

New York State Education Department guidance for a partnership agreement

Guiding questions for educator preparation programs and clinical practice sites, developed by the Office of Teacher and Leader Development (OTLD) in conjunction with the Office of College and University Evaluation (OCUE).

Introduction

A working partnership agreement is grounded in the belief that mutually beneficial partnerships between educator preparation programs (EPPs) and the educational settings and community-based organizations that serve as clinical placements for teacher candidates are central to high-quality teacher preparation.

High-quality, practice-based clinical experiences can strengthen the development of educator candidates' knowledge, skills, and dispositions that are necessary for effective teaching that positively impact PK-12 learning.

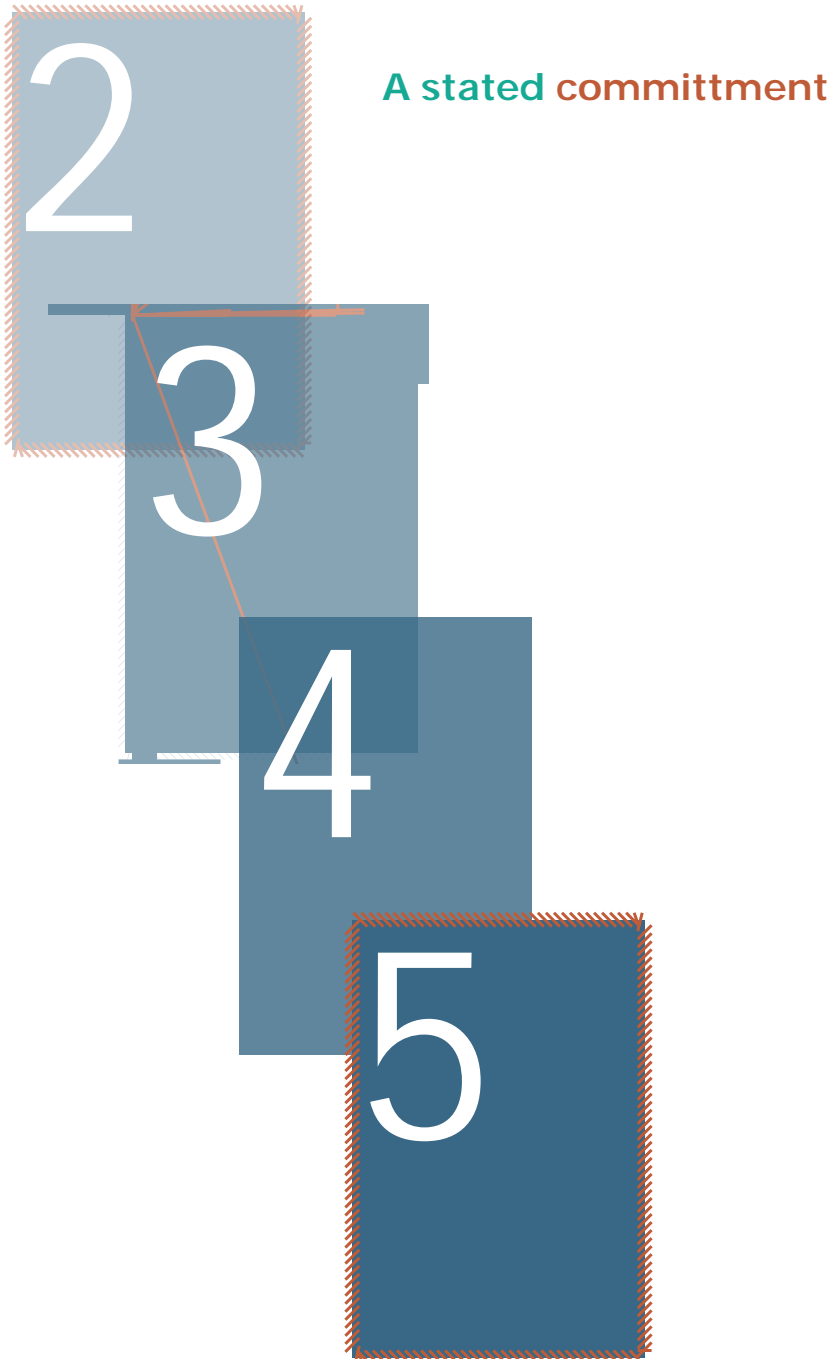
The design and development of these experiences can also build and enhance the professional knowledge and skills of both school-based and EPP-based teacher educators.

As such, the Department has created a set of guiding questions for EPPs and clinical practice sites to consider as they work to develop and/or refine partnership agreements.

These guiding questions have been organized under **key pillars** related to establishing strong, effective working partnerships that support the development of teacher candidates.

