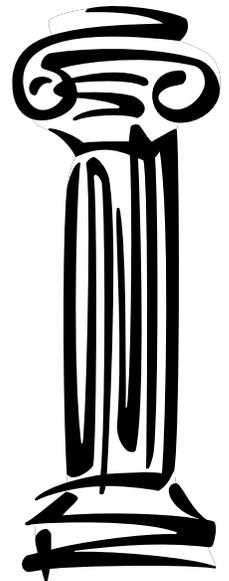


Promoting Linkages: Partnerships Between Schools and Higher Education



*Keeping
Quality
Teachers*

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Promoting Linkages: Partnerships Between Schools and Higher Education

Section Five examines the dynamics of high quality partnerships between schools and institutions of higher education (IHE) teacher preparation programs. Emerging research indicates positive outcomes for teacher retention when schools and universities collaborate to create a climate in teacher education that extends through a teacher's pre-service, induction and ongoing in-service years (Lucas & Robinson, 2002). Fleener (1999) studied the outcomes for teachers prepared within partnerships known as Professional Development Schools (PDS). She claims that the "Retention of PDS-trained new teachers is three times that of regularly prepared teachers." Similarly, results of the NEA Professional Development School Research Project offer encouragement that partnerships between IHE teacher preparation programs and schools produce positive results with regard to teacher quality and student achievement, as well as teacher retention (AACTE Conference, Chicago, Ill, February 2004).

The Missed Opportunity

Teacher education begins with pre-service teacher education, continues through induction, mentoring, staff development and lifelong learning. The fact that responsibility for teacher education has typically been divided between IHEs and schools, rather than shared between these systems, is a missed opportunity. The compartmentalization of teacher education has led to concerns about congruence and continuity. Wong (2003) stated, "Even graduates of excellent teacher education programs acknowledge that much of what they know of teaching was learned on the job" (p. 9). Concern for pre-service student teachers also arises when one considers many of the new realities of the teaching profession that are emerging at the end of the pre-service teachers' undergraduate career. During the student teaching experience, pre-service teachers are most isolated from their college peers and faculty mentors (Paige, 2003). Moore-Johnson (2003) has conducted a four-year study that found that new teachers have lots of energy and commitment but little professional guidance on how to teach.

Schools face criticism that they have not consistently chosen practices informed by research. In the classic work of Lotrie (1975), *Schoolteacher*, and Clandinin (1986), both authors describe the disconnect that exists between educational research and teacher practice. Moore-Johnson (1990) also documented the difficulties in higher education-school district relationships during student teaching. More recently, *No Child Left Behind* (NCLB) (2002) legislation requires scientifically-based, research-to-practice strategies to increase academic achievement of students. The development of high quality systemic partnerships seeks to close these gaps between research, preparation and practice.

Partnership Definition

This section seeks to examine IHE-school partnerships and identify common factors, benefits and issues, and key elements of implementation. The PDS has long been identified as one such collaborative effort of schools and universities to link teacher preparation and school practice together to the benefit of numerous participants. The Holmes Group (1990) distinguished PDS from traditional student teaching placements.

By “Professional Development School” we do not mean just a laboratory school for university research, nor a demonstration school. Nor do we mean just a clinical setting for preparing student and intern teachers. Rather, we mean all of these together: a school for the development of novice professionals, and for the research and development of the teaching profession. (p. 1)

More recently, the National Council for Accreditation of Teacher Education (NCATE) has developed a set of standards for Professional Development Schools and has created a rubric to assess their quality (March 2001).

An ideal PDS would be a constant presence on a continuum of service, addressing the needs of educators at all stages of their career. Darling-Hammond (1994) observes:

PDSs aim to provide new models of teacher education and development serving as exemplars of practice, builders of knowledge, and vehicles for communicating professional understandings among teacher educators, novices and veteran teachers. (p. 1)

However, the ideal is rarely achieved and the phenomenon of the PDS is unique to each institution that undertakes to develop one. Since it is unlikely that a partnership will meet every PDS standard, educators are reluctant to call an IHE-school partnership a PDS until it has been long established and

systemically embedded. For this reason, it is important to examine the reality that most IHE-school partnerships are PDSs at various stages of incomplete development. Clark (1999) and El-Amin, Cristol & Hammond (2000) have identified some common components of evolving partnerships that describe what they can do:

- *Enhance pre-service education.* Future teachers are prepared in programs that link college/university instruction and practical experiences in schools.
- *Enrich in-service teacher education.* Teachers already employed in partner schools benefit from an array of professional development opportunities made available as a result of the school partnership.
- *Promote and conduct inquiry in teaching and learning.* Partners view themselves as lifelong learners and continuously investigate the factors that contribute to successful teaching and learning.
- *Provide a model school or exemplary setting.* Partners seek to create an optimal learning environment for all participants.
- *Promote positive outcomes for students in PreK-12.* Partners seek to optimize outcomes for students as well as educators.
- *Change university teacher preparation programs.* Teacher preparation programs benefit from grounded experience with schools, which help make university programs relevant.
- *Restructure schools.* Schools benefit from IHE knowledge, research and leadership in implementing change.
- *Increase “professional relevance for university faculty.”* Increased participation in schools provides more opportunities for experiences with students and teachers in school settings and helps immunize faculty against an “ivy tower syndrome.”
- *Integrate theory, research, practice and assessment.* All parties benefit from a continuously self-informing cycle of theory — research — practice — assessment.

Within these common features, each partnership is shaped according to the philosophy and orientation of each institution and the individuals who participate in its creation (Clark, 1999). The degree of emphasis placed on each of these missions will determine the place of each partnership on the career continuum of teacher education and the differences in outcomes. Snyder’s description (1994) of various perspectives & foci, as he observed them at Teachers College, can be illustrated by Figure 1. An emphasis on any one of these perspectives over another shifts the purpose and possibly the outcomes of the partnership.

