



Service-Learning Partnership Agreement Form

Learning Aims:

- 1) Washington State Teacher Education Teacher Preparation Standard 3: *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*
- 2) Washington State Teacher Education Teacher Preparation Standard 5.3: *Teacher candidates merge knowledge of learning, child/adolescent development, and their diverse learners with a repertoire of teaching and communication strategies to make instructional decisions.*
- (3) Washington State Teacher Education Teacher Preparation Standard 10: *The teacher fosters relationships with school colleagues, parents and agencies to support student learning and well-being.*

Student Name:	
Service-Learning Community Partner:	Site Supervisor:
Service-Learning Experience Description:	

Student Expectations

- ☐ Attend scheduled orientation session before beginning service hours.
- ☐ Adhere to community organization's policies and procedures, including but not limited to discrimination, sexual harassment, confidentiality of organization and client information, and health and safety training and equipment.
- ☐ Clearly understand and stay within your service-learning position's responsibilities or duties; be aware of partners' needs and provide assistance when and where requested.
- ☐ Operate with integrity and professionalism at all times: communicate consistently, be punctual, meet deadlines, and remain open to supervision and feedback that facilitates learning and project completion.
- ☐ Reflect upon and re-evaluate the service experience, participate in class discussions and reflection activities.
- ☐ Complete mid-term and final written evaluations of service experience.
- ☐ Turn in signed time sheet at end of quarter.
- ☐ Ask questions of your professor, community partner, or Woodring Learning in Community and Schools Specialist if you have uncertainties or concerns.

Community Partner Expectations

- ☐ Provide service-learning opportunities that are significant and academically challenging to the students, relevant to their course learning objectives, have a practical implementation plan and address your organization's goals.
- ☐ Provide orientation, training, supervision, feedback, resources and organization information to aid in the success of students' service-learning experience.
- ☐ Review with students your organization's policies and procedures, including but not limited to, discrimination, sexual harassment, confidentiality and health and safety, and expectations for professionalism.
- ☐ Review with student the scope of responsibility and duties of the service-learning position.
- ☐ Participate in evaluation process, offering service-learning coordinator feedback at mid-term and at the end of the quarter.
- ☐ Sign students' time sheet at end of quarter.

I have read and understand my role as outlined in this document. I commit to fulfilling my part of the service-learning partnership. I understand that this partnership is meant to further WWU student learning and community partner goals. I agree to adhere to organization policies, including confidentiality policies (review with organization before signing).

Student Signature

Date

Community Partner Signature

Date