The learning contract, or individualized partnership plan (IPP), is developed jointly by the student and the field supervisor during the first few weeks of field placement. The intent of the plan is to articulate how the student will achieve the skill sets within the field site context. The assigned student performance outcomes should be developed by addressing both student interests and field site needs. A single outcome may cover more than one skill set. The student should be presented with opportunities to demonstrate competency in each skill set over the course of the two semesters.

As the student progresses through assigned tasks, student performance outcomes need to be evaluated. Methods of evaluating the student’s performance are developed by both the supervisor and the student (see attached list). Weekly supervision, one method of evaluation, is required (see “Tools for Field Supervisors” online).

As the student becomes more experienced in the field setting and as student interests and field site needs change, this plan may be modified. Any substantive changes need to be documented by the field supervisor and presented to the faculty liaison.

PLEASE PRINT:

STUDENT:______________________________________________
AGENCY:______________________________________________
FACULTY LIAISON:________________________________________
FIELD SUPERVISOR:_____________________________________
PHONE NUMBER:_________________________________________
E-MAIL:_________________________________________________

Student signature:________________________________________
Date:_______________

Field supervisor signature:_______________________________
Date:_______________

Approved:_______________________________________________
Date:_______________
(Faculty Liaison)

Please hand in this document to your faculty liaison by the assigned due date. Once the faculty liaison has approved the IPP, the student should maintain a copy of this document and provide a signed copy to the field supervisor.
<table>
<thead>
<tr>
<th>Skill Sets:</th>
<th><strong>COMMUNITY &amp; ORGANIZATIONAL COMMUNICATION</strong></th>
<th><strong>COMMUNITY ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ability to apply a range of written, oral, and electronic modes of communication to build relationships; interact among groups, organizations, and communities; and support community partnerships intervention strategies.</td>
<td>The ability to identify and assess community needs and assets and contribute to the development of shared goals/outcomes.</td>
</tr>
</tbody>
</table>
| Curriculum Content for each Skill Set: | - Group facilitation  
- Technological skills & electronic communications  
- Public speaking  
- Training and presentation skills  
- Assertiveness training  
- Negotiation and mediation  
- Confidentiality & ethical behaviors  
- Documentation  
- Marketing  
- Public relations  
- Social Media  
- Strategic framing | - Ecological perspective  
- Community well-being  
- Social capital  
- GIS  
- Assets mapping  
- Community analysis |
| Student Performance Outcomes (minimum of 2) for each skill set: | | |
| Method(s) of evaluation: | Required: Weekly meetings with supervisor  
Additional methods of evaluation: | Required: Weekly meetings with supervisor  
Additional methods of evaluation: |
| Skill Sets: | **FINANCIAL RESOURCE DEVELOPMENT**
The ability to create a resource development strategy and identify diverse funding sources. | **COMMUNITY & ORGANIZATIONAL CAPACITY DEVELOPMENT**
The ability to develop, monitor, strengthen, and/or evaluate organizational capacity and collaborative relationships that focus on building healthy communities. |
| --- | --- | --- |
| Curriculum Content for each Skill Set: | • Grant writing
• Fund raising
• Sponsorships
• Social entrepreneurship
• Fiscal management | • Comprehensive community development
• Capacity building
• Theory of change
• Partnership evaluation and development
• Partnership forms and structures
• Constituency building: community education & leadership development
• Consensus organizing
• Collective impact
• Social planning/policy |
| Student Performance Outcomes (minimum of 2) for each skill set: | Required: Weekly meetings with supervisor
Additional methods of evaluation: | Required: Weekly meetings with supervisor
Additional methods of evaluation: |
<table>
<thead>
<tr>
<th>Skill Sets:</th>
<th><strong>LEADERSHIP AND MANAGEMENT</strong></th>
<th><strong>RESEARCH &amp; EVALUATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ability to engage in leadership behaviors and to synthesize knowledge and skills in the management of projects, partnerships, and organizations.</td>
<td>The ability to apply research methods in carrying out tasks and evaluating outcomes with groups, organizations, and communities.</td>
</tr>
</tbody>
</table>
| Curriculum Content for each Skill Set: | • Leadership styles  
• Management theories  
• Organizational theories  
• Supervision  
• Human resource management  
• Management information systems  
• Social innovation  
• Strategic planning  
• Risk management  
• Meeting management  
• Project management | • Logic models  
• Community-based participatory research  
• Focus groups  
• Evaluation reports & action plans  
• Program planning & evaluation  
• Evaluation approaches & ethical issues |
| Student Performance Outcomes (minimum of 2) for each skill set: | | |
| Method(s) of evaluation: | Required: Weekly meetings with supervisor | Required: Weekly meetings with supervisor |
| Additional methods of evaluation: | | Additional methods of evaluation: |
Student Performance Outcomes & Methods of Evaluation

Note to Students and Field Supervisors:
The performance outcomes described below are only examples – this list is not exhaustive but is intended to give you an idea of the outcomes that can be used to evaluate your field experience. A single outcome may cover more than one skill set. The student should be presented with opportunities to demonstrate competency in each skill set over the course of the two semesters. Each performance outcome must demonstrate significant effort by the student. As you develop the IPP and related performance outcomes, think about opportunities for the student to assume leadership roles or make a significant contribution to projects within your organization that can be documented by the student performance outcomes. Outcomes that are developed by others at the field placement (i.e. an electronic newsletter that is distributed by a staff person) will not be accepted.

STUDENT PERFORMANCE OUTCOMES:
Community and Organizational Communication
- Meeting agendas
- Meeting minutes
- Meeting facilitation
- Electronic newsletters
- Email communication
- Training materials (i.e. Power Point slides)
- Printed versions of the organization’s Facebook or Twitter pages
- Public relations and marketing materials such as flyers, brochures, media kits
- Strategic planning documents
- Presentations

Community Assessment
- GIS maps
- Needs assessments
- Community analysis reports
- Presentations
Financial Resource Development
- Grant proposals
- RFPs (Request for Proposals)
- Fundraising plan
- Identification of prospective donors
- Fundraising correspondence (letters, email, anything use to make a “pitch”)
- Campaign (fundraising) reports
- Business plan
- Presentations

Community and Organizational Capacity Development
- Meeting agendas
- Meeting minutes
- Meeting facilitation
- Partnership evaluation/assessment tools
- Partnership evaluation/assessment reports
- Presentations (i.e. Power Point slides)
- Training materials
- Policy briefs
- Presentations

Leadership and Management
- Meeting agendas
- Meeting minutes
- Meeting facilitation
- Project initiation
- Project development/implementation
- Project updates and reports (oversight and monitoring)
- Organizational assessment
- Volunteer/staff training materials
- Presentations
Research & Evaluation

- Literature reviews
- Assessment tools including but not limited to surveys, focus group protocols, interview questions
- Databases
- Evaluation reports
- Action plans
- Application of technological processes in research
- Presentations

METHODS OF EVALUATION:

- Direct observation
  - Presentations (internal/external)
  - Participation/facilitation of meetings
  - Community engagement
  - Community intervention
- Review of written material (e.g., reports, action plan, meeting agenda/summary, newsletter item, training material)
- Weekly supervision
- Student self-evaluation
- Feedback from task supervisors/other staff
- Feedback from clients/community partners
- Taped (video/audio) interviews/meetings
- Role play situations