

## ✓ Identifying a Service-Learning Coordinator:

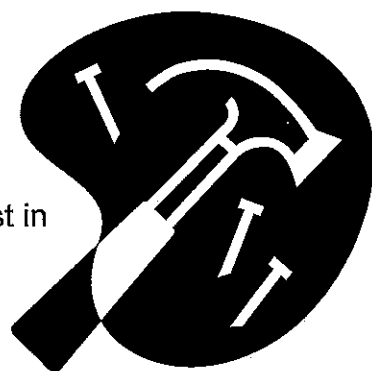
- KIDS Consortium recommends that local Service-Learning Coordinators have: ready access to phone, email and Internet; time for planning and administrative work (it is difficult for coordinators to also be full-time teachers); and the ability to attend KIDS regional events.

## ✓ Does Your Leadership Team Have:

(Tools for an Effective Service-Learning Leadership Team)

### Broad Representation

- KIDS recommends that leadership teams include representation of the following: curriculum coordinator, someone with an interest in civics/character education/coordinated school health, building administrators, representative teachers, representative students, community partner (ideally a local planner or town/city administrator), school board representative, and volunteer coordinator and/or representative of parent-teacher-student organization.
- Understanding of the KIDS model of service-learning



### Systems for Organizing

- Clearly identified roles and responsibilities for team members
  - Coordinator, Facilitator, Note taker etc
- Communication plan -contact list, best way to communicate
- Agenda and minutes for all meetings
- Documentation-A filing system and chronology, progress reports
- Calendar for the year- including meeting dates and events

### Effective Group Dynamics

- Norms
- Tools for creating an effective team

### A Vision or a Mission Statement

- A process for developing

### A Process for Creating and Implementing an Action Plan

- Process for action planning
- Grant contract-Rider A
- Process for awarding mini-grants
- Action planning packet
- KIDS continuum for sustaining service-learning

### A Process for Reflecting and Celebrating your Progress

- Process for reflection
- Lessons Learned Summary
- Self-Assessment on KIDS Continuum

# Group Norms

## Why Group Norms?

Developing Group Norms helps to establish guidelines for working together collaboratively. It gives team members a way to reflect on and take responsibility for working as a team.

## So How Do We Develop Group Norms?

- *Define Group Norms... think about the following questions...*

### Question to Think About

1. *What do we need to make this group work well?*

- Each team member writes down 5 norms they think are important for the group to successfully work together. It is helpful to be as concrete as possible. (Example- Instead of saying we need to feel safe... list something that would make you feel safe- Everyone gets a chance to voice their opinion.)
- Once everyone has created their list, they share their list with a partner. From their 2 lists, they create one list of 5 norms they can both agree on.
- Once those lists are created, pairs join up with other pairs, share their lists and try to create one list that both pairs can agree on.
- Continue doing this until you have 2 to 4 lists of 5 norms.
- In a large group, each group reports out one norm until all norms are charted. Do not share repeats.
- From this list:
  1. Participants ask questions about what the ideas on the list mean (clarify).
  2. As a group, combine and collapse similar ideas.
  3. Negative attributes are turned into positive attributes. (e.g. turn put-downs into encouraging words).
  4. Use a consensus method to check for agreement on The Group Norms. (e.g. Thumbs up-"I agree with these norms and will work with them", Thumbs down-"I don't agree, more discussion needed", Thumbs to the side- "I can live with it and will work with them")
- Remember to reflect on the list to continually assess your process as a group. (Before, during and after meetings.)

Adapted from National School Reform Faculty

## Group Norms

### Best

- Be fully present
- If you wonder, ask
- Speak honestly

### Safe

- Support each other's learning with words, attitudes and actions
- Remember that we all learn in different ways
- Take care of yourself
- It is okay to pass

### Fair

- Give everyone a turn (Side conversations are distracting)
- Be inclusive
- Start and end on time
- Be conscious of airtime
- Give gentle reminders

*Circulate agenda in advance so all come prepared.*

## Sample Agenda

*Be specific. It will help in documenting the life of your leadership team!*

**Durham, NH  
Leadership Team  
Action Planning Session  
June 30, 2004  
9:00am-3:00 pm**

*Be clear about your objectives. Poll your group for objectives ahead of time. Be sure to include items from previous meeting.*

### Objectives For the Meeting

Participants will:

*Take care of the team with healthy snacks if possible.*

- Get to know each other
- Understand the KIDS model of service-learning
- Understand the Grant objectives and requirements and connections to current initiatives
- Self assess the district on progress towards sustainability of service-learning
- Begin Developing Goals and Measurable Objectives for the upcoming year
- Begin thinking about how to develop action steps
- Establish next meeting time and agenda

**8:45-9:00 am**

**Coffee, tea and muffins; settle in**

**9:00-9:30**

**Welcome/Meeting begins**

- Group Norms
- Why are we here?
- Anyone Missing?
- Who will facilitate?
- Who will take the minutes?

