

Service-Learning Leader School



The Kansas Service-Learning
Leader Schools Program

Sponsored by
Kansas Volunteer Commission
and
Kansas State Department of Education

Due Date: November 21, 2008

OVERVIEW

The Kansas Volunteer Commission (KVC)/Kansas State Department of Education (KSDE) is pleased to be able to provide the opportunity to celebrate service-learning excellence in Kansas middle schools and high schools. The Kansas Service-Learning Leader Schools program is an initiative that will recognize middle schools and high schools from across the state for high quality service-learning. The program will recognize up to two middle schools and two high schools for their exemplary integration of student service into the curriculum and the life of the school. Through recognition, and the attendant publicity and peer assistance activities of the recognized schools, this initiative seeks to encourage and increase service-learning opportunities for Kansas students.

A Kansas Service-Learning Leader School must demonstrate service-learning that enhances student learning, addresses the needs of the community, is well integrated into the life of the school, and is designed to foster civic responsibility. There are many ways to incorporate service effectively into schools, curriculum and culture. This initiative will recognize schools that have done so in exemplary ways.

To become a Kansas Service-Learning Leader School, a middle school or high school must apply to the KVC/KSDE. Each nominee will prepare a portfolio demonstrating its excellence in service-learning.

Selected schools will receive recognition at state events and other rewards. More importantly, Leader Schools will receive the honor of being asked to serve as “active winners” for one year. During that time, they will serve as models of excellence and encourage and assist other schools in making service to the community an important part of their curriculum and activities.

WHO IS SPONSORING THIS PROGRAM?

The program is being coordinated by the Kansas Volunteer Commission /Kansas State Department of Education-Learn and Serve America Program. The Kansas Learn and Serve America Program supports service-learning programs in schools that engage youth in addressing education, public safety, environmental, and other human needs. Grants are given to Kansas school districts to create service-learning programs or replicate existing programs to provide training and development to school administrators, faculty, and volunteers.

WHAT IS SERVICE-LEARNING?

Service-learning combines meaningful service to the community with classroom studies in a way that improves student learning and strengthens the community. Students work in collaboration with community members, teachers, and classmates to meet real community needs, while learning more about math, science, English, social studies, and other subjects, as well as civic responsibility and effective citizenship.

Definition of Service-Learning

The Corporation for National and Community Service uses the definition provided in the National and Community Service Trust Act of 1993, which describes service-learning as an educational method:

- Under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community;
- Which is coordinated within an elementary school, secondary school, institution of higher education, or community service program, and with the community;
- Which helps foster civic responsibility;
- Which is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participant is enrolled; and
- Which provides structured time for the students or participants to reflect on the service experience.

WHAT WILL RECOGNIZED SCHOOLS RECEIVE?

Kansas Service-Learning Leader Schools will receive state recognition for their outstanding service-learning efforts, including the following:

- An award letter from the Commissioner of Education;
- A Kansas Service-Learning Leader School banner;
- State and local publicity opportunities, including press releases and possible articles in the general press, education media, and service-related publications;
- The honor of serving as a model for other schools, both locally and statewide;
- Membership in a state network of Leader Schools working to share information on effective practices and advance service-learning as a teaching, learning and community-building strategy for the 21st century; and
- Ongoing support and technical assistance from the Kansas Volunteer Commission/Kansas State Department of Education.

WHAT WILL KANSAS SERVICE-LEARNING LEADER SCHOOLS DO?

Being selected as a Kansas Service-Learning Leader School is a great honor. It is recognition of the school's excellence in service-learning. But this is more than an awards program. Kansas Service-Learning Leader Schools will be *active winners* for one year. One of the goals of service-learning is instilling an ethic of service in students. Leader Schools will be asked to demonstrate their commitment to that ethic by assisting other schools in making service to the community an important part of their curriculum and activities.

Leader Schools will share their work, experience, and knowledge with other schools seeking to initiate or strengthen service-learning. They may also be called upon to share their work and experience with the broader education community in an effort to advance the field of service-learning. Each recognized school will define its individual leadership role based on its unique experiences and abilities. For example, a Leader School may open its campus to visitors from other schools, provide training to peers, present at conferences, develop materials to disseminate to others, or contribute to local, state, and national service-learning policy and implementation.

A Leader School may convene educators from its community for service-learning forums or in-service training, collaborate with nearby colleges of education, serve as a teaching lab for pre-service teachers, share curricula with other educators, present at school board meetings, or promote service-learning in publications or on-line.

To assist the recognized schools in their leadership efforts, the KVC/KSDE will facilitate information exchange among the Leader Schools and also provide technical assistance in leadership to all the Leader Schools. In addition, by sharing with one another, the Leader Schools will function as a learning community and help each other build leadership capabilities.

WHO IS ELIGIBLE TO APPLY?

The Kansas Service-Learning Leader Schools program will recognize middle schools and high schools for their exemplary efforts to integrate student service into curricular and co-curricular activities. Public, private and parochial schools are eligible to apply to become Kansas Service-Learning Leader Schools. The eligibility criteria are the following:

- The applicant must be a *school*, not an individual or a community-based organization. A school within a school is eligible, provided it has separate and distinct administration/leadership and a clearly articulated mission.
- *High Schools* (secondary schools including some combination of grades 9-12) may apply. If a school is K-12, only the secondary component is eligible to submit an application under the high school category.
- *Middle Schools* serving any combination of grades 5-9 may apply. If a school is K-12, K-8, or 7-12, only the middle level component is eligible to submit an application under the middle school category.
- Service-learning must be *broad-based*; i.e., occur at many levels at the school and involve a substantial percentage of the students. A single class or single co-curricular activity incorporating service-learning that only involves a small number of the school's students and teachers would not qualify.

