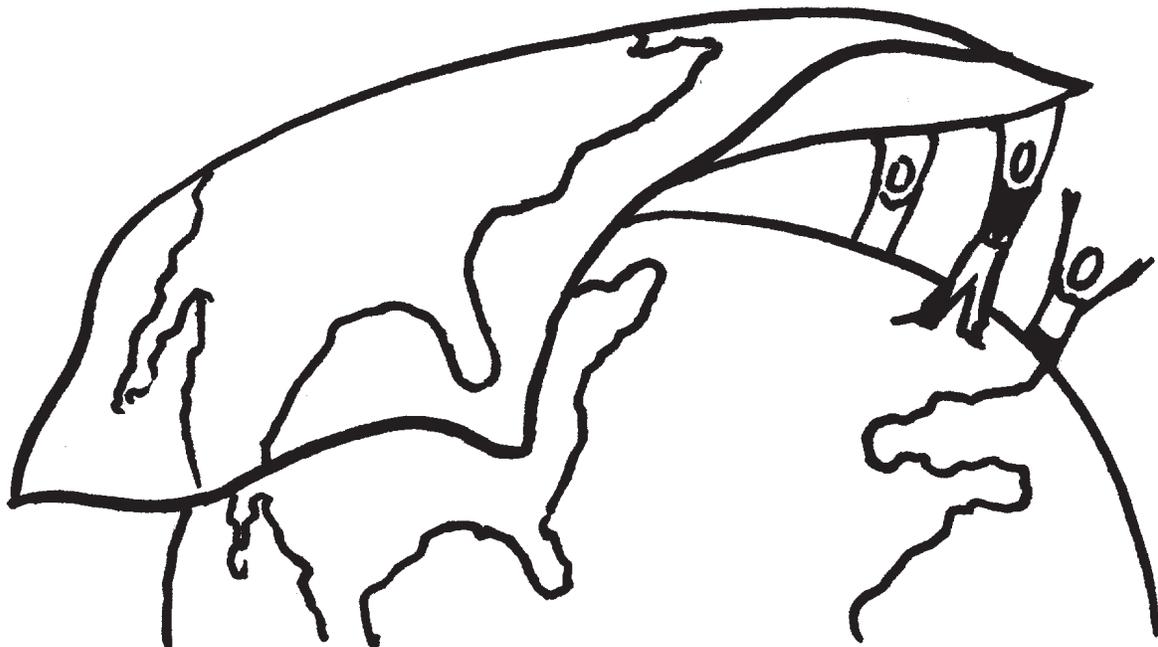


# Growing Together

## Service-Learning Network

Service-Learning School and Agency Representatives  
*Network Planning Session and Program Launch*  
August 7, 2013



MARTHA HOLDEN  
JENNINGS FOUNDATION



THE COLUMBUS  
FOUNDATION

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Partnerships Make A Difference  
*Learning with Purpose... Serving with Passion!*



# What? Why? How? “Essential Questions” to Guide Our Time Together . . .

- ◆ **What** do we want for kids?
- ◆ **What** do we want for communities?
- ◆ **How** can service-learning help?
- ◆ **What** does it look like when we do it well?
- ◆ **Where** do we go from here?



# Workshop Schedule



**Wednesday, August 7, 2013**

## ***Setting the Stage and Building Community***

- Welcome/ Introductions/Goals for the Day
- Opening Video
- "Table Talk" #1: Hopes and Expectations

## ***Reflecting on Accomplishments—Years 1 and 2 of the "Growing Together" Network***

- 375 service-learning projects involving 25,000 students across 25 schools
- 250,000 hours of civic engagement, valued at \$5 million
- Professional development opportunities involving more than 500 teachers
- Significant collaboration/partnerships among schools and agencies
- Annual Critical Issues Summit
- YSA Childhood Hunger Initiative: Jones Middle School and many others
- "Power of Service-Learning" Student Leadership Summit and Year-End Celebration
- Dissemination of resources: model projects, videos, Poverty Simulation, etc.