Figure 1

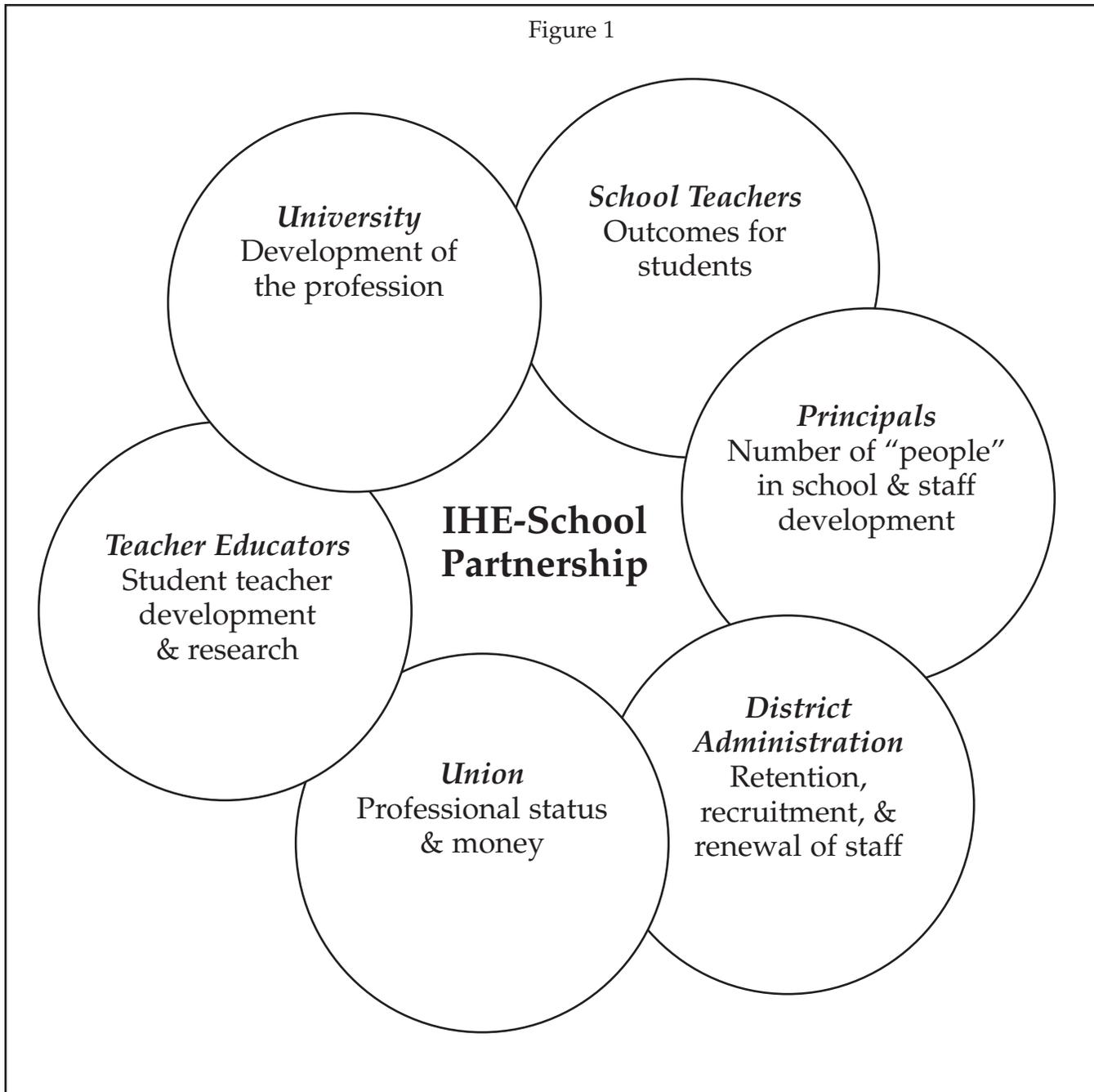


Figure 1 created by M. Price (2000), based on Snyder, J. (1994). Perils and potentials: A tale of two Professional development schools. In L. Darling-Hammond (Ed.), *Professional development schools: Schools for developing a profession* (pp. 98-125). New York: Teacher College Press.

Benefits of IHE-School Partnership

A well designed and implemented partnership holds great promise. Clark (1999) delineated a series of beneficial outcomes from a successful partnership implementation.

Table 1 — Benefits

<i>In-service Teachers</i>	<i>School & Community</i>	<i>Pre-service Teachers</i>	<i>University</i>	<i>PreK-12 Students</i>
<ul style="list-style-type: none"> • Coordination of pre-service & in-service education • Perceive PDS in-service as more valuable • Exhibit more reflective practice • Teacher associations view PDS as enhancement to profession 	<ul style="list-style-type: none"> • Enhanced University involvement in community service • Reduced recruiting & retention costs • Readily available resources for professional development 	<ul style="list-style-type: none"> • Coordination of pre-service & in-service education • More familiar with practices required in schools • Preferred hiring status • Elicit better student participation than teachers assigned traditional internships • More quickly assume future leadership roles 	<ul style="list-style-type: none"> • Coordination of pre-service & in-service education • Tuition and fees from in-service • Veteran teachers select PDS university for future degrees • PDS-prepared teachers make better cooperating teachers for future 	<ul style="list-style-type: none"> • Better outcomes on measures of language arts and math • More adult attention

Table 1 created by M. Price (2000), based on Clark, R.W. (1999). *Effective professional development schools*. San Francisco, CA: Jossey-Bass, Inc. Publishers, pp. 24-26.

Others have noted the benefits of IHE-school partnerships in terms of practical consideration for future employment. Reinhartz & Stetson (1999) reported administrators' perceptions of novice teachers who were prepared in PDS programs.

PDS teacher seemed to volunteer more than most new teachers at their school and the principals openly valued and admired their emerging leadership abilities. The principals cited as evidence of teachers' leadership skills: (a) taking risks in trying new strategies and using technology in their classrooms, (b) appearing not to be threatened or intimidated by student who challenged them or by their supervisor's classroom observations, and (c) working long hours and the workload seeming not to come as a surprise. The principals concluded the PDS trained teachers seemed better at evaluating themselves and dealing with their personal weaknesses by participating in problem solving sessions. (p. 170)

Issues and Considerations for Partnerships

Dettmer, Thurston, and Dyck (2003) contend that effective collaboration requires the partners to begin their relationship with an assessment of their individual needs, desires and boundaries. Once the assessment reveals the areas of mutual self-interest for the partners, the work of implementation can begin. While the differing “histories and ideologies” of higher education and public schools, as well as the personalities or culture of the participants makes each partnership unique (Clark, 1999), advanced recognition of common differences can make it easier to consider ways to identify each collaborator’s needs and interests.

Through a comparison of some of the general situational, institutional and political climates of schools and IHEs, some differences and commonalities become apparent. For example, school attendance is mandatory for students under the age of 16. By contrast, enrollment within a college or university is a process of mutual consent. This difference changes the dynamics of the relationship between educators and students within each institution. The difference in the age and independence of learners also accounts for some differences in the way in which teachers and college faculty tend to interact with their respective students. There may be a tendency for school district personnel to expect college faculty to “control” their interns and student teachers as they might if they were younger children. College faculty may forget that adult learners tend to function with more independence and less direction than is often necessary in public schools. While this example is an oversimplification of personal interactions in each setting, it may be one factor in the perception that the other party “just doesn’t get it.” In truth, the common requirement of all educators is to adjust and respond to each learner’s individual needs and gifts, style and developmental level. When educators in a school-IHE partnership move to a position of mutual responsibility for the outcomes of pre-service teachers, in-service teachers, as well as public school students, this value is acknowledged and embraced.

The general institutional culture of schools and universities is another contributing variance in partnerships. Teachers have a school day that typically extends from 8 a.m. to 3 p.m. However, many teachers invest their personal time in professional and related extracurricular activities well beyond the official school day. By contrast, IHE faculty keeps “office hours” of a shorter duration. To an unaware observer, it may seem that a professor who teaches only two or three courses and keeps various office hours is an underutilized resource. However, expectations for college faculty include research, publication, grant or project management, participation in the IHE program development/community, service to the profession/professional organizations as well as teacher preparation and student advisement. Additionally, most faculty involved with teacher preparation are deeply invested in their local schools and communities. These additional expectations are required but not often observed “on the clock.” While both partners are hard at work, there is a tendency for each to undervalue the contributions and commitments of the other.

There are differences in the political experiences of schools and IHEs as well. While some universities are publicly funded, others rely on funding from private sources. In either case, both public and independent colleges and universities are reliant upon fluctuating student tuition. By contrast, public schools are dependent upon state, federal and local tax levies for funding. While it is clear that each group must deal with the pressures created by funding circumstances, it is helpful for each partner to recognize the issues of public relations and perceptions that impact the funding structure. Strong partners promote one another in public expressions of success and support through acknowledgement of their collaboration.

A Role for Policy Makers

Clark & Plecki (1997) contend that state and national policy makers need to understand that expectations for institutions become solidified if they are embedded in policies, which separate institutional responsibilities by constituency. Current policies hold universities responsible for teacher preparation and schools responsible for student learning. A new policy strategy would expect both universities and schools to share responsibilities for continuous teacher education, as well as PreK-16 student outcomes.

An illustration of this type of policy support is evident in a project supported by a State Improvement Grant awarded to New York State in 2001 by the U.S. Department of Education, Office of Special Education Programs. New York State has made a commitment, in policy and funding, to developing partnerships between schools in need of improvement and IHEs engaged in teacher preparation. The selection of high-need schools alters some of the dynamics of the relationship and goals by focusing pre-service and in-service teacher education on the need to improve student outcomes. The resulting relationship requires a forthright examination of research and practice in light of results for students.

With sponsorship from the New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and support from The Higher Education Support Center for SystemsChange (HESC) at Syracuse University, the Task Force on Quality Inclusive Schooling was established in 1996. The task force consists of representatives from New York State schools and professional development organizations who join with higher education professionals from over 63 New York State institutions of higher education. Task force member institutions commit to two goals:

- to plan and implement an inclusive teacher education program, or to sustain such a program already in effect, and
- to engage in and support the professional development efforts of selected high need schools and districts that have been identified in each of the state's seven regions.