Five Pillars of a Partnership Agreement

A shared, comprehensive **mission**



Pillar 1

A **shared, comprehensive mission** that is broader in its reach and scope than either partner's mission, and supports teacher candidates in their clinical practice, furthering the education profession and its responsibility to advance diversity, equity, and inclusion for improved PK-12 student learning across New York State.

Guiding Questions

How will the partners create a culture that is committed to the preparation of teacher candidates, and embraces their active engagement in the school community?

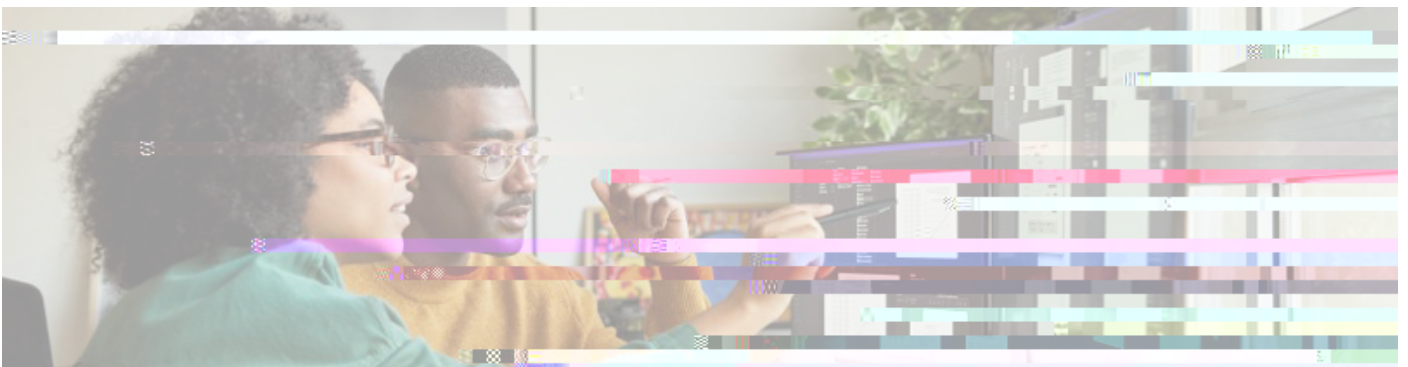
How will trust be established and supported throughout candidates' clinical experiences?

What structures will be put in place that will enable the partners to identify and share resources to support candidates' clinical experiences?

What processes and procedures will the partners follow, in order to develop a mutually agreed upon plan for placing candidates and supporting their development?

What structure will be established that allows all members of the partnership a forum for ongoing governance, reflection, and collaboration?

How will disagreements between the EPP and clinical placement partners be resolved?



Pillar 3

A set of **well-defined processes and procedures** that:

Reflect a commitment to shared governance.

Reflect each partner's expectations and priorities upon entering the partnership.

How will each partner benefit from the agreement?

What outcomes do the partners expect or desire when entering into the agreement?

What processes and procedures will the partners use to align the tools that are used to evaluate candidate performance, in order to reflect the expectations of the EPP and the expectations/needs of the clinical setting?

How do partners ensure that coursework matches the language used in the educational setting?

Outline each partner's roles and responsibilities in supporting candidates' developing teaching practices.

What are the roles and responsibilities of each partner in supporting candidates placed in the clinical setting?

How will the clinical partner be assured that their priorities for candidates placed in their setting will be met?

What actionable steps will each partner take to support candidates, so that they are ready to enter the placement from day one?

Establish how ongoing communication and meetings between partners will occur.

How will each partner communicate their expectations about teaching performance to each other and to the candidate?

When will communication between the EPP and the clinical placement partner regarding a candidate's performance or the program plan as outlined in the agreement occur?

How will partners ensure that substantive discussions between school-based and EPP-based educators centered on candidate performance and progress occur?

How will next steps be documented, tracked, and communicated?

Guiding Questions



Outline the procedures for when and how either partner can exit the partnership without harm to a teacher candidate.

Guiding Questions

When will the agreement be reviewed by each partner, in order to assess if changes need to be made to the agreement?

How often can changes be made to the agreement?

What processes and timeline will be followed, if either partner wants to make changes to the agreed-upon plan?

How often will the partners evaluate the effectiveness of the partnership?

What actions will be taken, if the clinical partner no longer wants to support a candidate, or if the EPP no longer wants to partner with the clinical setting?



A **plan for professional learning** for EPP-based and school-based teacher educators that strengthens their effective use of clinical supervision, and models culturally relevant and sustaining practices, in order to support and inform the teaching practice of each candidate, which are aligned with current and demonstrably effective research.

Guiding Questions

What processes and procedures will be used to develop a professional learning plan for both the EPP-based and school-based teacher educators that identifies the supports that they need to strengthen their roles as clinical supervisors and increase the teaching effectiveness of the school-based teacher educator?