## ***Reaffirming Our Vision***

- "Table Talk" #2: Favorite Projects/Moments
- Tri-Fold Gallery Walk
- Crellin Video
- Group Doodle: What Should High Quality Service-Learning Look Like?
- Research Data/Articles of Note

**N**

ever doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead, U.S. Anthropologist

## ***Looking Ahead to Year 3 and Beyond—Strengthening Our “Community of Service-Learning Practitioners and Advocates”***

### **What Network Staff Can Provide**

- “School Support” or “Teacher Support” (encompasses our direct assistance to schools/teachers with s-l planning, implementation, and evaluation)
- Professional Development (graduate courses, workshops, etc.)
- Network-wide events (Program Launch, Critical Issues Summit, Year-End Celebration, Stakeholders Steering Committee Meetings, etc.)
- Youth Leadership Opportunities
- Facilitation of Collaboration Among Schools and Agencies
- Products/Resources (Poverty Simulation, model projects, videos, etc.)
- Website/Social Media
- Publicity/Branding
- Grant writing to support Network initiatives

### **What We Need From Network Members**

- Support of Principals and Service-Learning Building Leaders/Teams
- Active Participation in Network Meetings, Professional Development Offerings, and Special Events
- Strategic Efforts to Involve Additional Teachers and Students Each Year
- Ongoing Communication with Network Staff, especially Periodic Meetings/ Calls/Emails re: Karen and Jane
- Data Gathering, especially re: Project Report Forms—Needed to ensure continued funding!!
- Support for Marketing and Branding Efforts—Help publicize your school or agency’s involvement in service-learning and the “Growing Together” Network!
- Utilization of our website as both a resource and communications tool— Please contribute/post information re: your school or agency’s service-learning projects and activities!
- “Capturing the Magic”—Photos, videos, scrapbooks, student work, tri-folds, etc. that help your school develop an ongoing archive of service-learning success stories

### **Tentative Calendar for 2013-2014 – Save the Dates!**

## Information Regarding Common Core

### Information Re: Professional Development Offerings and MOFB Initiative

#### *Establishing Goals and Action Plans*

- Planning Time
- Mural Activity
- Sharing of Highlights
- "Table Talk" #3: It will be a great year if...
- Preparation for Launch
- Next Steps

# “Growing Together” Goals and Objectives

The “Growing Together” Network is an education initiative with a strong community impact component. The program’s goals are to support significant school improvement and reform, enhance student success, increase the number of civically engaged youth, and address critical local and global issues and needs through the expansion of school-based service-learning. We are committed to building and strengthening a “community of service-learning/PBL practitioners and advocates.”

As an outgrowth of these goals, we have established the objectives listed below.

**Objectives of “Growing Together”**—The program will:

- (1) Provide human and financial resources to **promote the expansion of high quality service-learning** throughout central Ohio and other interested regions—i.e., “grow the culture” for school-based outreach efforts that result in positive impacts upon students, schools, and communities.
- (2) Utilize service-learning as a strategy to **enrich the teaching/learning process, enhance student success, improve school climate, and actively address a wide range of significant local and global needs and issues.**
- (3) **Create an energetic, diverse, and committed network** of civically engaged youth and adults who can respond effectively and collaboratively to community challenges now and in the future.
- (4) **Provide ongoing professional development** that enables educators to enhance and expand their schools’ efforts in service-learning.
- (5) **Contribute to the number of students** who are successful in their K-12 school experiences; graduate from high school ready for college, work, and life; and succeed in college and university through academic engagement and civic participation.
- (6) **Enhance volunteer generation** among participating agencies and organizations by expanding opportunities for K-12 youth and others to serve their communities in meaningful roles.
- (7) **Foster effective partnerships** among schools, community agencies/organizations, higher education partners, and philanthropic sponsors so that desired results can be achieved over time—i.e., build capacity for individuals, nonprofits, and communities to address significant problems and challenges.

# Gallery Walk

*There are a number of tri-fold boards placed around the room, highlighting service-learning projects undertaken at various "Growing Together" Network member schools during 2011-2012 and 2012-2013. As you look at these tri-folds, please consider the following questions and be ready to share your thoughts in small groups.*

What catches your eye?

What curriculum connections do you see?

What evidence of student engagement do you see?

What would you like to know more about?

---

Mission of *Partnerships Make A Difference* programs . . . To help young people develop a sense of **passion** and **purpose** through the integration of **service-learning**, **project based learning**, **character education** and **career development** within the school curriculum.