Appendix 5-2, *New York State Case Studies in IHE-School Partnerships*, contains descriptions of several partnerships that have evolved in New York State. Additional information about the New York Higher Education Support Center for SystemsChange and The Task Force on Quality Inclusive Schooling is available at www.systemschange.syr.edu.

Partnership Qualities

Members of the New York Task Force on Quality Inclusive Schooling worked together at two statewide meetings in 2003 to identify critical elements and the varying qualities of these types of partnerships as they have experienced them. As task force feedback was considered, a number of quality indicators seemed to emerge.

Quality Indicators

1. The nature or degree of *shared vision* for, and commitment to, learning and teaching.
2. *Membership* of the collaborative teams who enact the partnership.
3. The nature and degree of *collaboration* in policy making and governance regarding teacher preparation and in-service professional development commitments.
4. The nature, purpose and extent of *communication* between partners.
5. The degree to which the *partnership is institutionalized*.
6. The quality and nature of *partnership planning*.
7. Quality of partnership implementation in light of the *benefits to teacher preparation* programs.
8. Quality of partnership implementation in light of the *benefits to schools*.
9. Nature and extent of ongoing partnership *assessment and refinement*.

The resulting document is *A Rubric for Assessing the Qualities of Partnerships Between Schools and Teacher Preparation Programs at Institutions of Higher Education* (see Appendix 5-4). The purpose of the rubric is to assist in assessing partnerships between schools and IHE teacher preparation programs. By focusing on specific quality indicators, this rubric may be used to help assess these partnerships for a variety of purposes:

1. When used as a self-assessment, the rubric may serve as a pre-program needs assessment from which an action plan can be drawn.
2. The rubric may serve as an ongoing self-assessment.
3. The rubric may serve as an observational tool for individuals seeking to learn more about such partnerships.

The value of the matrix form is to identify some likely stages in partnership development. It is important to understand that partnerships need time to form, grow and mature. Partnership members may use the developmental framework (drawing board, evolving, established, exemplary) as a guide to set goals for future growth. Certainly, as new partnerships emerge and mature, other quality indicators and manifestations of successful

partnerships may be documented. Partnership participants, observers and evaluators should consider this document to be an approximation of current best practices.

Steps toward Partnership Enactment

There are several steps, which facilitate partnership enactment.

1. Identify existing relationships between schools and IHE teacher preparation programs.
2. Assess the quality of the existing relationships. (The partnership rubric could be used for this purpose.)
3. Determine if any of the existing relationships form the basis of a desirable IHE-school partnership. If not, seek other potential partnership members.
4. Once partnership members are selected, determine the shared vision or ultimate goal(s) of the partnership. (Figure 1 may contribute to identifying the purpose of the partnership.)
5. Determine each party's desired outcomes or benefits. (Table 1 may support the articulation of desired outcomes or benefits.)
6. Clarify roles, responsibilities (See Figure 1) and expectations. This might result in a written statement of agreement. (See *Sample Statements of Agreements* in Appendix 5-3.)
7. Develop a work plan, timeline and document efforts. (See case studies in Appendix 5-2.)
8. Develop mechanisms for ongoing feedback from all parties and consider periodic assessment and refinement of the partnership. (The partnership rubric could be used for this purpose.)

Conclusion

IHE-school partnerships greatest contribution to teacher retention may be the commitment to and enactment of a shared mission of continuous teacher education. In an exit survey of new teachers (New York City Department of Education, 2003), Fred Smith identified numerous factors that contributed to teachers leaving employment including the following.

- Two vital areas where schools can exert the most control are seen as ones in which they are least effective: 1) offering the leadership and organization needed to set a positive tone and nurture new teachers; and 2) sustaining them with instructional support/supervision and professional development.
- Areas in which administration and supervision were rated ineffective include: working with teachers to develop and implement pedagogic strategies and skills; working with teachers to develop and meet curriculum standards; and acknowledging/recognizing individual achievement.

Given that IHE teacher preparation programs also are committed to teacher development, instructional support and the implementation of

pedagogic support, it seems logical that partnerships committed to these common goals be implemented. A more consistent understanding of the needs of beginning teachers would inform pre-service and in-service professional development, thereby minimizing the stress of the induction period.

The rookie year exposes them to the nature of the job, the differences between their [beginning teacher] expectations and reality and, ultimately, to greater awareness about their own abilities and character. *The school* forms the core of the decision to stay or to leave teaching. (New York City Department of Education, 2003)

Smith identifies *the school* as the core responsible for the teachers' decision to stay or leave teaching. In fact, the education community consisting of IHEs, school leaders, professional teachers/mentors and staff development specialists share that responsibility.

Perhaps, the question that should be asked is this: If it takes a village to raise a child and, in profound ways, schools are that village — to both their students and new teachers alike — then, what does it take to make a flourishing village? There is a societal obligation to answer the question and make that happen. (New York City Department of Education, 2003)

Perhaps, the partnership between IHEs and schools form the beginning of the educational community's response to retaining quality teachers.

The following appendices include resources that will further assist school districts and schools in developing a framework for partnerships with IHEs to strengthen the ability of schools to support and promote teacher retention.

Appendix 5-1 summarizes the experiences of school districts and IHE partners in New York State, providing a description of the benefits of New York State sponsored IHE-school partnerships.

Appendix 5-2 offers a selection of New York State case studies in IHE-school partnerships demonstrating approaches developed by four emerging partnerships throughout the state.

Appendix 5-3 introduces sample statements of agreements that can be adapted by IHEs and school districts seeking to create formal agreements for collaborative relationships.

Appendix 5-4 establishes a framework for successful partnerships with a well defined rubric for assessing the qualities of partnerships between schools and IHE teacher preparation programs.

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New York State Partnership Models

During the summer of 2003, representatives from four partnerships were brought together for a seminar at Syracuse University with support from the New York State Education Department, Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the New York Higher Education Support Center for SystemsChange. The purpose of the seminar was learning about the nature of these IHE-school partnerships. When queried about the benefits and challenges of school-IHE partnerships, the responses were similar across the diversity of partnerships. A table containing responses follows. The information gleaned from the group is subdivided into columns of benefits and issues, as they may be experienced by schools, IHEs and students.

Seminar Participant Names and Affiliations

Representing SUNY Fredonia and Dunkirk School District:

Bethany Maheady, Dunkirk
Jean Michielli Pendl, Dunkirk
Linda Prechtel, Dunkirk
Kathleen Gradel, SUNY Fredonia
Kathleen Magiera, SUNY Fredonia
Larry Maheady, SUNY Fredonia

Representing the Midwest Regional Task Force Institutions of Higher Education and Keshequa School District:

Ann Monroe-Baillargeon, University of Rochester
Ann Warren, Keshequa
Howard Warren, Keshequa

Representing the New York Institute of Technology and Central Islip School District:

Dolores Burton, NYIT
Silva Scotty, Central Islip
Rochelle Varga, Central Islip
Catherine Vorzello, Central Islip
Kevin Miller, Central Islip

Representing Brooklyn College/ NYC District 19:

David Fuys, Brooklyn College
Shaheed Rasul, Brooklyn College
Irene Meyervich, District 19

Table 1: Benefits of New York State Sponsored IHE-School Partnerships

	<i>Benefits</i>	<i>Issues</i>
Schools	<ul style="list-style-type: none"> • Access to faculty expertise • Direct recruitment source for new teachers • Fresh viewpoints • Faculty input not as affected by internal school politics • Enthusiastic pre-service teachers • Youthful perspectives • Professional development • A shared commitment to school improvement 	<ul style="list-style-type: none"> • Faculty turnover • Trust must be established • Loss of funding • Need for sustainability • Proximity • Supervision of field placements • Additional management issues • Scheduling logistics • Leadership skills needed to build consensus, promote decision making • IHE personnel out of touch with school practices and requirements
IHEs	<ul style="list-style-type: none"> • Real-world connection • Gives faculty access to the school environment • Material for publishing • Exposure to diverse student body • Pre-service teacher interaction with administration • Pre-service teacher interaction with mentor teachers • Exposure to regulatory confines and external expectations • Interaction with families • Schools hire graduates • Theory to practice • An opportunity to engage future teachers in the process of school improvement 	<ul style="list-style-type: none"> • Loss of funding • Need for sustainability • IHE lack of value for faculty service • Location • Credibility • Additional management issues • Scheduling logistics • Leadership skills needed to build consensus, promote decision making • Internal school politics • Outdated school practices
Students	<ul style="list-style-type: none"> • More contact hours • Multiple opportunities for interaction/relationships with adults • Exposure to the newest teaching strategies and practices • More positive attention • More individualized instruction • Greater access to evidence-based teaching methods • Closer in age to pre-service teachers 	<ul style="list-style-type: none"> • Additional attention may be embarrassing • When the collaboration/placement ends, students may feel abandoned • Confused by different styles or approaches to instruction • Confused by different management styles

Table 1 created by M. Price (2003), based on responses from representatives from four IHE-School Partnerships in New York State.

