



Partnerships

What are Partnerships?

Reciprocal partnerships with the community involve service-learning participants having a collaborative, ongoing relationship with community organizations or members, which ensures partners and service recipients benefit. Partnerships typically take place between youth, educators, families, community members, community-based organizations, or businesses. Partnerships have a shared vision and common goals, and feature regular two-way communication. The establishment of reciprocal partnerships in service-learning is a process that requires examination of each partner's expectations, and a commitment to bridge the different cultures of the partner organizations. Typically, partners co-develop and implement an action plan and share information about the assets and needs each brings to the partnership, resulting in viewing each other as valued resources.

Part I: School Information

School:	Grade Level:	Content Area(s):
Observation Date/Time (arrival/departure):	Teacher (first initial, last name):	Coach:
Service-Learning Project:		IPARD/C Stage: Indicator:

Part II: Observations

Room & Environment Observation	Teacher Observation												
Total # of children in the classroom (B/G): ____/____ # of children engaged/disengaged in lesson: ____/____ (write down observations of student activity)	<i>Note: Record all observations made.</i> <input type="checkbox"/> Direct Teaching (may be interspersed throughout the lesson or provided at the beginning of the lesson) <input type="checkbox"/> Teacher-Learner Interaction <input type="checkbox"/> Monitoring Student Work Time (i.e., teacher walking around room, working 1:1 with students, etc.) <input type="checkbox"/> Sits at desk during student work time (still approachable by students?) <input type="checkbox"/> Other (explain)												
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Lesson Observation													
Lesson Time:	Direct Instruction Time: <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Student-Led Time:</td> </tr> </table>	Student-Led Time:											
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Part III: Indicators and Rating Scales – Select the appropriate rating for each indicator by checking the circles below.

Indicators	Service-Learning Standards for Quality Practice	Novice – 1	Introductory – 2	Experienced – 3	Advanced – 4
A.	<p>Project involves a variety of partners, including youth, educators, families, community members, community-based organizations, or businesses.</p> <p>① ② ③ ④</p>	Project is determined and implemented with little-to-no involvement from community partners.	Project is determined and implemented with limited involvement from community partners.	Project is determined and implemented with student input and involvement from a few community partners.	Project is determined and implemented in full partnership with students and involvement from a diverse variety of community partners.
B.	<p>Partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.</p> <p>① ② ③ ④</p>	Teacher identifies community partners but does not communicate with them regarding project activities and progress.	Teacher conducts, and affords students, limited interactions with community partners regarding project activities and progress.	Teacher, with some student input, regularly communicates with community partners regarding project activities and progress.	Teacher, in full partnership with students, proactively communicates through various forms with community partners regarding project activities, needs, projections, and progress.
C.	<p>Partners collaborate to establish a shared vision and to set common goals to address community needs.</p> <p>① ② ③ ④</p>	Collaboration with the identified partners has not been established or maintained to align mutual needs.	Minimal collaboration and a partial shared vision have been established and maintained, somewhat meeting community needs.	Students have some input in the collaborative process with partners, and establish, align, and maintain project's connection with community needs.	Students have full input in the collaborative process with partners, and establish, align, and maintain project's connection with community needs.
D.	<p>Partners collaboratively develop and implement action plans to meet specified goals.</p> <p>① ② ③ ④</p>	Project roles and collaboration guidelines with partners are not defined or established.	Teacher begins to work collaboratively with invested community partners to assign project roles to meet both community and project needs.	Teachers and some students work collaboratively with invested community partners to assign roles and solve problems within the project to meet the community and project needs.	Teachers, in full partnership with students, work collaboratively with invested community partners to assign roles, solve problems, and collect information within the project to meet community and project needs.
E.	<p>Partners share knowledge of school and community assets and needs, and view each other as valued resources.</p> <p>① ② ③ ④</p>	Partnership is based only on the needs of the classroom project.	Partnership is based on mutual goals and a shared vision of the project and needs of the community.	Partnership is somewhat youth-led, reciprocal, and supportive of both the needs of the project and the needs of the community.	Partnership is youth-led, reciprocal, and valued, supporting the mutual goals and needs of the project and the community.

Part IV: Observation Notes

Part V: Debrief Notes with Teacher

Date & Time:

Part VI: Ideas for Improvement

Note: Check and provide suggestions to teacher, as necessary.

- 1. Project involves a variety of partners, including youth, educators, families, community members, community-based organizations, or businesses.**
 - Begin with the local community and study the needs *with* community members.
 - Youth Voice is key: when young people are given an opportunity to be immersed in community life, their voices are heard as contributing members of society. Peer-to-peer role models are created and the partnership empowers young people to lead.
 - Examine your (classroom) level of commitment to Partnerships — refer to the Partnerships section of the *Lift: Raising the Bar for Service-Learning Practice* at lift.nylc.org.
 - Invite community partners on a regular basis to come into the classroom and to build a relationship with students, and vice versa.
- 2. Partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.**
 - Find various methods to communicate with partners.
 - With student input, identify with partners the preferred forms of communication and the expected frequency; suggest a lead contact for both sides.
 - Get ahead of the process and be proactive about sound communication. Involve community partners to support in problem-solving efforts as necessary.
- 3. Partners collaborate to establish a shared vision and to set common goals to address community needs.**
 - Create a space that allows for partners and classroom to come together to create a shared vision.
 - Develop expectations for collaboration (refer to the Partnerships section of the *Lift* at lift.nylc.org).
 - Pose the following question to students and partners: what preparation will we need to be successful, sensitive to the local community, and safe in implementing our service project? (refer to the Diversity section of the *Lift* at lift.nylc.org).

4. Partners collaboratively develop and implement action plans to meet specified goals.

- Develop expectations for collaboration that provide next steps and identify roles for each party.
- Invite community partners on a regular basis to come into the classroom to build a relationship with students, and vice versa.

5. Partners share knowledge of school and community assets and needs, and view each other as valued resources.

- Allow for both the partners and the classroom to address the resources for, and the needs of, the project.
- A Community Mapping activity with students and partners may support mutual understanding and accurate knowledge of project realities.
- Spend adequate time orienting students to the service partners and to the local community.