---

## COMMON THEMES/STRATEGIES ACROSS OUR K-12 PROGRAMS . . . WE HELP YOUNG PEOPLE:

- ☆ Understand the concept of a “**legacy**”
- ☆ Identify and demonstrate **gifts, fascinations and positive character traits**
  - Identify role models
  - Become role models
- ☆ Understand and become part of a **community**
- ☆ Take **action** in something that matters
- ☆ Engage in **reflection**: What difference did it make???
  - Personally
  - To those served
  - To the curriculum
- ☆ Envision the **future**
  - Know that they can change their lives and lives of others
  - Experience hope and resiliency
  - Continuously create their legacies

# Definition of High Quality Service-Learning

*Source: Corporation for National and Community Service*

Service-learning is a method of teaching and learning that *connects classroom lessons with meaningful service to the community*. Integrated into the academic curriculum, *service-learning helps students and schools meet academic goals*. Service-learning *enables young people to apply their knowledge in support of their neighbors and community*, even as they gain knowledge and skills from meeting real community needs. *Students build character and become active citizens* as they work with others in their school or community to create service projects in areas like education, public safety, and the environment.

## K-12 Service-Learning Standards for Quality Practice

*Source: National Youth Leadership Council (www.nylc.org)*

1. **Meaningful Service:** Service-learning actively engages participants in meaningful and personally relevant service.
2. **Link to Curriculum:** Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.
3. **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.
4. **Diversity:** Service-learning promotes understanding of diversity and mutual respect among all participants.
5. **Youth Voice:** Service-learning provides youth with a strong voice in planning, implementing and evaluating service-learning experiences with guidance from adults.
6. **Partnerships:** Service-learning partnerships are collaborative, mutually beneficial, and address community needs.
7. **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.
8. **Duration and Intensity:** Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

# 21st Century Student Outcomes

*Source: Partnership for 21st Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org))*

*21st Century Outcomes are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.*

## **21st Century Interdisciplinary Themes:**

Global Awareness  
Financial, Economic, Business and Entrepreneurial Literacy  
Civic Literacy  
Health Literacy

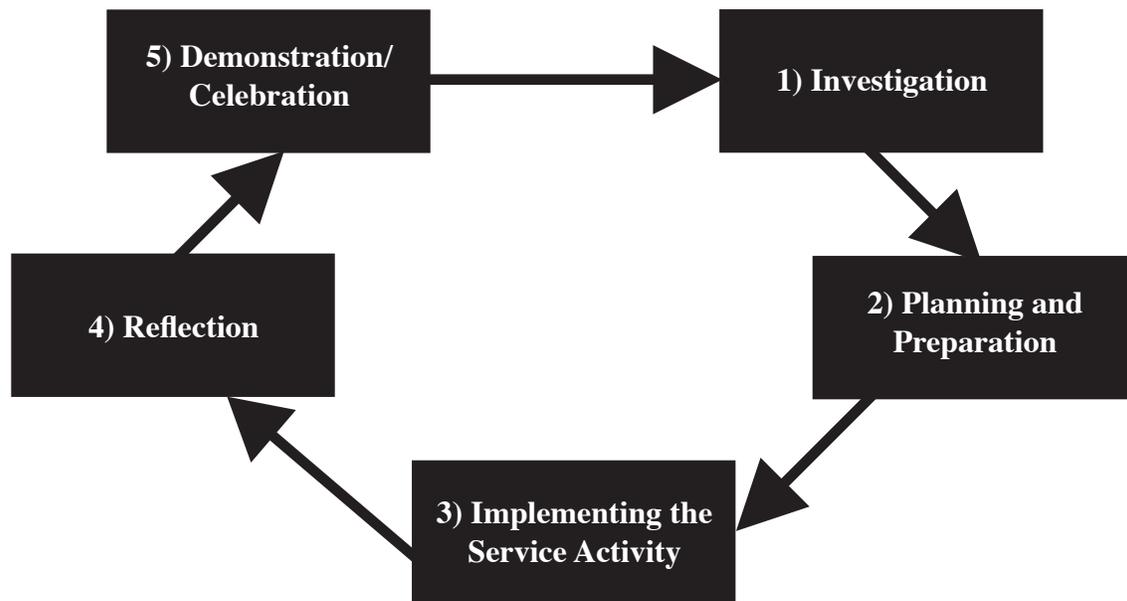
## **21st Century Skills (Categories):**