The effect on students as identified by these teams resulted in the identification of substantially different responses. Students are not collaborators in the same fashion that school-IHE educators are. Students, as recipients of services, often experience school-IHE partnerships from an observer's vantage point. Many of the benefits and issues identified with regard to students seem to relate directly to the developmental level of the students.

In examining the responses, certain patterns seem to emerge with regard to the benefits and issues encountered by educators.

Benefits

- *Diversity.* Each party indicated that the opportunity to share experiences with individuals who are different from them was beneficial. The differences were attributed to education, experience, personality, age, cultural/linguistic differences, perspective or other factors.
- *Professional Development/Personal Growth.* Each party indicated some degree of personal or professional growth as a result of the partnership.
- *Recruitment & Induction.* Both schools and IHEs indicate they believe that the partnerships hold the promise and show early results related to increased recruitment and improved induction of new teachers.

Issues

- *Management.* Both schools and IHEs have found it necessary to reconceptualize roles and responsibilities for leadership and employees. Questions relative to authority and accountability need careful negotiation in order to prevent conflict.
- *Sustainability.* Both schools and IHEs voiced concerns relative to the sustainability of partnerships. In both cases, sustainability was directly tied to resources — financial and personnel.
- *Compatibility.* Issues of personal relationships and communication styles, which are critical to the success of any collaboration, are equally critical to the development of IHE-school partnerships.

New York State Case Studies in IHE-School Partnerships

Cazenovia College Education Program-Bellevue Elementary School Partnership

Participants

Bellevue Elementary School is one of 23 schools serving elementary students in the Syracuse City School District in Central New York. Approximately 450 Pre-K to fifth grade students attend Bellevue Elementary School, which is located on the southwestern side of the city. Cazenovia College is a small independent, four-year residential college for men and women located in village of Cazenovia, 19 miles southeast of Syracuse, New York in Central New York.

The teacher preparation programs at Cazenovia College [Inclusive Elementary Education (IEE) and Early Childhood Teacher Education (ECTE)] and Bellevue Elementary School in the Syracuse City School District have established a collaborative partnership.

Purpose

The long-term goals of this partnership are: (a) To improve learning outcomes for all students enrolled at Bellevue Elementary School and the College's pre-service teacher candidates. (b) To create and sustain an effective link between the pre-service education of teacher candidates and the ongoing in-service professional development of school faculty and staff. (c) To engage Bellevue School teachers, administrators and other professional staff in a formal collaborative effort with college faculty to provide appropriate curriculum, instruction and assessment of Cazenovia College teacher candidates. (d) To implement and sustain the on-site teaching model described in the SED-approved IEE and ECTE program designs. (e) To increase the number of minority teachers in the Syracuse City School District through active recruitment of talented high school students to teacher preparation and exploration of ways to support district employees who wish to earn teacher certification.

Benefits to IHE

The partnership with Bellevue Elementary School provides a consistent environment for teacher preparation that allows all participants to engage in long-term program development, assessment and modification. Staff at the school becomes active participants in teacher preparation, which adds quality and a depth of commitment to preparing and inducting our teacher candidates.

Benefits to the School

Bellevue School benefits from this partnership in a number of ways. Cazenovia College faculty provides a consistent presence in the school and work alongside the teachers and administrators in addressing school-wide needs. The College offers human and material resources to assist the school in meeting its school improvement and other student learning outcomes goals. To achieve these goals, two interrelated structures have been conceptualized. One structure focuses primarily on partnership gover-

nance and oversight, and consists of an advisory committee and a steering committee. The other structure focuses primarily on implementing and supporting pre-service and in-service professional development opportunities, and consists of an instructional field team, a cadre of cooperating teachers, and the establishment of a professional development center.

How did it begin?

In the fall of 2001, the college education faculty wrote and received a grant from the Central New York Community Foundation to implement a family literacy project at Bellevue School. This project brought families to the school for a series of events to enhance literacy opportunities in their homes. Cazenovia College students participated in planning these sessions and providing literacy experiences for children during the events.

Dr. Stephanie Leeds wrote a number of small grants to the New York State Task Force on Quality Inclusive Schooling to support our partnership work. All have been funded to date and include the following initiatives.

A Partnership Exploration Grant (Summer 2002): This grant enabled the Cazenovia College education faculty to meet with the administrators of Bellevue School to articulate parameters of a formal partnership.

Seed Money for Co-teaching Grant (Summer 2002): This grant provided means for exploring how a collaboration might be developed between a college faculty member and a Bellevue teacher for teaching one of the professional courses in the program.

Co-Teaching Grants (Fall 2002 and Spring 2003): Two such grants were funded and supported preliminary and ongoing planning, implementation and assessment of co-teaching efforts between Mary DeSantis and Colleen Mayberry (two teachers at Bellevue) and Stephanie Leeds at Cazenovia.

A Partnership Enactment Grant (Spring 2003): This grant provided funds to hold a three-half-day workshop with teachers and professional staff at Bellevue School who serve as members of our instructional field team and as cooperating teachers. The focus is to build links between pre-service and in-service education and to strengthen the capacity of Bellevue staff and faculty to teach students at the baccalaureate level and to supervise them in the field. We plan to continue to seek additional grants to support this work as they become available.

The College is currently working with the Syracuse City School District to identify larger funding sources to help establish and equip the proposed professional development center. It is our hope that this center will be operational in the fall 2003 semester.

How is it functioning?

This partnership is best characterized by describing its three ongoing initiatives.

Initiative 1. Developing collaborative instructional field teams consisting of Cazenovia College education faculty and Bellevue administrators and faculty to teach professional courses on the Bellevue campus. The courses currently offered during the two professional semesters include:

- ED 312: Inclusive Primary Curriculum & Methods
- ED 375: Collaborative Planning & Assessment
- ED 341: Guidance, Discipline, & Classroom Management
- ED 388: Student Teaching — Primary Level
- ED 412: Inclusive Intermediate Curriculum & Methods
- ED 421: Strategies for Teaching Students with Mild to Moderate Disabilities
- ED 361: Family, School & Community Relations
- ED 488: Student Teaching — Intermediate Level

Initiative 2. Developing collaborative instructional field teams consisting of Cazenovia College education faculty and Bellevue administrators and teachers to support the professional growth of teacher candidates and assist cooperating teachers in the supervision of teacher candidates. (Note: Bellevue Faculty and staff who serve as course instructors, co-instructors and cooperating teachers will be conferred adjunct status by Cazenovia College and be compensated appropriately.)

Unique Features

Initiative 3. Increasing the number of minority teachers in the Syracuse City School District (SCSD) by actively recruiting talented SCSD high school students through the partnership and by exploring ways to support district employees in their desire to obtain professional licensure by providing professional education courses and courses in the Liberal Arts and Sciences on the Bellevue campus. (Note: Current efforts are underway to form an articulation agreement between OCC and the teacher preparation programs at Cazenovia College. It will also be possible for Cazenovia College to offer professional education courses and courses in the Liberal Arts and Sciences on the Bellevue campus during the regular semesters and the summer semester. Cazenovia College scholarships for talented minority students interested in becoming elementary teachers are being developed.)