How does the partnership ensure ongoing and reciprocal professional learning for all participants, guided by the needs of each partner and in support of candidates' practice in the clinical setting?

How will the impact that the school-based and EPP-based educators have on a candidate's teaching performance be assessed?

At what points in time will the school-based and EPP-based educators' impact on candidates' teaching performance be assessed?



Pillar 5

A plan for **evaluating the effectiveness of the program** to prepare classroom-ready teachers.

How does each partner define effectiveness? What commonalities exist? Differences?

Determine a common language around effectiveness that is reinforced in all settings for the teacher candidate.

Identify the criteria that will be used to assess if the partnership results in preparing classroom-ready teachers.

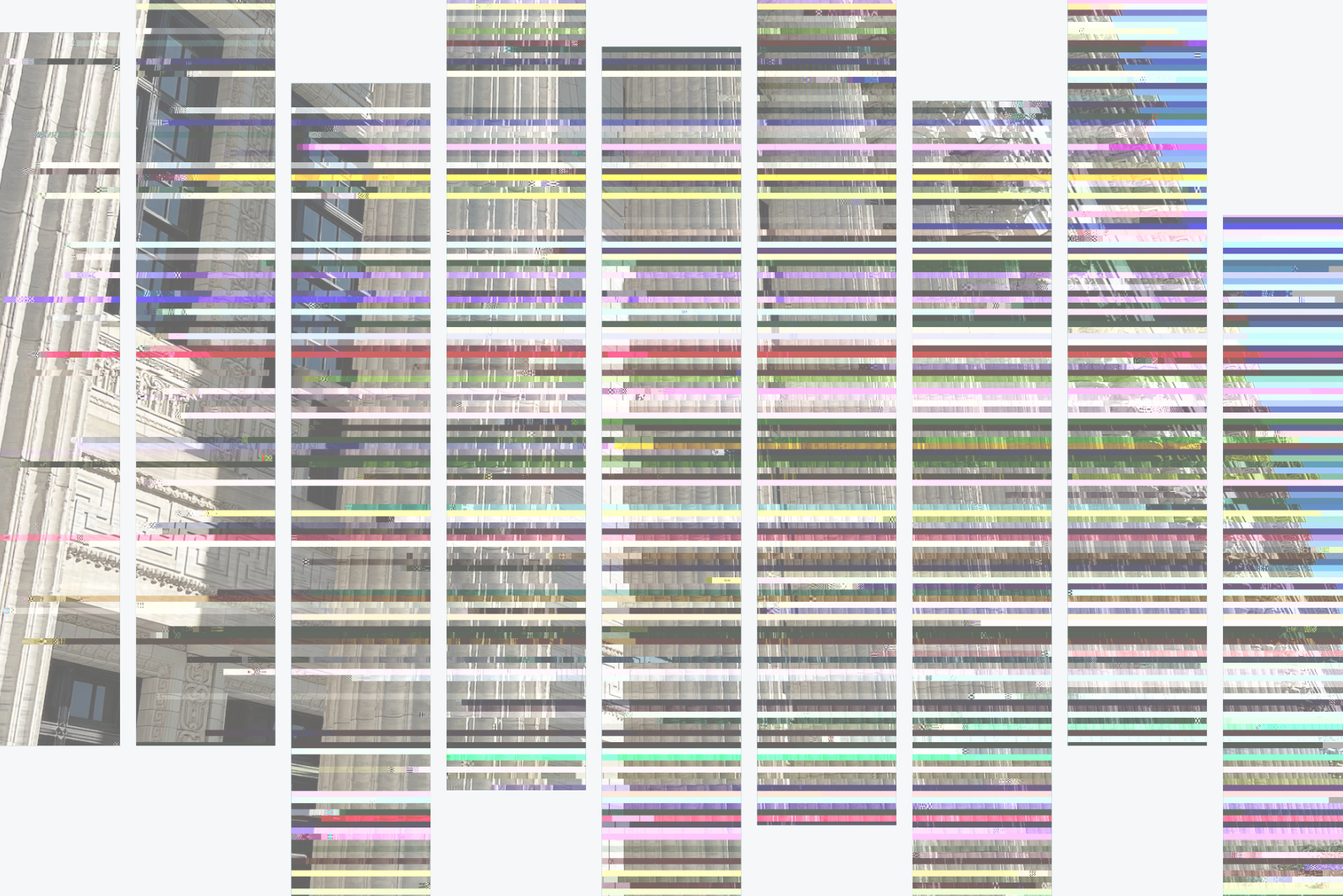
How will the EPP's teacher performance assessment (TPA) be used to determine teaching readiness?

How will the clinical setting's educator evaluation plan elements (e.g., teacher performance rubrics) be used to determine teaching readiness?

How will the effectiveness of the school-based and EPP-based teacher educators in preparing classroom-ready teachers be determined?

Guiding Questions





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