Creativity and Innovation  
Critical Thinking and Problem Solving  
Communication and Collaboration  
Information Literacy  
Media Literacy  
ICT (Information, Communications and Technology) Literacy  
Flexibility and Adaptability  
Initiative and Self-Direction  
Social and Cross-Cultural Skills  
Productivity and Accountability  
Leadership and Responsibility

*How can we use service-learning as a strategy to help students develop these skills and use them in endeavors that matter?*

# K-12 Service-Learning Project Planning Toolkit

## Service-learning: An Overview



*A typical service-learning project includes five components:*

1. **Investigation:** Teachers and students investigate the community problems that they might potentially address. Investigation typically involves some sort of research and mapping activity.
2. **Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.
3. **Action (Implementing the Service Activity):** The “heart” of the project: engaging in the meaningful service experience that will help your students develop important knowledge, skills, and attitudes, and will benefit the community.
4. **Reflection:** Activities that help students understand the service-learning experience and to think about its meaning and connection to them, their society, and what they have learned in school; and
5. **Demonstration/Celebration:** The final experience when students, community participants and others publicly share what they have learned, celebrate the results of the service project, and look ahead to the future.

Assessment is part of all activities to ensure that you can measure the learning and development that occur through service-learning, and to help you diagnose student needs, provide feedback, and improve instruction. These components are the building blocks of any service-learning project.

*K-12 Service-Learning Project Planning Toolkit.* Created by RMC Research Corporation 8 for Learn and Serve America’s National Service-Learning Clearinghouse





# Planning for Service-Learning

Grade level(s)

Essential Purpose or Question:

Content—Learning About

Service Need:

Service Idea:
Investigation:
Preparation and Planning:
Action:
Reflection Methods:
Demonstration to Others:

Youth Voice and Choice:

Curricular Connections:

*English/Language Arts*

*Social Studies/History:*

*Mathematics*

*Science:*

*Languages:*

*Art and Music:*

*Technology:*

*Other:*

*Skills Being Developed:*

*Books and Other Media Used:*

*Community Partners:*

From *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action (Revised & Updated Second Edition)* by Cathryn Barger Kaye, M.A., copyright © 2010. Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. This page may be reproduced for use within an individual school or district. For all other uses, contact www.freespirit.com/company/permissions.cfm.



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*Mathematics*

*Science:*

*Languages:*

*Art and Music:*

*Technology:*

*Other:*

*Skills Being Developed:*

*Books and Other Media Used:*

*Community Partners:*

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# “Growing Together” Network

## Program Services 2013-2014

### *Here’s How We Can Help Our Member Schools and Agencies!*

Ellen and Kathy will focus on Network-wide services.

Jane and Karen will focus on direct service to schools/agencies.

#### **SCHOOL/TEACHER/AGENCY SUPPORT (ENCOMPASSES OUR DIRECT ASSISTANCE TO SCHOOLS/TEACHERS/AGENCIES WITH SERVICE-LEARNING PLANNING, IMPLEMENTATION, AND EVALUATION)**

##### *Examples:*

- Collaborate with identified teachers in planning projects to make sure that all the steps in the service-learning cycle are addressed: investigation, preparation, action, reflection, celebration. Could team teach one or more lessons (on investigation, preparation, and/or reflection) alongside the classroom teacher.
- Help identify significant community issues and needs, maintain appropriate contact information for relevant community agencies, and help teachers design educational strategies to address those needs.
- Provide relevant educational resources.
- Help maximize opportunities for youth leadership and “student voice” as part of service-learning initiatives.
- Assist with capacity building, both within the school(s), and with collaborating community agencies/organizations.
- Collaborate with “Growing Together” Network teachers to help coordinate service-learning initiatives that may extend across multiple schools.
- Assist with service-learning project evaluation and data-gathering.
- Provide models for schools/agencies to use for service-learning project publicity.
- Provide models for documentation of the development and implementation of service-learning projects -- photographs, video, interviews, and reflections will be valuable tools to help spread the word about wonderful projects.
- Assist or advise teachers and/or a school’s volunteer to create a product (iMovie, Animoto, slide show, etc.) using the photographs, video, interviews, and reflections they collect throughout the process of a service-learning project.

