

Partnerships and Collaboration

Metro P-20 Collaborative
October 18, 2018



Learning Targets

- **Develop a common understanding of the components of a powerful partnership**
- ***Learning by doing* how to utilize the Strengthening Partnership Continuum**
- **Identify *action oriented* next steps for the Metro P-20 Collaborative**

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Partnership Requirements for EPPs



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At a minimum, GaPSC-approved EPPs shall establish and maintain collaborative relationships with B/P-12 schools which are:

1. formalized as partnerships and
2. focused on continuous school improvement and student growth and learning through the
3. preparation of candidates, support of induction phase educators, and
4. professional development of B/P-20 educators. EPPs are encouraged to establish and sustain partnerships meeting higher levels of effectiveness... ”

GaPSC Educator Preparation Rule 505-3-.01, effective October 15, 2016, paragraph (e)4.(i).

Take Five

At your table, review the GaPSC Partnership Guidance and discuss to ensure a common understanding.

****At a minimum,meeting higher level of effectiveness....***

Responding to Needs For:

- **Powerful P20 partnerships that focus on continuous school improvement and student learning and growth**
- **Systems of support to ensure a seamless transition from pre-service to in-service and beyond**
- **On-going professional learning that supports learning for *all*: candidates, teachers, leaders and students**
- **Alignment and communication of numerous Georgia initiatives**

Historical Context



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- **Developing mutually beneficial partnerships is a requirement of all EPPs.**
- **Early 2014, representatives from the College of Education in Georgia completed a GaDOE/USG needs assessment. 100% of respondents stated they needed assistance in creating and/or strengthening P-12 partnerships.**
- **Spring 2014, GaPSC, GaDOE and USG created nine regional P20 collaboratives. May 2014, first convening (Northwest Region).**

Historical Context



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- Remaining eight convened for the first time in Fall 2014
- Year one SEAs facilitation role
Year two moved to advisement role
- 300+ participants statewide engaged in the early conversations to identify regional needs and resources

P20 Collaborative Structures



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- **Nine regional collaboratives: P12, IHEs, SEAs and RESAs,**
- **Convene twice a year (Fall/Spring)**
- **Ongoing work between convenings based on needs**
- **Each P20 has strategic co-leads (P12 and IHE) and a strategic planning team; all three SEAs are represented on each planning team**
- **The SEAs and Co-leads from each collaborative convene for a statewide all-day planning twice a year**

GA P20 Vision Statement:

Communities united to empower educators to maximize student success

GA P20 Mission Statement:

Utilizing shared resources to provide ongoing and reciprocal learning opportunities for all stakeholders, guided by need



January 2018



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WORKING BETTER TOGETHER:
**A CONTINUUM RUBRIC FOR SELF-ASSESSING
& STRENGTHENING PARTNERSHIPS**

How the Tool is Organized



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- **Four categories of effective partnerships: 1) Foundations; 2) Systems and Structures; 3) Planning and Implementation; 4) Communications.**
- **Thirteen indicators with criteria and probing questions**
- **Questions help gain clarity and assess the extent to which each indicator is fully actualized. They are designed to create discussion about the ways the partnership fulfills the indicator as well as the role each has in its fulfillment.**
- **Each level of effectiveness is given descriptions to further teams understanding of where they are on the continuum.**

How to Use the Continuum



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- Use to guide self-assessment of an existing partnership or provide guidance and direction for a new partnership.
- Designed to support those within the partnership to internally evaluate and reflect upon a set of criteria designed to improve and strengthen partnerships.
- Discussion created as a product of this tool should lead to a mutually developed vision for the partnership that aligns with the research-supported indicators of effective partnerships.

Indicators for Powerful Partnerships



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Category: Foundational

Indicators:

- Mission and Beliefs
- Shared Goals
- **Mutual Benefit**
- Collaboration and Engagement

Mutually Beneficial Partnerships



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One district's journey to ensuring the partnership has a positive impact on all partners "to support induction phase educators and their mentors."