*Clearly designate facilitator who will focus on the process of the meeting. The Minute taker documents what happened.*

*Establish time frames and build in breaks. Check in with team if you want to go over the agreed upon time.*

**S/L 101- Common Language**

**10:15-10:45**

**What's been happening in your District?**

- How can we connect this grant to those initiatives?

**10:45-12:00**

**Self Assessment and Goal Setting**

**12:00-12:45pm**

**Lunch**

**12:45-2:00**

**Continue Goal Setting/ Measurable Obj**

**2:00-2:45**

**Next Steps**

- Plan for Action Steps
- Next Meeting Date/Agenda

*Remember to leave enough time for choosing next meeting date. Bring your calendars!*

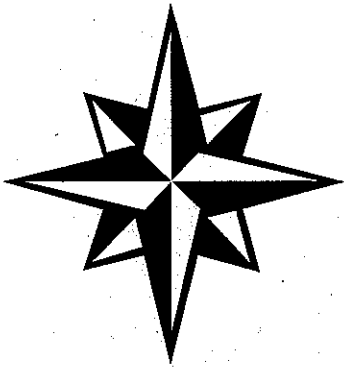
*Check in on your group's norms to be sure you honor the process upon which you agreed.*

- Reflect on Leadership Team Parking Lot- Anyone missing?
- Reflect on Group Norms

*Make a plan for addressing items that came up in the meeting that you didn't have time for.*

## Vocabulary

<p><b>Vision Statement</b></p>	<p>A vision statement should answer the question  <i>“How do we want the world to change?”</i></p> <p>A vision is a statement about what your school/community <b>wants to become</b>. It should resonate with all members of your school/community and help them feel proud, excited, and part of something much bigger than themselves. A vision should stretch the school/community’s capabilities and image of itself. It gives shape and direction to the future.</p>
<p><b>Goals</b></p>	<p><b>A goal is a broad statement of something you want to achieve.</b> It may be ambitious and not fully achievable, but it provides a beacon for your work.</p> <ul style="list-style-type: none"> <li>▪ In thinking about goals, consider the “gap(s)” between your vision and what is currently happening. What issues come up?</li> <li>▪ Often, schools working to integrate S-L encounter barriers around things like: insufficient professional development for S-L; school schedules; administrators who are unaware of S-L and its benefits; lack of community champions for S-L; and/or insufficient funding to support a S-L Coordinator.</li> <li>▪ As you work through your action plan, it is important to identify these key issues in your school/school district and community and create goals that address the most pressing or significant ones.</li> </ul>
<p><b>Measurable Objectives</b></p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Achievable</li> <li>• Relevant</li> <li>• Time-certain</li> </ul>	<p><b>A measurable objective is an outcome:</b> the result of your work—its impact on students, teachers and others you serve. (i.e. By June 2010, 70% of graduating seniors in our District will report that they have the knowledge and skills to help their community address major problems. OR By June 2010, 50% of our district’s middle school teachers will indicate that service-learning is an effective instructional strategy to meet state standards in one or more content areas.)</p> <p><b>The purpose of your Measurable Objective is to get closer to achieving your goal.</b></p> <p>An objective is a specific, measurable <b>outcome</b> that can be achieved within a foreseeable amount of time (e.g. 1 to 2 years). When developing objectives, it may be useful to think about a 5-part <b>“SMART”</b> test.</p>
<p><b>Action Steps</b></p>	<p><b>An action step is your input:</b> the amount of effort you expend—the services and assistance you provide. (i.e. We will provide service-learning training to middle school teachers in our district during the 2008-2009 school year.)</p>



# Action Plan Packet

Training and Technical Assistance Needs

Team:	
Date:	

District \_\_\_\_\_ Year \_\_\_\_\_

**Goal:** (What are you trying to accomplish?)

**Measurable Objectives:** (At the end of the year, what changes will have been made relative to your goal?) Objectives should be **SMART**—Specific, Measurable, Achievable, Responsible, Time-certain

**Baseline status:** (What does it look like now?)

**Evidence of Success:** (What data will you collect to show the changes? How will you collect it?)

<b>Action Steps:</b> (Describe the specific actions to be taken)	<b>Individuals to be Involved:</b> (Circle the facilitator for this action step)	<b>Timeline:</b> (Date by which the action should be completed)	<b>Resources Need:</b> (Money, Space, Materials?)

District \_\_\_\_\_ Year 2008-2009

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District \_\_\_\_\_

Year 2008-2009

## How Can KIDS Help?

Please describe any technical assistance you will need to implement your action plan:

Do you have specific dates in mind for site visits and training in your state?

## 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

Self Assessment of Systemic Integration of Service-Learning

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**Self Assess. Mark the box that best represents your site:**

<u>0</u> Haven't Begun	<u>1</u> Exploring	<u>2</u> Quality Building	<u>3</u> Sustained Institutionalization
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**Notes:** What is the relative priority of this area for Year One?

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