## **PROFESSIONAL DEVELOPMENT**

### *Examples:*

- Graduate courses: Level 1 and Level 2+
- One-day workshops designed to engage additional teachers in service-learning concepts and community-based experiences.
- Mini-presentations during staff meetings or other professional development meetings including: "intro to service-learning," "enhancing your service-learning," "tips for data collection as part of the reflection process," (and other topics identified by member schools.)

## **NETWORK-WIDE EVENTS**

### *Examples:*

- Kick-Off Workshop/Planning Session (August)
- "Mid-Year" Celebration
- Critical Issues Summit
- Year-End Celebration
- Board of Advisors/Stakeholders Steering Committee Meetings

## **YOUTH LEADERSHIP OPPORTUNITIES**

### *Examples:*

- Student Leadership Summit
- Poverty Simulation

## **PRODUCTS/RESOURCES**

### *Examples:*

- Poverty Simulation
- Model Projects
- Videos like Buck Institute for Education (BIE)

## **COMMUNICATION**

### *Examples:*

- Maintain/update website ([www.partnershipsmakeadifference.org](http://www.partnershipsmakeadifference.org))
- Facebook
- Twitter
- Promote school/Network news through local media

## **GRANT WRITING TO SUPPORT NETWORK INITIATIVES**

### *Examples:*

- AEP Foundation
- The Columbus Foundation

## **IN ADDITION . . . ONGOING SUPPORT VIA CHECK-IN MEETINGS**

As a way to stay connected with each Network school throughout the year, Jane and/or Karen would like to visit the lead teacher or teachers (principal and other service-learning enthusiasts invited, too) on site in the schools for periodic “Check-In Meetings.”

### **Check-In Meeting Schedule**

#### **Fall: To be held in September or October (about 30-45 minutes)**

Agenda: Getting off to a good start

- Revisit S-L goals, units, and plans for the year. Does anyone need extra support with any part of the S-L cycle? With getting started?
- Discuss strategies for building broader awareness and support for service-learning. How can the “Growing Together” staff be helpful?
- Review “Growing Together” Website
- Review Project Report Form—how to fill it out, where to access it
- Review Network-wide calendar—professional development opportunities, Network meetings, and Network events

#### **Winter: To be held in December or January (about 30-45 minutes)**

Agenda: Progress so far

- Updates about service-learning projects that are finished or in progress
- Share/work on/discuss ways to advertise your school’s S-L (articles for “Growing Together” website, other media outlets, displays in your school and community)
- Discuss upcoming Critical Issues Summit, begin to discuss Year-End Student Leadership Summit
- Review/work on Project Report Forms so far

#### **Spring: To be held in March or April (about 30-45 minutes)**

Agenda: Finishing strong

- Updates about service-learning projects that are finished or in progress
- Share/work on/discuss ways to advertise your school’s S-L (articles for “Growing Together” website, other media outlets, displays in your school and community)
- Review/work on Project Report Forms so far
- Continue to discuss Year-End Student Leadership Summit—Which project(s) will be featured? Which students and teachers will attend?

# “Growing Together” Network

## Contact Information

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# “Growing Together” Program Evaluation Model

Our evaluation model is designed to assess both the quantity (number of projects, students, hours of service and related learning, etc.) and quality of program impact. Our data should help us answer three central questions about each of our service-learning initiatives:

- ✓ *What happened?*
- ✓ *Who was involved?*
- ✓ *What difference did our efforts make? (impact on students, schools, community agencies/ organizations, and their clients/constituents)*

## Data Sources

### Essential and Expected!

- **Project Report Forms:** Please have your teachers submit Project Report Forms as they complete projects throughout the school year.
  - Use PRFs to document highlights of each service-learning project that occurs. Access via Partnerships Make A Difference website:  
<http://www.partnershipsmakeadifference.org/growing-together-network-central-ohio.html> (under “Important Links”).
  - Lead Teachers should take the lead in making sure their schools’ efforts are reported and in helping other teachers access the PMAD website link. Karen and Jane will be happy to assist as needed.

