

# Educator Preparation

## Formal Review Advisory

### Partnerships Domain



#### Overview

There have been some important shifts in the work of educator preparation in Massachusetts over the last few years; this ranges from [heightened expectations](#) and [more rigorous accountability](#) mechanisms for Sponsoring Organizations to more intentional [standard](#) and [assessment](#) alignment for the candidates they are preparing. All of this is in support of the state's belief that preparation can and should prepare educators to be effective on day one in the role. All of the initiatives launched in response to this goal introduce new and additional opportunities for educator preparation providers and districts to engage as partners in a deeper, more effective way. In fact, it necessitates it. This advisory was created to serve three purposes:

- 1) Articulate the definition of effective partnerships between providers and districts, as aligned to the five [criteria](#) in the Partnership Domain
- 2) Identify key resources in support of effective partnerships to support their initiation, implementation, and continuous improvement
- 3) Provide concrete examples of exemplary partnerships between Massachusetts districts and providers

#### Effective Partnerships Defined

Massachusetts believes that building a strong educator workforce that meets the needs of its students is a shared responsibility of preparation providers, schools, and districts. **High quality partnerships between these organizations are those that are designed around the effective preparation and strategic recruitment, hiring, and ongoing development of Massachusetts educators in order to improve both student learning and the long-term sustainability of the educator pipeline.** Effective partnerships go beyond mere transactional relationships (e.g. field-based experience placements only) to mutually beneficial, institutionally sustainable relationships built upon open lines of communication, data sharing, and collaborative decision making, such that they remain consistently responsive to articulated preK-12 district/school needs.

The definition above embodies the five criteria associated with the Partnerships domain that all providers must demonstrate evidence of meeting in order to maintain and receive approval in the state:

1. Sponsoring Organization responds to the needs of PK-12 districts/schools.
2. PK-12 partners make contributions that inform Sponsoring Organization's continuous improvement efforts.
3. Partnerships improve experience for preparation candidates.
4. Partnerships positively impact the outcomes of PK-12 students.
5. Sponsoring Organization evaluates partnerships on an ongoing basis, sustains those that are effective, and takes steps to improve those that are not.

#### Key Resources & Supports

The state has developed several tools and resources to support districts and providers in the development and sustainability of effective partnerships, including:

- [Partnerships Toolkit](#)
- [District Pipeline Advisory](#)
- [Partnerships Data Roadmap](#)
- [Calibration Training Tool & Protocols](#)
- Teacher Pipeline EDWIN Report (Summer 2018)

For more specific information or additional support in these efforts, contact [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu)

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#### Exemplar Partnerships

The following four providers have demonstrated exemplary practices in the Partnerships Domain. Each profile demonstrates the breadth and depth of effective, impactful partnerships that improve both student learning and the long-term sustainability of the educator pipeline.

##### *Clark University (CU)*

CU's partnerships are rooted in a long history of commitment to education in the Main South neighborhood of Worcester, where the long-term goal is to develop a PK–16 educational corridor which ensures educational opportunity and college readiness for students. CU's deep involvement with three urban schools has contributed to some of the highest assessment, graduation, and postsecondary attendance rates in the district. The candidate experience is central to their success. Candidates engage in full-year, co-teaching practicum placements; onsite seminars co-taught by partner teachers tap into school-based knowledge and practice; and candidates engage in summer coursework and field-based experiences by participating in summer academies for 7<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade students from partner schools. According to Linda Darling-Hammond, a renowned, nationally recognized expert on education, "Clark University [alongside other providers nationally] have actually created new urban schools and developed partnerships that support and help transform existing schools to demonstrate state-of-the-art practices and to serve as training grounds for teachers."

##### *Boston Teacher Residency (BTR)*

BTR was founded to address specific pipeline challenges facing Boston Public Schools, including a shortage of STEM, ESL and Special Education teachers, as well as teachers of color to better mirror the student diversity in the district. Given this intentional design, BTR recruits and prepares educators within the specific BPS context and as of 2016 has prepared and placed 204 STEM and over 280 teachers of color into BPS over 12 years. BTR prioritizes alignment of instructional vision and practice with its partner schools. Partner schools in turn inform programmatic design, coursework, and candidate expectations to ensure alignment to pipeline needs. BTR regularly evaluates and refines its partnerships using input from monthly leadership meetings, Program Supervisor observations, and survey data from candidates, Partner administrators, and Supervising Practitioners. According to a Partner, "BTR has shared ownership over the academic outcomes of students in our school."

##### *UMASS—Lowell (UML)*

UML has built relationships with partner schools and districts that not only benefit UML and their candidates, but their partners as well. UML's Graduate School of Education (GSE) prioritizes its ability to meet the needs of its PK-12 partners. GSE developed the UTeach licensure program in direct response to an urgent need for well-qualified STEM teachers, resulting in immediate placements of completers in partner schools. When partner schools expressed a need for more specialized training in high-need areas, UML incorporated dual-certification requirements for SPED and SEI, and launched plans to support an induction program for new administrators in partner districts. UML's partnerships also ensure high quality field placements and diverse experiences, including tutoring in the elementary methods course, a pathway to acquire a moderate disabilities license through the Bartlett School Residency program, and interview training with partner districts, thus enhancing candidates' ability to secure employment upon completion. UML shared, "When we partner with a district, the alums are often a voice. They want to mentor the next generation."

##### *Match Teacher Residency*

Match Teacher Residency selects and trains teachers specifically for their partners. Partnering with a small, select group of schools, Match intentionally prepares teachers for a specific environment and carefully selects and maintains partnerships that are aligned with their vision. Before entering into a partnership with a school/district, Match engages in multiple conversations and onsite visits to screen the partner. They have adjusted their admission practices to select for qualities that partner principals report valuing, and they have revised their curriculum to embed practices that are better aligned with those in use by their PK-12 partners (e.g. designing assignments that train candidates to use instructional practices and curriculum used in partner schools). Match's partners indicate that the partnership has had a positive impact on the outcomes of PK-12 students in their school or district and that Match "produces effective educators who meet the employment needs of my school/district."