

Powerful Partnerships Possible Sources Evidence

Guiding question: How will we know if we have a powerful partnership?

Effective evidence includes attributes of organization, assessment, implementation and sustainability. The following is not an exhaustive list.

<p>Formalized as partnerships</p>	<p>Description of partnerships such as: MOU or Partnership Agreements, which includes a Mission and Vision Organizational Chart of Roles and Responsibilities Determination of effectiveness or outcomes Projected Budget and Resources (Facilities, equipment, personnel, time, itemized expenditures, evidence of shared resources) Record of contributions including in-kind Schedule of Meetings with Topics Timeline with regular and/or periodic review of the agreement Data to establish the need for the partnership (self-assessment) Documentation of community stakeholders: agenda, number of participants, Feedback from participants Plan for continuing after the timeframe of the initial MOU or agreement. Needs assessment Satisfaction survey Plan to communicate with stakeholders Reward and recognition structures Equity plan Technology plan Partnership Rubric</p>
<p>Focused on continuous school improvement and student achievement</p>	<p>Plan outlining SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, objectives, and effectiveness measures linked to student learning.</p> <p>Mixed measures both qualitative and quantitative reporting of progress</p> <p>Analysis of aligned, multiple data sources used to determine effectiveness of the goals of the partnership (climate/culture surveys, changes in communication patterns, CCRPI scores, school data, candidate data, student achievement, EdTPA, TKES, LKES, CKES, Intern Keys, etc.)</p> <p>Root cause analysis GACE content scores</p> <p>PAAR data</p>

	<p>Program Advisory Committee plans and revision collaborations (Systemic Changes)</p>
<p>Preparation of Candidates</p>	<p>Minutes of the Program Advisory Committee plans and revision collaborations (Systematic and Collaborative Contributions made for program changes connected to partner needs).</p> <p>Interviews</p> <p>Descriptions of field experience and field placements that show candidate placement</p> <p>Induction and Residency plans, which delineate roles and responsibilities of all partners (e.g. intern, mentor, or co-teacher, support team make-up), shared criteria</p> <p>Specific outcomes such as videos, lesson plans, portfolios edTPA data IKES data Teacher Selection Data Report of school's demographics, table/chart showing candidate placement/ placement reports</p> <p>Candidate internship/student teaching assessment instruments</p> <p>Trend data across programs and cohorts</p> <p>Professional dispositions evaluation</p> <p>Clinical educator training/coaching plan</p> <p>Performance evaluations</p> <p>Stakeholder (candidates, graduates, employers) surveys</p>
<p>Professional development of P-20 educators</p>	<p>Plans for collaborative meetings/workshops/conferences, proposals for co-presentations/action research projects, plan for selecting cooperating teachers. Inclusion of preservice teachers and college faculty in site-based professional development activities</p> <p>Co-teaching/collaborative classroom experiences</p> <p>Strategic Plan identifying district needs that are aligned; EPP and school district plans for improvement</p> <p>Data collected from feedback forms/surveys/ open-ended questions, use of partnership involvement for Promotion and Tenure application, annual reports of activity, etc.</p> <p>Teacher Performance trend data (i.e., TKES)</p>

	<p>Leader Performance trend data (i.e., LKES) Counselor Performance trend data (i.e., CKES)</p> <p>Action plans/plans of workshops, joint conferences, continuing education, co-presentations at conferences, workshops, symposiums</p> <p>Search committees for senior leadership for systems, schools, and EPPs.</p> <p>PAAR data</p> <p>Data from following up with participants used to create new professional development sessions, etc.</p> <p>Professional Learning Committees</p>
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Criteria	Organization	Assessment	Implementation	Sustainability
Formalized as partnerships	MOU, Organization chart, partnership agreements, changes (alignment) in mission statements of all organizations involved to reflect partnership, depth and breadth of partnership inclusion, Data to establish need, self-study.	Number of participants, MOU, roles of participants clearly understood, feedback from participants (students, parents, business partners, etc.). Regular and periodic review of partnership agreement Participant Survey Data	Dates for meetings, agenda, and minutes, roles and responsibilities chart, timeline for measuring and adjusting goals,	Planning for continuing after the timeframe outlined for the partnership, PAAR data, fiscal (or in-kind) support. Regular and periodic review of sustainability plans, Needs assessment data, satisfaction survey
Focused on continuous school improvement and student achievement	Plan outlining smart goals and objectives, partnership agreements	Specific data to be used to determine effectiveness, other measures in addition to achievement data (e.g., climate/culture surveys, changes in communication patterns and content); ensure that efforts and impacts are equitable	Plan which includes a timeline and person responsible for the action, action plan, clarification of rules, roles responsibilities, and authority, delineation of accountabilities essential for sustaining the partnership	PAAR data
Preparation of candidates	Description of field experience and field placements that show candidate placement, Induction plans, residency plans.	Specific outcomes such as videos, lesson plans, portfolios edTPA data IKES data	Report of school's demographics, table/chart showing candidate placement/place ment reports,	Trend data across programs and cohorts

Criteria	Organization	Assessment	Implementation	Sustainability
	Include roles and responsibilities of all partners (e.g., intern, mentor or co-teacher)	Teacher Selection Data	Candidate internship/student teaching assessment instruments	
Professional development of P-20 educators	<p>Plans for collaborative meetings/workshops/conferences, proposals for co-presentations/action research projects, plan for selecting cooperating teachers. Inclusion of preservice teachers and college faculty in site-based professional development activities</p> <p>Strategic Plan identifying district needs that are aligned with resources informed by partnership</p>	<p>Data collected from feedback forms/surveys/open-ended questions, use of partnership involvement for Promotion and Tenure application, annual reports of activity, etc.</p> <p>Teacher Performance trend data (i.e., TKES)</p>	Action plans/plans of workshops, joint conferences, continuing education, co-presentations at conferences, workshops, symposiums	<p>PAAR data</p> <p>Data from following up with participants used to create new professional development sessions, etc.</p>