### Available and Recommended

- **Student Surveys:** Please utilize continuously throughout the year as appropriate.
  - Each school is encouraged to submit surveys from at least 2-3 high quality service-learning projects (clear curriculum connections, significant duration, positive impact on both students and partner agency/organization).
  - Three versions are available on our website to accommodate varying reading levels. (Found at <http://www.partnershipsmakeadifference.org/growing-together-network-central-ohio.html> under “Important Links.”)

- Teachers should become familiar with survey items before starting their projects. This will remind them of our overall goals for “Growing Together” so they can align their efforts accordingly.
  - Surveys can be utilized as an additional form of reflection (as well as assessment) for students, especially when teachers take time to make sure students clearly understand each item in connection with their project.
  - Karen and Jane will provide support as needed. We will provide tally forms, student surveys, and instructions on our website for download.
- **Community Partner Survey:** Please utilize as appropriate at the end of each project.
    - This survey is available on our website, and the following link should be provided to any community partner a teacher wants to complete the survey:  
<http://www.partnershipsmakeadifference.org/growing-together-network-central-ohio.html>  
 under “Important Links.”
- **Other Data Sources:** We will also be utilizing the following sources throughout the year as appropriate.
    - Advisory Board Meetings (notes/minutes, materials, etc.)
    - Stakeholders Steering Committee
    - Focus Groups
    - Evaluations of Specific Events/Offerings (graduate courses, workshops, Critical Issues Summit, student leadership opportunities, etc.)
    - Student Work and Other Evidence/Artifacts of Service-Learning Projects (journals, art work, photos, videos, website content, displays, scrapbooks, articles, media coverage, model project write-ups, etc.)

# **“Growing Together” Program**

## **Service-Learning Project Report Form**

(Complete online: <http://www.partnershipsmakeadifference.org/growing-together-network-central-ohio.html>)



Name of Project:

Name of School:

Grade Level(s):

Name of Teacher(s):

Email address of contact person:

Partnering Agencies/Organizations/Businesses/Other Schools:

Issue(s)/Need(s) you were addressing:

If applicable, what was the “driving question”/essential question for your project?

Brief Description: What did your students do?

Curriculum Area(s) you connected with the project:

Number of students involved:

Number of hours devoted to the project (include all phases: investigation/research, preparation/training, curriculum connections, action/community involvement, reflection, and demonstration/celebration):

Total service-learning hours for your group (multiply # of students X # of hours per project):

A brief comment from you re: the impact of the project on your students and/or those they served:

Name of person submitting form:

Email address of person submitting form:



# The Common Core State Standards Initiative:

*A state-led effort to create shared high standards to make sure all American students are ready for college and work.*

Today, we have different standards in every state and we need a common core of state standards to ensure all students, no matter where they live, are prepared for success in college and work. Building on the excellent foundation of standards states have laid, these standards are the first step in providing our young people with a high quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Teachers, parents and community leaders have all weighed in to create the common core state standards. The draft K-12 Common Core State Standards are a breakthrough in focus and coherence. They allow students to understand what is expected of them and to become progressively more proficient in understanding and using English and Language Arts and Mathematics. At the same time, teachers will be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The common core draft standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well and to give students the opportunity to really master them. With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed and build a strong future for themselves and the country.

## ***Key Takeaways from the Draft K–12 Common Core State Standards in English Language Arts***

### **Reading**

- The standards establish a “staircase” of increasing complexity in what students must be able to read so that all students are ready for the demands of college and career level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from what ever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain in sights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.

- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

### **Writing**

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

### **Speaking and Listening**

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

### **Language**

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

## **Media and technology**

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

## ***Key Takeaways from the Draft K-12 Common Core State Standards Initiative in Mathematics***

- The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.
- In kindergarten, the standards follow successful international models and recommendations from the National Research Council’s Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).
- The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade.
- The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.
- Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well-prepared for algebra in grade 8.
- The middle school standards are robust and provide a coherent and rich preparation for high school mathematics.
- The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.
- The high school standards set a rigorous definition of college and career readiness, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- The high school standards emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions. For example, the draft standards state: “Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. It is the process of choosing and using appropriate mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions. Quantities and their relationships in physical, economic, public policy, social

and everyday situations can be modeled using mathematical and statistical methods. When making mathematical models, technology is valuable for varying assumptions, exploring consequences, and comparing predictions with data.”