Sustainability/Replicability

Several structures are in place to sustain this partnership. Further, senior administrators of both the college and the school district have been involved in ongoing discussion and planning for the partnership and its growth. The partnership is articulated within program documents, and it is expected to continue as an integral component of teacher preparation at Cazenovia College.

The SUNY Fredonia-Dunkirk City School District Partnership

Participants

The Dunkirk City School District is a small urban school district of about 2,200 students located in the southern tier of Western New York. The diverse student population consists of approximately 30% Hispanic, 13% African-American students and the remainder is primarily Caucasian students. The State University of New York at Fredonia's Responsive Educator Program is an undergraduate pre-service teacher general education core based on (a) five highly structured, developmentally sequenced, applied field experiences, (b) a systematic preparation in peer collaboration, (c) a foundation in conceptual framework that emphasizes responsive teaching practice, and (d) direct preparation in evidence-based practices.

Purpose

Typically, freshman students enter an Instructional Assistants Program that is their initial teaching experience. The students are required to (a) teach a minimum of two lessons, (b) use evidence-based practice in instruction, (c) administer pre- and post-teaching measures, and (d) reflect and adjust teaching practices in response to pupil responses. The next experience is typically for sophomore level pre-service teachers, and these students conduct an after school-tutoring program.

A new feature places adolescence certification pre-service science education candidates with mentor science teachers. These students (a) investigate 7th-12th grade understanding of the nature of science, (b) use the evidence process to examine 7th-12th student-generated data, and (c) use the observation data to inform their own teaching practice. This program is currently being extended for secondary level pre-service teachers in mathematics and social studies.

Benefits to IHE

The IHE faculty has been provided an opportunity to conduct and publish research [Jabot, Gradel, Magiera, Maheady, & Prendt (2004); Maheady, Harper, Karnes, & Marlette (1999); Maheady, Harper, Mallette, & Karnes (2004); Maheady, Mallette, & Harper (1996); Mallette, Maheady, & Harper (1999)].

Benefits to the School

The Instructional Assistants deliver 5,000+ hours of in-class assistance at four hours per week for eight weeks per tutor each year. Pupil outcomes noted an 84% pupil improvement. The tutors delivered 2,800+ hours of individualized instructional assistance at two hours per week for eight weeks per tutor. Overall there was an increase in fluency in selected students and a high level of satisfaction from district teachers and students.

How did it begin?

This project began with in-class discussion among graduate level candidates at SUNY Fredonia who were also Dunkirk public school teachers. The school was identified by the State of New York as a high-risk district and the Fredonia faculty began with the Instructional Assistant program in 1996.

How is it functioning?

The program continues to grow and expand as indicated. There is district-wide acceptance and cooperation with this program. The IHE faculty is able to use the data collected to support the K-12 impact of their pre-service teachers for National Council for the Accreditation of Teacher Education (NCATE) accreditation. This is arguably the most difficult of the pieces in the NCATE process.

This program leverages resources to meet our needs. These include a New York State Education grant to focus on (a) joint professional development initiatives, (b) use of data to inform instruction and policy, (c) assessment of teacher retention, and (d) practice-based input into pre-service teacher preparation.

Unique Features

Key factors relevant to our partnership: (a) consistent point person, (b) effective induction of new individuals to the program, (c) joint recognition of big ideas and big needs, (d) commitment to responsive practice, and (e) active listening, talking, trying and doing.

Sustainability/Replicability

This program is self-sustaining because the process is institutionalized in both the IHE and the Dunkirk school district. In other words, the program is not dependent on a few key individuals but has been fully embraced and supported by the IHE and the Dunkirk School District. Individuals who wish to replicate need to work small and have the patience to see the program progress along the needs of both the IHE and the school district as this project did. We identified the areas where we could assist each other and moved along those lines.

Greater Rochester Area Consortium of Institutions of Higher Education Keshequa Central School District, Keshequa, New York

Participants

The Keshequa Central School District is located in a rural area 40 miles due south of Rochester, New York in upstate New York. The representatives from the University of Rochester, The State University of New York at Geneseo and Nazareth College of Rochester joined together in a consortium of support to partner with the Keshequa Central School District.

Purpose

The specific purpose of the SIG partnership was to establish a relationship with the 5th grade team of teachers and to provide support as needed in their process of analyzing data and exploring the construction of parallel tasks to address student skill deficits in an effort to achieve proficiency in 5th grade.

The long-term goal is that, by 2007, 80% of all 8th grade students will be achieving performance levels of three and four on the NYS ELA and Math assessments. The short-term goal (which this original SIG partnership was addressing) was that, by 2003, six of the 28 fifth grade students, previously identified at levels one and two on the 4th grade ELA assessment will increase to the proficient level on the NY State Standards (TONYSS). By 2003, four of the 14 fifth graders previously identified at level one and thirty-two “identified @ level one” on the 4th grade Math assessments will increase to the proficient level on the TONYSS.

Benefits to IHE

The benefits to the IHE members were to walk-the-walk with teachers as they sought to analyze and to change their practice in an effort to raise student test scores. This was really challenging work for the IHE faculty.

Benefits to the School

IHE faculty was available at the ongoing meetings as a resource to the teachers and often stopped and reflected with them on the process they were engaged in. When they became stalled, it seemed that reflections or questions would help them to move on. When they became overwhelmed or confused, again reflection and questions helped to move the process forward. It was the change of practice and the deeper understanding of their student needs that was the real benefit for the school.

How did it begin?

A SIG agreement was entered into with the Mid-West Consortium of IHEs. The consortium created a team that would work with Keshequa, which included Brockport, Nazareth, the University of Rochester and Geneseo, which had previously worked with Keshequa as a solo IHE agreement. IHE faculty met with the Keshequa teachers on a regular basis and then consulted as specific topics arose. IHE faculty met prior to every task force meeting to review the progress in Keshequa and the IHE relationship with them, prior to sharing an update with the consortium at the regional meeting.

How is it functioning?

The SIG agreement has ended but the relationship with Keshequa continues. IHE faculty recently met with the elementary principal and will be meeting with the district administrative staff to work on visioning and embedding this work within their district-wide professional development model for learning communities. The work is exciting and vibrant and continues to inform IHE practice in inclusive teacher education.

Unique Features (from the district's perspective)

- 1 The district and professor have been able to continue an academic relationship over two years that has been of benefit to the professional growth of the faculty and administration. (Previous history had been, that after one year the college person had moved on or had not been available.)
- 2 The professor was able to adapt to the needs of the district. When it became apparent that the initial project was going to change, the district and higher education representative made accommodations to meet other needs. (This flexibility on the professor's part has been extremely instrumental in making the second year of collaboration much more meaningful.)
- 3 A high degree of communication and trust has developed between the two parties. The professor is seen as not only a resource for the district but an educational colleague who is learning from the experience as well as increasing the expertise of the district's staff.

Sustainability/Replicability

There is a huge question of sustainability. The district was able to develop the interaction with the IHE person and sustain it for two years because of the availability of SIG funds. The funding is no longer available so there is the real possibility that this will be the last year of this interaction between the two parties.

To be able to replicate this project would depend on: the communication level between the district and IHE representative, the personal connection between the staff and the professor, and a specific focus for the collaboration for both parties.

Teachers College, Columbia University
District 3/Region 10 New York City Department of Education

Participants

The Professional Development School Partnership, PDS, is a collaboration between Teachers College, Columbia University, District 3/Region 10 of the New York City Department of Education and the United Federation of Teachers (UFT). Currently, there are several departments and programs at Teachers College that participate including: the Department of Curriculum and Teaching — Elementary/Childhood Education Pre-service and Early Childhood programs; the Department of Arts and Humanities — Secondary Social Studies Program, English Education Program, Art Education, Music Education, TESOL; the Department of Mathematics, Science and Technology — Secondary Math Education, Secondary Science Education; Department of International and Transcultural Studies — Bilingual Education. The schools in District 3/Region10 include three elementary schools: Public School (PS) 87, PS 165, PS 149 and one high school: The Beacon School.

