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## Vision and Goals for Systemic Integration of Service-Learning

### LEADERSHIP

**A multi-faceted leadership effort exists to continually advocate for, support and evaluate service-learning practice to ensure its vibrancy and prosperity. Service-learning is embedded in strategic plans and initiatives. Explicit policies and practices encourage and support service-learning.**

**Goal 1:** A leadership team, that includes a service-learning coordinator, is empowered to establish and sustain structures and supports for service-learning.

**Goal 2:** Policies and practices are created and implemented that advocate for, support and evaluate service-learning.

**Example Strategies/ Policies:**

- Service learning is included in hiring and performance evaluations for teachers and administrators
- Service learning is a strategy included in school improvement plans

### PROFESSIONAL DEVELOPMENT

**All staff and community members have ongoing opportunities to participate in a variety of quality professional development experiences about service-learning. Opportunities exist to understand service-learning, develop tools and strategies to implement service-learning projects, and reflect with others on the challenges and successes of implementing service-learning.**

**Goal 1:** All school staff, community members/organizations and students have a broad understanding of service-learning and its benefits for schools, communities and youth. (Note: mention that school staff includes educators, after school providers, extra-curricular advisors, ed techs, cafeteria staff, bus drivers, office staff, etc.)

**Goal 2:** School staff and community partners involved in service-learning have the knowledge, skills and support needed to implement high quality experiences with students.

**Example Strategies/ Policies:**

- Facilitate service-learning awareness trainings for staff and community partners
- Create CSL mentors in each school

### CURRICULUM, INSTRUCTION, AND ASSESSMENT

**All students have multiple opportunities to implement high quality service-learning projects that develop strong civic, social and academic knowledge, skills and attitudes. Projects are embedded in, but not limited to, designated grade level curriculum, instruction and assessment requirements.**

**Goal 1:** Service-learning is integrated into the curriculum and aligned with federal and state standards and the district's vision. There should be at least one service-learning experience in each grade span (lower elementary, upper elementary, middle and high) and other learning opportunities.

**Goal 2:** High quality service-learning instruction guides all projects.

**Goal 3:** Assessment demonstrates that service-learning is an effective strategy through which students master developmentally appropriate civic, social and academic knowledge, skills and attitudes.

**Example Strategies/Policies:**

- Incorporate s-l into official written curriculum for specific content areas and grade levels
- Record service-learning involvement on student's transcripts

### SCHOOL ↔ COMMUNITY PARTNERSHIPS

**Service-learning is used as a tool by both schools and communities to strengthen K-12 education and impact community needs. School↔community partnerships are nurtured and sustained over time.**

**Goal 1:** Community members and/or organizations seek student involvement in solving problems and needs.

**Goal 2:** School staff work with appropriate community partners to understand the needs of and the partnership opportunities with community organizations in order to address authentic problems/needs. (Community partners include organizations or individuals with expertise to share and/or those who are impacted by the problem and would benefit from the service. Partnerships can exist on a local, state, national or global level.)

**Goal 3:** Structures and processes are in place to continually develop and sustain partnerships that inspire and initiate service-learning projects.

**Example Strategies/ Policies:**

- Provide Training for Community partners so they understand how and why students should be actively involved in solving authentic problems
- Create a community partner database- with partner contacts, needs/problems