Common Core State Standards Initiative: Preparing America’s Students for College & Career. [www.corestandards.org/resources](http://www.corestandards.org/resources).

# “Growing Together” Service-Learning Network

## *School Site Initial Plan*

School \_\_\_\_\_ Phone Number \_\_\_\_\_

Principal \_\_\_\_\_ Email \_\_\_\_\_

Lead Teacher(s) \_\_\_\_\_ Email(s) \_\_\_\_\_

**Please begin thinking about the items below. We are available to help you brainstorm as needed, and we will work with you to finalize your plan.**

- Why do you want to participate in the program? How do you think it can help your students, staff, and community?
  
- How will you encourage staff involvement in “Growing Together” graduate courses and other professional development offerings?
  
- How will you help ensure follow-through re: “Growing Together” evaluation needs, especially Project Report Forms?
  
- What existing service and/or service-learning efforts do you want to enhance?

- What new service-learning ideas/possibilities would staff members in your school like to explore?
- What local and/or global issues and needs are of particular interest to your staff and students?
- What agencies/organizations interest you as potential partners?
- What other educational priorities or initiatives would you like to connect with service-learning (e.g., Common Core, SLOs, teacher evaluation, International Baccalaureate, 21<sup>st</sup> Century Skills, character education, STEM, etc.)?
- What areas of student success would you like to enhance through service-learning?
- How do you envision utilizing Karen and Jane to support your efforts? (This will continue to evolve as part of our August training and follow-up sessions.)

**Questions? Contact Ellen Erlanger or Kathy Meyer, Partnerships Make A Difference, 614.488.3459, or [info@partnershipsmakeadifference.org](mailto:info@partnershipsmakeadifference.org).**

# SOME GREAT RESOURCES TO GET YOU STARTED . . .



## Service-Learning Resources

### **Books:**

*The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum and Social Action*, by Cathryn Berger Kaye, available from [amazon.com](http://amazon.com) or [freespirit.com](http://freespirit.com).

(Free Spirit Publishing offers other good books by the same author, as well as several by Barbara Lewis.)

*Service-Learning in Grades K-8: Experiential Learning That Builds Character and Motivation*, by Kate Thomsen, available from [amazon.com](http://amazon.com) or [corwinpress.com](http://corwinpress.com).

### **Websites:**

National Youth Leadership Council: [www.nylc.org](http://www.nylc.org)

National Service-Learning Clearinghouse: [www.servicelearning.org](http://www.servicelearning.org)

National Service-Learning Partnership: [www.service-learningpartnership.org](http://www.service-learningpartnership.org)

Learn and Serve America: [www.learnandserve.gov](http://www.learnandserve.gov)

Youth Service America: [www.ysa.org](http://www.ysa.org) (You might want to sign up for their weekly online newsletter.)

Partnerships Make A Difference: [www.partnershipsmakeadifference.org](http://www.partnershipsmakeadifference.org)

## Project Based Learning Resources

Buck Institute for Education: [www.bie.org](http://www.bie.org) and [www.pbl-online.org](http://www.pbl-online.org). (plenty of stuff you can download free, plus their books are very useful.)

Edutopia, from the George Lucas Educational Foundation: [www.edutopia.org](http://www.edutopia.org)

High Tech High School: [www.hightechhigh.org](http://www.hightechhigh.org)

Partnerships Make A Difference: [www.partnershipsmakeadifference.org](http://www.partnershipsmakeadifference.org)



# Mural Activity

## *Instructions*

*Supplies provided: chart paper, markers, crayons, post-it notes, "people figures"*

Together, we are going to create a mural showing the variety of schools and agencies that are part of our "Growing Together" Network. Please contribute to this collective effort by following the steps below:

1. Draw the outline of a building to represent your school or agency. Feel free to represent the setting/surroundings of your building as well.
2. Using key words and phrases, as well as visual symbols, portray the following aspects of your school or agency:
  - overall strengths and assets. What makes your place special?
  - previous service-learning projects/accomplishments
  - service-learning ideas and goals for the coming year
  - the "legacy" your school or agency is hoping to create