Purpose

The original purpose of the partnership is to reinvent the traditional school-university relationship in order to enhance the professional development of future teachers, experienced teachers and college faculty working in urban schools.

The partnership is based on four fundamental beliefs: (1) shared responsibility for the development of pre-service and beginning teachers; (2) the continuing development of experienced teachers and teacher educators; (3) the creation of communities of sustained inquiry; and (4) the research and development of the teaching profession and school reform.

Benefits to IHE

Teachers College places pre-service elementary and secondary students in schools for classroom observations, practicum hours and student teaching. The IHE benefits from these placements because it allows the university students first-hand experience in urban classrooms. It also provides learning environments for pre-service students to implement the practices learned in coursework at the college level.

Practicing teachers serve as clinical faculty members in the Elementary/Childhood Education Pre-service Program. Clinical faculty members participate in all aspects of the program, and it brings the voice of the teacher to the coursework. Clinical faculty members discuss the connections between theory and praxis and offer practical applications to classroom experiences.

Professors and doctoral students have the opportunity to conduct research in the schools. The schools provide sites for data collection on a variety of levels within quantitative and qualitative research. Schools also provide models of teaching where pre-service students have first-hand experiences in schools where teachers are active leaders within the school.

Benefits to the School

The benefits to the individual school are great. For children in the school, there are more adults working with them, which allows for a better teacher-student ratio. Pre-service students often are asked

to use their school placement for coursework, which provide cooperating teacher opportunities to keep their own practices innovative in connecting that classroom practice to the theoretical framework of the college. This is also viewed as a form of professional development for experienced teachers.

Schools are frequently looking to hire new staff. With student teachers in the building that have been trained on-site, the schools have a large candidate pool from which to draw as potential new teachers. When schools hire from within, the pre-service students who have been placed at the school, it allows these future first year teachers to be familiar with the school culture, structures and routines.

The following data represents information from Beacon School, PS 87 and PS 165 in various aspects within the PDS partnership. Over the past five years, 51 pre-service teachers have been hired at the schools, and 41 of those teachers are still currently teaching. Eighteen staff members are currently enrolled in coursework or programs at Teachers College. Twenty-five staff members have taught at Teachers College or supervised students on school sites. Over one semester, there may be 16-18 pre-service secondary students placed at Beacon and 22-28 pre-service students placed at PS 87 and PS 165.

When one examines known statistics in the field of education regarding teacher retention in urban settings, the number of new teachers who remain at PDS schools in our partnership is unusually high.

How did it begin?

The PDS partnership began over 15 years ago with one elementary school and one middle school. University faculty, district personnel, school administrators and teachers were on the planning team, and then the partnership was implemented. It also received grant support for planning meetings, release time for staff at both the school and university, funding for an internship program, which was an extended student teaching placement and annual partnership-wide meeting. Over the course of the partnership, two elementary schools and one high school has been added with a total of five schools participating. However, due to changes in school sites and administrative changes, two of the schools in the partnership are currently inactive.

How is it functioning?

An Executive Board governs the PDS Partnership. The Executive Board is comprised of representatives from each school, administrators from each school, university faculty and staff, and district/region representatives. The Executive Board has also hired a director who administers the partnership. The Executive Board acts as a policy making body for the partnership and in an advisory capacity to the director.

At each site, a Steering Committee serves in a similar capacity as the Executive Board but at the local school level. Each school also has a liaison that facilitates communication within the school site as well as across the partnership.

Unique Features

One of the most unique features of the partnership is the opportunity afforded to practicing teachers. Teachers are supported in their own action research and inquiry and then present at local and national conferences including the Holmes Partnership. Teachers are also empowered to make decisions in the partnership and are viewed as teacher leaders. There is a breakdown of hierarchies and partners are viewed as equal contributors. Teachers are also strong collaborators within the various PDS sites.

Sustainability/Replicability

The PDS partnership is viewed nationally as a “mature” PDS. While it has had its pitfalls, many of those are based on changes in school leadership and personnel changes at the school and college. As a model, the PDS partnership is one that not only has sustained itself for 15 years, but it is a model that can be replicated with serious commitment from all members of a partnership. By using similar structures across partnerships that provide opportunities for professional development for faculty and for maintaining strong communication within the partnership, our PDS partnership can serve as a model for school/university relationships that would encourage supporting teachers in urban settings.

Sample Statement of Agreements

Statement of Agreement for (school year)

This Statement of Agreement is drawn between (school or district or Regional School Support Center) and (college/university) as a step in establishing a collaborative relationship between the two. This particular Statement of Agreement is set for the ____ - ____ school year. The longer-term goal of this relationship is the development of a partnership that supports teacher education and professional development.

This relationship is part of a larger effort in which the Regional School Support Center (RSSC) facilitates the development of faculty and programs in high need schools and districts, by working with those schools and districts to focus planning and use resources such that student achievement is promoted. This college/university is one resource that can participate in this effort, and in agreeing to this Statement, it evidences its commitment to doing so.

The purpose of this Statement of Agreement is to describe the relationship and set expectations such that all involved can appreciate and benefit from the relationship.

In this relationship, (name) will serve as the primary contact from (the school or district or RSSC); (name) will serve as the primary contact from the college/university.

(The college/university) will do the following:

In this section, 3-5 actions should be described. The following are merely suggestive:

- ☞ identify and support a faculty member who will participate in the school planning team which meets monthly
- ☞ identify and support a set of faculty members who will work with teachers on action research topics of mutual interest
- ☞ identify and support a faculty member who will facilitate a review of selected instructional materials with school staff
- ☞ identify and support a faculty member who will facilitate a school's self-study around a selected topic or issue
- ☞ identify and support a set of faculty members who will conduct a series of workshops on a selected topic or issue
- ☞ identify and support a faculty member who will co-teach with a school teacher to model the use of a new curricular piece/ new instructional approach
- ☞ support the department of ____ education in analyzing curriculum and instruction at ____ grade level in ____ schools, and make recommendations regarding practices related to achievement
- ☞ and so on

The **one action which is required** in this section is:

- ∞ the college/university will in some specified way, engage some of its pre-service teachers in the high need school/district

This engagement can be through observation placements, practica, student teaching, or other regular arrangements. The key is that the engagement be systematic (rather than casual or episodic). The purposes of this engagement are several, including:

- ∞ In the longer run, stronger partnerships will emerge when faculty and school teachers and administrators see the partnership as serving multiple ends, including teacher preparation.
- ∞ Faculty who are engaged in the pre-service education and the building of this partnership will find their time and efforts more manageable if these responsibilities are somewhat coordinated; thus, a heartier relationship will form.
- ∞ Pre-service teachers should have the opportunity to see their campus faculty committed to and collaborating with teachers and administrators in the challenge of serving learners in high need schools and districts.

(The school or district or RSSC) will do the following:

In this section, 3-5 actions should be described. The following are merely suggestive:

- ∞ include the college/university in the planning team and other groups
- ∞ identify projects or actions that draw on viable roles for faculty members
- ∞ call on faculty members to provide workshops of selected topics or issues
- ∞ arrange for teachers and faculty members to collaborate on mutually selected projects

and, parallel to the item included in the box above:

- ∞ support the introduction of pre-service teachers into the school/district.

In support of this relationship, (the district or RSSC) will pay the sum of \$ _____ to (the college/university). (A minimum of 10% of the grant to the school/district/RSSC must be used for these purposes.) These funds will be used by the institution to support the faculty engaged in this relationship and toward building this partnership. The funds will be used as follows:

In this section, the use of the funds should be specified. The funds can be used in a variety of ways, as determined by the faculty members and their departments, and within the parameters of the state grant to the school/district/RSSC. The following examples are illustrative. The funds could be used:

- ☞ to buy faculty released time to engage with the teachers and the schools
- ☞ to pay stipends for time spent beyond the regular duties
- ☞ to pay stipends for planning and delivering workshops, for engaging in collaborative action research, and so on
- ☞ as summer stipends for work completed during the academic year
- ☞ to support department activities associated with teacher education programs
- ☞ and so on.

