factors

NEEDS ATTENTION!

1. Summer Institutes operated at Guilford School 1995-1999 →
2. Inquiry and Reflection course at GCS (run by and for teachers) →
3. Mentoring program exists for new teachers on site →
4. Majority of staff have deeper training-experience with S-L Best Pract. →
5. _____ →
6. _____ →

ADDITIONAL Support Factors Needed

1. Focus Group and Inquiry group may need to be combined and funded
2. _____
3. Mentoring program could incorporate S-L aspect
4. _____
5. _____
6. _____

RECOMMENDATIONS (summarize support needs identified above)

RECOMMENDED ACTIONS

1. Identify a way to continue S-L Focus Group
2. Look at how mentoring program could support S-L Best Practice
3. _____
4. _____
5. _____
6. _____

BY WHEN?

asgp
Fall 00

WHO WILL BE RESPONSIBLE?

Admin./S-L Coordinator
Admin.

INCLUDE
IN SCHOOL
ACTION PLAN?

-

6 MONTH REVIEW ACTION COMPLETED?	12 MONTH REVIEW ACTION COMPLETED?
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NOTES:

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