



BranchED

QUALITY PARTNERSHIP

A Self-assessment for Educator Preparation Program and PK-12 Partnerships

Introduction

Quality partnerships between Educator Preparation Programs (EPPs) and PK-12 school districts are an important part of the education ecosystem in a community. These partnerships work together to provide quality teachers and educational experiences for the children in their communities. This tool is designed as a self-assessment for an existing partnership. It offers a set of characteristics of a quality partnership with aligned actions. EPPs and school districts can utilize this tool to surface their current reality, determine next steps, and ultimately strengthen the work of their partnership.



A Self-assessment for Educator Preparation Program and PK-12 Partnerships – May 2023
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Self-Assessment

EPPs and PK-12 school districts are encouraged to utilize this tool together to guide discussions about the status of their partnerships. Below are five areas of a quality partnership with aligned actions that demonstrate that characteristic. The partnership should review the categories and excavate the present reality of each aligned action: Is this action occurring? Who engages in this action? Is this action done with fidelity? What are the outcomes of this action? Then, after each category, the participants can use the discussion questions provided to review the category and determine next steps.

A Quality Partnership Shares a Vision and Leadership

Our partnership...	What is our present reality?
We have a co-created vision that guides current and future work	
We set goals centered around equitable experiences and outcomes for students, teacher candidates, and in-service teachers	
We clearly identify key roles and responsibilities	
We adhere to regular meetings, timelines, and modes of communication	

Discuss:

- What are our strengths and areas of growth?
- What should we start doing? What should we stop doing?
- What are our next steps?

A Quality Partnership is Empowered by Data

Our partnership...	What is our present reality?
We identify our data gaps	
We make plans to collect or access needed data to inform decisions	
We engage in regular data dialogues that result in action or improved understanding	
We utilize data to inform decision-making and goal setting	

Discuss:

- What are our strengths and areas of growth?
- What should we start doing? What should we stop doing?

- What are our next steps?

Quality Partnership Shares Recruitment Goals

Our partnership...	What is our present reality?
We collaborate on recruitment goals and activities	
We align teacher candidate recruitment goals with critical shortage areas	
We align teacher candidate recruitment goals with the racial, ethnic, and linguistic diversity of our community	

Discuss:

- What are our strengths and areas of growth?
- What should we start doing? What should we stop doing?
- What are our next steps?

A Quality Partnership Ensures a Quality Experience for Teacher Candidates in Coursework and Clinicals

Our partnership...	What is our present reality?
We ensure that teacher candidates have access and opportunities to work with PK-12 curriculum and materials in coursework before clinicals	
We arrange for teacher candidates to observe classrooms teaching in diverse settings and reflect on their observations	
We utilize a practice-based approach with teacher candidates, allowing them to practice what they learn in coursework in real world classrooms	
We provide actionable and asset-based feedback to teacher candidates on their teaching performance in clinicals	
We collaboratively identify and develop quality mentor teachers who model culturally responsive-sustaining instruction and are equity focused	
We develop the teacher candidate's lens of equity and cultural responsiveness	

Discuss:

- What are our strengths and areas of growth?
- What should we start doing? What should we stop doing?
- What are our next steps?

A Quality Partnership Learns Together

Our partnership...	What is our present reality?
We engage in shared professional learning	
We engage in collaborative inquiry and research to investigate puzzles of practice that arise	
We seek continuous improvement by monitoring results to assess areas of strength and areas of growth	
We serve as a model for other partnerships and shares our successes with others	

Discuss:

- What are our strengths and areas of growth?
- What should we start doing? What should we stop doing?
- What are our next steps?