However, no more than 8% of the funds may be used by the institution for indirect costs.

The attached Statement of Assurances is part of this Statement of Agreement and sets particular parameters that govern the relationship.

Having participated in the development of this document, directly or indirectly, and having read through the components above, I offer my signature indicating my support of this Statement of Agreement.

For _____ (name college/university) _____ :

Name typed

Date _____

For _____ (the school/district/RSSC) _____ :

Name typed

Date _____

A copy of this Statement of Agreement should be sent to:

Task Force on Quality Inclusive Schooling
New York Higher Education Support Center
for SystemsChange
150 Huntington Hall
Syracuse University
Syracuse, NY 13244-2340

Sample

Memorandum of Agreement 2001-2002

This Statement of Agreement is drawn between LaSalle Middle School (LMS) of the Niagara Falls City School District and The Western New York Holmes Partnership (WNYHP) as a step in establishing a collaborative relationship between the two. This particular Memorandum of Agreement is set for the 2001-2002 school year. The longer-term goal of this relationship is the development of a partnership that supports student learning, teacher education, and professional development. The priority outcomes for the partnership include:

- Increased student satisfaction with the learning process as assessed by increased student attendance and participation, and fewer disciplinary referrals.
- Improved capacity for all students to meet New York State Learning Standards as assessed by the number of students reaching competency levels on mathematics and English language arts assessments.

The purpose of this Statement of Agreement is to describe the relationship and set expectations such that all involved can appreciate and benefit from the relationship.

- In this relationship, Marie Catherine will serve as the primary contact from LaSalle Middle School and Chandra Foote will serve as the primary contact from The Western New York Holmes Partnership. In addition, LMS and WNYHP will each identify two secondary contact people to assist in the administration of the partnership goals.
- During the 2001-2002 school year, the following WNYHP member institutions will participate in the partnership:

The Western New York Regional Support Center
Niagara University
Buffalo State College
University of Buffalo

Each WNYHP member will contribute as follows:

- The Western New York Regional Support Center agrees to provide ___ (faculty, staff, administration, pre-service candidates, interns, and WNYHP representatives)_____ with professional development instruction based on Ruby Payne's Framework for Understanding Poverty. Niagara University agrees to provide one counseling intern to manage a student mentoring program and XX pre-service candidates seeking middle school teaching certification to serve as mentors for students with low attendance and participation or students with multiple disciplinary referrals. It is expected that these candidates will participate in the Ruby Payne development and maintain contact with individual students for at least 2 years. As a result candidates will receive a certificate of training in Action Against Poverty. Niagara University also agrees to provide tutors for the Spring semester for student preparing for the NYS ELA and mathematics examination.

- The University of Buffalo agrees to provide tutors and student teachers.

In return LaSalle Middle will contribute as follows:

- Room 117 will be available at no charge to the partnership for classroom, meeting, storage, and office space between the hours of 7:00 A.M. and 8:00 P.M. as needed with advanced notice and schedule to be arranged by WNYHP.
- Records of attendance rates, participation rates, and test results will be made available for evaluation purposes with the understanding that student confidentiality will be maintained and student identity will be withheld.
- Faculty will act as cooperating teachers, counseling supervisors, and candidate mentors.

Finally, the partners agree to designate individuals to participate in dissemination activities related to the outcomes of the partnership as needed.

Having obtained consent from the appropriate governing body, I offer my signature indicating support of this Memorandum of Agreement.

For The Western New York Holmes Partnership: _____

Beverly Bartell

Date _____

For LaSalle Middle School: _____

Marie Catherine

Date _____

*A Rubric for Assessing the Qualities of Partnerships
Between Schools and Teacher Preparation Programs at Institutions of
Higher Education*

Melissa Price

New York Higher Education Support Center for SystemsChange
Syracuse University

Updated April 22, 2004

This document was based on responses from the New York Task Force on Quality Inclusive Schooling at statewide meetings held in Albany, New York on April 11, 2003 and October 3, 2003. New York Higher Education Support Center for SystemsChange is supported by The New York State Education Department's Office of Vocational and Educational Services for Individuals with Disabilities and Syracuse University. The opinions expressed herein do not necessarily represent the position or policies of these organizations, and no official endorsement should be inferred.

With sponsorship from the New York State Education Department Office of Vocational and Educational Services for Individuals with Disabilities and the support of The Higher Education Support Center for SystemsChange (HESC) at Syracuse University, the Task Force Quality Inclusive Schooling was established in 1996. The Task Force consists of representatives from New York State schools and professional development organizations who work with higher education professionals from over 65 New York State institutions of higher education. Task Force member institutions commit to the two Task Force goals:

- to plan and implement an inclusive teacher education program, or to sustain such a program already in effect, and
- to engage in and support the professional development efforts of selected high need schools and districts that have been identified in each of the state's seven regions.

Members of the New York Task Force on Quality Inclusive Schooling worked together at two statewide meetings (April 11, 2003 and October 3, 2003) to identify critical elements and the varying qualities of these types of partnerships as they have experienced them. As Task Force feedback was considered, a number of quality indicators seemed to emerge.

1. The nature or degree of **shared vision** for, and commitment to, learning and teaching.
2. **Membership** of the collaborative teams who enact the partnership.
3. The nature and degree of **collaboration** in policy-making and governance regarding teacher preparation and in-service professional development commitments.
4. The nature, purpose, and extent of **communication** between partners.
5. The degree to which the **partnership is institutionalized**.
6. The quality and nature of **partnership planning**.
7. Quality of partnership implementation in light of the **benefits to teacher preparation** programs.
8. Quality of partnership implementation in light of the **benefits to schools**.
9. Nature and extent of ongoing partnership **assessment and refinement**.

The purpose of this document is to assess partnerships between schools and institution of higher education teacher preparation programs. By focusing on specific quality indicators, this rubric may be used to help assess these partnerships for a variety of purposes:

1. When used as a self-assessment, it may serve as a pre-program needs assessment from which an action plan can be drawn.
2. It may serve as an ongoing self-assessment.
3. It may serve as an observational tool for individuals seeking to learn more about such partnerships.

The value of the matrix form is to identify some likely stages in partnership development. Certainly, as partnerships mature other quality indicators and manifestations of successful partnerships may emerge. Partnership participants, observers and evaluators should consider this document to be an approximation of current best practices.

A Rubric for Assessing the Qualities of Partnerships Between Schools and Teacher Preparation Programs at Institutions of Higher Education

Scoring matrix directions:

- Indicate which IHE-school partnership is being assessed.
- Date the assessment form.
- Identify the person(s) completing the form.
- Review the quality indicators described in the first box on the left.
- Read the four descriptions of how this indicator may or may not exist within your partnership.
- Circle the description that most closely matches your partnership.
- Indicate evidence used to inform your description selection.
- Repeat the process for all eight quality indicators.
- Items that score #4 most closely resemble exemplary practices in partnership enactment.