Flavia Gordon-Gunter
Teacher Effectiveness Program Administrator
Office of Professional Learning
Retired, APS



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The Atlanta Public Schools' Partnership Story

- US Department of Education Teacher Induction Study 2005-2007
- APS one of 16 participating large urban districts- 8 used New Teacher Center Model-APS being 1 of 8
- APS: 66 Elementary Teachers-Treatment Group-33 teachers, Control Group-33 teachers
- Control Group 100% Attrition, Treatment Group of 100% Retention
- Race to the Top (RT3)
- APS one of 26 Participating Districts

APS Comprehensive Induction Program



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- **New Teacher Orientation-Summer Event**
- **Program Standards**
- **Mentor Selection Criteria & 8 Mentor Academies**
- **Ongoing PL for Mentors-Mentor Forum**
- **Protocols and Tools for Mentors**
- **Training for Teachers-Beginning Teacher Seminars**
- **Veteran Teacher Observation for Teachers**
- **Communication Plan: Induction Conversations around the state, presenting at local, state and national conferences, Newsletter for all Stakeholders, One Pager-flyer**
- **Program Evaluation and Impact Plan: Surveys, Retention Data, TKES Data, Student Achievement Data**

GaDOE Induction Guidance



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- GaDOE and GaPSC facilitated a 50 member task force to develop the GaDOE Teacher and Leader Induction Guidance. The New Teacher Center (NTC) was a critical friend for this work.
- GaDOE Induction Guidance-North Star during RT3
- Goal Setting Fall and Spring
- APS Deficient: Partnership with Institutions of Higher Education (IHE)
- APS Silo

What Next?



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- RT3 Induction Conversation Statewide
- IHE's participate
- Mercer University, Atlanta-eager to support districts
- APS Goal: Bring together RT3 districts, State Agencies and IHE's to share best practices, discuss challenges and build a collaborative culture around teacher and leader induction
- APS partner with Mercer University, Atlanta
- Birth of *Georgia Induction Summit 2013: Attaining New Heights in Teacher and Leader Induction*

Ga Induction Summit 2018



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6 years later

- Attendance: 165
- Number of districts: 45
- Number of Charter Schools: 3
- Number of State Agencies: 9
- Number of IHE's: 12
- Number of Professional Organizations: 3
- Out of State Organizations: 1



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Then and Now

2013

- **University Partner:**
Mercer Atlanta
- **State Agency Partnership:** **Metro RESA**
- **RT3 Districts**
- **Invite Presenters**

2018

- **University Partner:**
Middle Georgia State University Macon
- **State Agency Partners:**
Middle GaRESA, USG
- **Professional organizations:** **GAE and PAGE**
- **All Ga Districts**
- **Call for Proposals**

Initial Partnership Conversation

Working Better Together: A Continuum Rubric for Self-Assessing and Strengthening Partnerships

Developed by Council of Chief State School Officers' (CCSSO)
Network for Transforming Educator Preparation (NTEP)

Indicator: Mutual Benefit

Criteria: Ensure the partnership has a positive impact on all partners and/or organizations

Probing Questions:

- How will the partnership enhance the learning of P-12 students and teacher candidates?
- What are the benefits of being engaged in the partnership?
- How will all partners benefit from shared learning and professional development?

Questions



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Table Talk

- **Identify a recorder and reporter for your table.**
- **Read your indicator and criteria. Then discuss the probing questions.**
- **Self-assess (perception) level of effectiveness of the Metro P-20 on your assigned indicator.**
- **Be prepared to report out.**

Identifying Needs and Resources



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- All group 1's form one large group...2's...3's.
- Come to a consensus on the level of effectiveness of the Metro P-20 on your assigned indicator.
- *What are the needs* to move to the next level of effectiveness on your assigned indicator?
- *What are available resources* that would assist in moving to the next level of effectiveness on your assigned indicator?

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Needs and Resources



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- To move to the next level of effectiveness on your assigned indicator what are the needs?
- To move to the next level of effectiveness on your assigned indicator what are available resources?

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3, 2, 1

- **Jot down... 3 ideas or concepts you want to keep in mind.**
- **2 things you would share with a colleague who was not at today's collaborative.**
- **1 idea of a next step you might take from today's learning and resources.**

Moving Forward



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Partnerships that make a difference take time to start, time to create a vision, time to gather data, and time to decide on and implement change.

(Fletcher, Watkins, Gless, 2011)

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State Contact Information



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