

DRAFT

Framework for Evaluating Partnerships

Step 1: The EPP conducts a Self-study/Reflection of Partnership(s) [this might be included in the self-study or in program reports and available to site visitors prior to the off-site visit]

Self-study/reflection components:

Part 1: Identify the current status of partnerships using the Partnership Progression

- Identify the level at which partnership(s) is/are currently operating (Using Std. 2 as a guide and knowing that the development of Powerful Partnerships is the current highest level aspiration).

Part 2: Identify what accounts for the success (or lack thereof) of partnership(s)

- Use the color bar to indicate the status of partnerships in each of the four categories.
- List sources of evidence and for each include a rationale explaining why/how that source of evidence substantiates the level of partnership (data might be included here).

Part 3: Impact statement(s)

- Describe the impact of partnerships on candidates, P-12 schools and students, community, others (data should be included here)

Part 4: Plans for Continuous Improvement of Partnerships (next steps)

- How will partnerships be continuously improved?
- What specific strategies or projects will be implemented and when?
- What are the expected/desired outcomes?

Step 2: During the approval visit site visitors will use the completed self-assessment as a source of information and seek to triangulate evidence by conducting interviews, reviewing additional evidence/data, etc.

EPP/P-12 Partnership -- Self-Assessment/Reflection Tool

Part 1: Partnership Progression	
Standard 2 – Clinical Partnerships and Practice	Powerful Partnerships
<p>2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.</p> <p>2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.</p> <p>2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.</p>	<p>Formalized as Partnerships A formalized and sustainable partnership requires a written agreement developed and implemented collaboratively by respective educator preparation providers (EPP) and P-12 schools/school districts that establishes a focused mission and vision; delineates the interdependent roles, responsibilities, and expectations of all partners; creates a flexible structure for ongoing governance, reflection, and collaboration; and utilizes dedicated and shared resources to support the work.</p> <p>Preparation of Candidates All stakeholders in all educational environments mutually benefit from the partnership agreement; stakeholders also agree upon joint responsibilities for the preparation and induction of educator candidates. Partnerships serve as an expansion of the postsecondary environment and enrich the professional knowledge and skills of the pre-service educator.</p> <p>Professional Development of P-20 Educators Partnership stakeholders collaboratively identify and work together to meet the professional development needs of both EPP and P-12 educators, including clinical educators supervising candidates.</p> <p>Focused on Continuous School Improvement and Student Achievement Participants use data to respond to the needs of all learners, to improve the school as part of the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.</p>

Summary: Powerful Partnerships

A formalized and sustainable partnership:

- Requires a written agreement
- Establishes a focused mission and vision
- Delineates roles, responsibilities, and expectations
- Creates a flexible structure for ongoing governance, reflection, and collaboration
- Utilizes dedicated and shared resources to support the work
- Mutually benefits all stakeholders
- Serves as an expansion of the postsecondary environment
- Enriches the professional knowledge and skills of the pre-service educator

Partnership stakeholders agree on joint responsibilities for the preparation of candidates and induction of professional educators. They collaboratively work together to meet the professional development needs of both EPP and P-12 educators. Participants use data to respond to the needs of all learners, to improve the school as part of the local community, and to systematically evaluate the effectiveness of the partnership work in determining next steps.

Parts 2 - 4: Evidence of Success, Impact, and Plans for Continuous Improvement

Rating Scale: Red, Amber Red, Amber Green, Green



Green: Good--Can be considered proficient in this area

Amber Green: Mixed--Some good aspects, but a few require attention

Amber Red: Problematic--Requires substantial attention, some urgent action

Red: Highly Problematic--Requires urgent and decisive action, not on track for success

	Self-Assessment <i>(where are we now)</i>	Evidence and/or Rationale <i>(proof of where we are now)</i>
Formalized as Partnerships	<i>Enter Green, Amber Green, Amber Red, or Red</i>	
a. Focused mission and vision		
b. Delineates the interdependent roles, responsibilities, and expectations of all partners		
c. Creates a flexible structure for ongoing governance, reflection, and collaboration		
d. Utilizes dedicated and shared resources to support the work		

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	Self-Assessment (Where are we now?)	Strategies (What are we doing?)	Evidence & Outcomes (What evidence supports our assessment?)	Next Steps for Continuous Improvement & Desired Outcomes
Preparation of Candidates				
a. Preparation				
b. Induction				
Analyzing the Impact of "Preparation of Candidates" (on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit:				
Professional Development of P-20 Educators	Self-Assessment (Where are we now?)	Strategies (What are we doing?)	Evidence & Outcomes (What evidence supports our assessment?)	Next Steps for Continuous Improvement & Desired Outcomes
a. P-12				
b. Clinical				
c. EPP				
Analyzing the Impact of "Professional Development on P-20 Educators" (on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit:				
Focused on Continuous School Improvement and Student Achievement	Self-Assessment (Where are we now?)	Strategies (What are we doing?)	Evidence & Outcomes (What evidence supports our assessment?)	Next Steps for Continuous Improvement & Desired Outcomes
a. Learning				
b. School improvement				
c. Effectiveness of Partnership Work				
Analyzing the Impact of "Continuous Improvement" (on candidates, on P-12 students, on schools, faculty, etc.) – 500 word limit				