Scoring Grid

Partnership Member Institutions: _____

Date: _____

Person(s) Completing this Assessment: _____

<i>Dates this matrix was completed: →</i>					
Quality Indicators					
#1 Shared vision					
#2 Membership					
#3 Collaboration					
#4 Communication					
#5 Partnership is institutionalized					
#6 Partnership planning					
#7 Benefits to IHE					
#8 Benefits to school					
#9 Assessment & refinement					

**A Rubric for Assessing the Qualities of Partnerships
Between Schools and Teacher Preparation Programs at Institutions of Higher Education**

Quality Indicator #1:

The nature or degree of shared vision for, and commitment to, learning and teaching

<i>1</i> <i>Drawing Board</i>	<i>2</i> <i>Evolving</i>	<i>3</i> <i>Established</i>	<i>4</i> <i>Exemplary</i>
<ul style="list-style-type: none"> ▪ No vision — or each has a vision, which are disparate and/or immutable. 	<ul style="list-style-type: none"> ▪ A common vision exists but it doesn't inform decisions. 	<ul style="list-style-type: none"> ▪ Individual members share ownership of the vision and the vision informs decision-making. 	<ul style="list-style-type: none"> ▪ All members and the institutions/organizations represented share ownership of the vision, which serves as a basis for decision-making and continual assessment, including resource allocation.
<p><i>Evidence:</i></p>			

Quality Indicator #2:

Membership of the collaborative teams who enact the partnership

<p>1 <i>Drawing Board</i></p>	<p>2 <i>Evolving</i></p>	<p>3 <i>Established</i></p>	<p>4 <i>Exemplary</i></p>
<ul style="list-style-type: none"> ▪ A non-focused team with limited representation. 	<ul style="list-style-type: none"> ▪ A non-focused team with representatives from some of the following groups: institution of higher education leadership and faculty, school leadership and faculty, community membership and families as well as State Education Department representatives in staff development, school reform and quality assurance. 	<ul style="list-style-type: none"> ▪ A focused team with wide representation from some of the following groups: institution of higher education leadership and faculty, school leadership and faculty, community membership and families as well as State Education Department representatives in staff development, school reform and quality assurance. 	<ul style="list-style-type: none"> ▪ A focused team with wide representation from all of the following groups: institution of higher education leadership and faculty, school leadership and faculty, community membership and families as well as State Education Department representatives in staff development, school reform and quality assurance.
<p>Evidence:</p>			

Quality Indicator #3:

The nature and degree of **collaboration** in policy-making and governance regarding teacher preparation and in-service professional development commitments
(Collaboration — Equally valued membership and participation)

<p>1 <i>Drawing Board</i></p>	<p>2 <i>Evolving</i></p>	<p>3 <i>Established</i></p>	<p>4 <i>Exemplary</i></p>
<ul style="list-style-type: none"> ▪ Superficial interaction between the parties with incidental coordination of events. 	<ul style="list-style-type: none"> ▪ Planning and coordination of activities chiefly for the benefit of one party or the other. 	<ul style="list-style-type: none"> ▪ Short-term planning and coordination of mutually beneficial activities planned by a few individuals. 	<ul style="list-style-type: none"> ▪ Long-term planning and coordination of mutually beneficial activities with full engagement and commitment of all individuals and the institutions/organizations represented.
<p>Evidence:</p>			

Quality Indicator #4:

The nature, purpose, and extent of **communication** between partners
(Communication — verbal and/or written)

<p>1 <i>Drawing Board</i></p>	<p>2 <i>Evolving</i></p>	<p>3 <i>Established</i></p>	<p>4 <i>Exemplary</i></p>
<ul style="list-style-type: none"> ▪ Communication is spontaneous and inconsistent. 	<ul style="list-style-type: none"> ▪ Limited, but reliable communication is initiated primarily by one party or individual and/or is typically narrowed to problem solving or negative issues. 	<ul style="list-style-type: none"> ▪ Mutual communication between consistently responsive parties or individuals typically addresses immediate or short-term needs. 	<ul style="list-style-type: none"> ▪ Communication is characterized by consistently used and available channels for sharing ideas and information in ways, which contribute to the overall promotion of partnership goals.
<p>Evidence:</p>			

Quality Indicator #5:

The degree to which partnership is institutionalized

(Institutionalization of the partnership — Sustainability — Resource allocation)

<p>1 <i>Drawing Board</i></p>	<p>2 <i>Evolving</i></p>	<p>3 <i>Established</i></p>	<p>4 <i>Exemplary</i></p>
<ul style="list-style-type: none"> ▪ Interactions are random and limited to contact between individuals. 	<ul style="list-style-type: none"> ▪ Interactions are limited to a few representatives who act in the name of their institutions without the support of resources. 	<ul style="list-style-type: none"> ▪ Interactions occur between representatives with some support from their institutions in the form of acknowledgement, release time or compensation in recognition of the mutual benefit. 	<ul style="list-style-type: none"> ▪ Benefits of the partnership are so integral to the well being of each institution/organization that all employees view themselves as representatives whose engagement in partnership activities is an expected component of employment, fully supported by resources.
<p>Evidence:</p>			

Quality Indicator #6:
The quality and nature of partnership planning

<p>1 <i>Drawing Board</i></p>	<p>2 <i>Evolving</i></p>	<p>3 <i>Established</i></p>	<p>4 <i>Exemplary</i></p>
<ul style="list-style-type: none"> ▪ Short-term plans are developed independent of consideration for shared vision and/or collaboration with partners. 	<ul style="list-style-type: none"> ▪ Short-term plans are developed to address immediate needs of one party or another without full consideration of the shared vision. 	<ul style="list-style-type: none"> ▪ A collaborative team focused on a shared vision develops plans for mutually beneficial short-term activities. 	<ul style="list-style-type: none"> ▪ Representatives, who have the full support and the resources of their institutions/organizations, plan mutually beneficial activities within the framework of extensive and ongoing collaboration consistent with the shared vision.
<p>Evidence:</p>			

Quality Indicator #7:

Quality of partnership implementation in light of the benefits to teacher preparation programs

<p>1 <i>Drawing Board</i></p>	<p>2 <i>Evolving</i></p>	<p>3 <i>Established</i></p>	<p>4 <i>Exemplary</i></p>
<ul style="list-style-type: none"> ▪ Individual faculty projects or student field experiences are negotiated independent of institutional (school and/or IHE) involvement. 	<ul style="list-style-type: none"> ▪ Faculty projects and student field experiences are developed and implemented in collaboration with school personnel with sole respect to the needs of the teacher preparation program. 	<ul style="list-style-type: none"> ▪ Faculty projects and student field experiences are collaboratively developed and implemented with school personnel in consideration of the needs of the school and the teacher preparation program. 	<ul style="list-style-type: none"> ▪ Representatives who have the full support & the resources of their institutions/organizations implement mutually beneficial faculty projects and students field experiences within the framework of extensive and ongoing collaboration consistent with the shared vision.
<p>Evidence:</p>			

Quality Indicator #8:
Quality of partnership implementation in light of the benefits to schools

<p>1 <i>Drawing Board</i></p>	<p>2 <i>Evolving</i></p>	<p>3 <i>Established</i></p>	<p>4 <i>Exemplary</i></p>
<ul style="list-style-type: none"> ▪ Professional development and school reform/improvement plans are negotiated with individual faculty members or completely independent of institution of higher education involvement. 	<ul style="list-style-type: none"> ▪ Professional development and school reform/improvement plans are developed and implemented in collaboration with institutions of higher education representatives based solely on the needs of the school. 	<ul style="list-style-type: none"> ▪ Professional development and school reform/improvement plans are collaboratively developed and implemented with representatives of higher education in consideration of the needs of the school and the teacher preparation program. 	<ul style="list-style-type: none"> ▪ Representatives who have the full support & the resources of their institutions/ organizations implement mutually beneficial professional development and school reform/improvement plans within the framework of extensive and ongoing collaboration consistent with the shared vision.
<p>Evidence:</p>			

Quality Indicator #9:

Nature and extent of ongoing partnership assessment and refinement

<p>1 <i>Drawing Board</i></p>	<p>2 <i>Evolving</i></p>	<p>3 <i>Established</i></p>	<p>4 <i>Exemplary</i></p>
<ul style="list-style-type: none"> ▪ No consideration is given to the assessment or refinement of the partnership. 	<ul style="list-style-type: none"> ▪ The quality of the partnership is informally discussed when difficulties or successes are noted by outside observers and refinements are discussed. 	<ul style="list-style-type: none"> ▪ The quality of the partnership is assessed periodically in light of documented difficulties and/or successes and refinements are discussed for implementation. 	<ul style="list-style-type: none"> ▪ Assessment and refinement of the quality of the partnership is designed and systematically conducted to reflect progress toward the collaborative planning and implementation of mutually beneficial activities consistent with the shared vision of the school's and institution of higher education's teacher preparation program.
<p>Evidence:</p>			