REFLECTIVE MEMO TEMPLATE

Date: *(memo completed on)*

Period covered: *(include the months reported on in this memo)*

Names of team participants: *(who completed the memo)*

Goal: Document what the project has accomplished over the past few months and reflect on the project goals and framework.

Process:

» Members of the group individually fill out the questionnaire (Qs 1-8) below to prepare for the whole group meeting. We build a consensus reflective memo as a whole group. We do this semesterly.

Key Terms:

» **Bridging**: facilitating connections with initiatives and other operating parts of the partner organization, university, or district.

» **Buffering**: creating protective spaces for those working on the project that keeps possible contradictory guidance, policy, or leadership at bay.

» **Shared tools**: developing shared tools allow for asynchronous, ongoing collaboration, including capturing decisions and feedback for improvement. (Yurkofsky et al., 2020)

» **Informal support**: Ongoing work that helps partners as they implement youth learning experiences that are not captured in other representations of the partnership. Ex. Helping with a technological issue.

Memo Guiding Question:

» How has our work centered the problem of [*include the research question you are trying to address*]? What kinds of local partnerships can make that more of a possibility? (Penuel, et al., 2020)

Internal Reflection Questions (to be completed by project teams) :

1. List current partner organizations and share some examples of **informal support** we have provided for them. (Yurkofsky et al., 2020)

2. Describe the ongoing communication routines (Yurkofsky et al., 2020) with the different partners.

3. What kinds of **bridging** and **buffering** work have we performed so far? (Yurkofsky et al., 2020)

4. What **shared tools** have we used/developed (Yurkofsky et al., 2020)? How have these been used with the partners?

5. How have we explicitly included other organization members as partners in any research publication or promotion (Penuel et al., 2020)?

6. How has the project, and the research, shifted? (Penuel et al., 2020)

7. How has the project progressed as *something valuable* for the partners and outside communities (other school districts, local communities, local organizations, etc.) (Penuel et al., 2020)

8. Any other things to document/share?

References:

» Penuel, W. R., Farrell, C. C., Anderson, E. R., Coburn, C. E., Allen, A. R., Bohannon, A. X., ... & Brown, S. (2020). A Comparative, Descriptive Study of Three Research-Practice Partnerships: Goals, Activities, and Influence on District Policy, Practice, and Decision Making. Technical Report No. 4. National Center for Research in Policy and Practice.

» Yurkofsky, M. M., Peterson, A. J., Mehta, J. D., Horwitz-Willis, R., & Frumin, K. M. (2020). Research on continuous improvement: Exploring the complexities of managing educational change. Review of Research in Education, 44(1), 403-433.