HOW DO SCHOOLS APPLY?

Up to two schools in each category (middle school and high school) will be recognized as Kansas Service-Learning Leader Schools. These schools will be selected through a state review process.

Applicants should prepare a portfolio in a three-ring binder. The portfolio should be a compilation of evidence that demonstrates the applicant's commitment to service-learning; illustrates that its service-learning activities are exemplary, broad-based, and integrated into the curriculum and life of the school; and shows that the school merits recognition for its efforts. In particular, the portfolio should provide evidence that the applicant meets the criteria for selection describe in this section.

APPLICATION INSTRUCTIONS

I. Cover Page/School Profile

Please complete the attached school profile form providing basic information about your school. Please note that it is two pages. Be sure to have the principal sign the profile and attach it as the “cover page” of your application.

II. Overview of Service-Learning at Your School

Please provide a narrative not to exceed two pages highlighting how service-learning at your school meets the K-12 Service-Learning Standards for Quality Practice listed in the attached page. These standards are the selection criteria for the state review panel. Also consider highlighting the following:

- How does service-learning help the school meet its mission and fulfill its vision of education?
- How many students, teachers, and administrators are engaged in service-learning at your school? Is service-learning considered “broad-based” in your school?
- What is the history of service-learning in your school? Briefly explain the origin and development of service-learning and service by students at your school.
- How does co-curricular service by students enrich the teaching and learning that takes place at your school?

III. List of Evidence

You should create a portfolio of evidence demonstrating that your school meets the K-12 Service-Learning standards for Quality Practice. Please list evidence that you will present in your institutional portfolio. You may attach descriptions of the items that might be helpful to the reader.

IV. Letters of Support

You are required to submit at least three letters of support consisting of one letter from the school site council, and two or more additional letters of support from key community partners that are involved in service-learning program activities and/or student participants. Letters of support should include examples of how the service-learning activities have been of benefit or met key community/school or participant needs.

Application Submission Instructions

Format Guidelines – applications should be submitted on 8½ x 11” white paper using at least a 12-point font and one-inch margins.

Number of Copies – Please submit five (5) copies of your application. (One original and four additional copies)

Due Date – All applications are due by **4:00 p.m. on Friday, November 21, 2008.**

Send Applications to: Shelby Hoytal
Kansas State Department of Education
120 SE 10th Ave
Topeka, KS 66612

K-12 Service-Learning Standards for Quality Practice

Meaningful Service

Service-learning actively engages participants in meaningful and personally relevant service activities.

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

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.

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.

5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experiences so that participants understand connections to public policy and civic life.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

1. Service-learning helps participants identify and analyze different points of view to gain understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution and group decision-making.
3. Service-learning helps participants actively seek to understand and value the diverse background and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

1. Service-learning engages youth in generating ideas during the planning, implementation, and evaluation processes.
2. Service-learning involves youth in the decision-making process throughout the service-learning experiences.
3. Service-learning involves youth and adults in creating an environment that supports trust and open expression of ideas.
4. Service-learning promotes acquisition of knowledge and skills to enhance youth leadership and decision-making.
5. Service-learning involves youth in evaluating the quality and effectiveness of the service-learning experience.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.
3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.
4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.
5. Service-learning partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.

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.

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants collect evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policymakers and education leaders, to deepen service-learning understanding and ensure that high quality practices are sustained.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and celebration.
2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes.

Service-Learning Leader School



KANSAS SERVICE-LEARNING LEADER SCHOOLS PROGRAM High School Profile Form

Name of School: _____

Contact Person: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

School District: _____ County: _____

1. Type of High School (check one)

Public School

Public Charter School

Private School

2. School Population (please fill in the blanks):

_____ Number of 9th grade students

_____ Number of 10th grade students

_____ Number of 11th grade students

_____ Number of 12th grade students

_____ *Total student population*

_____ Number of faculty and administrators

3. Percentage of students at your school who participate in service-learning activities at the high school during the year: _____

4. Number of teachers and other school personnel engaged in service-learning: _____

5. Number of community-based agencies participating in service-learning activities at the high school during the year: _____

Service-Learning Leader School

KANSAS SERVICE-LEARNING LEADER SCHOOLS PROGRAM Middle School Profile Form

Name of School: _____

Contact Person: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Email: _____

School District: _____ County: _____

1. Type of High School (check one)

Public School

Public Charter School

Private School

2. School Population (please fill in the blanks):

_____ Number of 5th grade students

_____ Number of 6th grade students

_____ Number of 7th grade students

_____ Number of 8th grade students

_____ *Total student population*

_____ Number of faculty and administrators

3. Percentage of students at your school who participate in service-learning activities at the middle school during the year: _____

4. Number of teachers and other school personnel engaged in service-learning: _____

5. Number of community-based agencies participating in service-learning activities at the middle school during the year: _____

