ABSTRACT

Title of dissertation   PERCEIVED IMPACT OF CAEP STANDARDS ON
                           SCHOOL-UNIVERSITY PARTNERSHIPS

                           Judith H. Beiter, Doctor of Education, 2017

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     Recent changes in teacher education program accreditation and in the

accountability requirements for both the school district and the higher education partners

precipitated the need for this study. Partners must understand the priorities, needs, and

challenges facing collaborative partnerships called for in new accreditation standards.

     This study reviews existing partnership agreements between one school district

and several institutions of higher education to review the partner's understanding of the

changes in educator preparation program accreditation. Interviews of deans and directors

of eight college and university partners and several school district leaders in the district

under study served as a primary data source to examine common purposes and to

understand priorities of the partnerships. The interviews also served to gather

perspectives and shared understandings regarding programs, issues, and processes.

     The following research questions guided the study and the interviews: What do the

IHEs and the LEA perceive as the purposes or goals for the partnership? What are the

perceptions of the partners regarding the new CAEP emphasis on creating a "culture of evidence"?

The intention of this study was to add to the school-university partnership literature regarding current data sharing perspectives, both formal and informal, across one school district and its IHE partners. However, at a time when teacher preparation institutions and school district partners find themselves facing a national teacher shortage, there is a lack of common agreement regarding ways to assess teacher performance relative to student growth.

PERCEIVED IMPACT OF CAEP STANDARDS ON

SCHOOL-UNIVERSITY PARTNERSHIPS

by

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Dedication

I dedicate this paper in the memory of my parents. To my mother, who also lost her parents early in life, but whose oldest brother became the superintendent of schools and oversaw her education; and to my father, whose consistent encouraging to "grow to be the best that I could be" still rings in my ears. Thank you both for an incredible life!

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Last but not least, I owe much gratitude and a portion of my sanity to my family and friends who have supported me from the beginning of this journey with an unyielding belief that I could and would achieve this goal.

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Section 1: Introduction

The 2010 merger of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) into the Council for the Accreditation of Educator Preparation (CAEP) led to new standards for national accreditation of teacher preparation programs. These standards, developed by a Commission on Standards and Performance Reporting, were unanimously adopted by the CAEP's Board of Directors in 2014, after extensive review by hundreds of educators. They were based on two principles: that all program graduates of a CAEP accredited program (unit) were to be competent and caring educators, and that all educator preparation providers (EPP) should have the capacity to create *a culture of evidence* and use it to maintain and enhance the quality of the program (CAEP, 2014).

The standards also insisted that all EPPs will:

- Build strong partnerships between providers and local school systems,

- Ensure strong clinical experiences,

- Raise candidate quality,

- Judge preparation by measurable outcomes and the impact that graduates have on P-12 student learning, and

- Engage in the *continuous improvement* of programs using multiple forms of evidence and information regarding best practice

Among the many challenges presented by the CAEP standards is that program accountability is to be driven by evidence produced by local education agencies on teacher candidates and beginning teachers – including value added measures, student-growth percentiles, and student learning and development objectives – and shared with

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EPPs. While representatives of states and local education agencies were deeply involved in the writing of the CAEP standards, there were no mandates included that required local schools to produce such evidence or to share it with providers (Sawchuk, 2016),

In Central State, there is recognition that absent the sharing of such evidence of candidate and new teacher performance and its impact on P-12 students, EPP accountability is severely constrained. As one policy brief notes, while school districts "have been willing collaborators for the most part," the absence of data sharing "creates an unworkable situation for the implementation of the [CAEP] standards" (Schaffer, Sunshine, Eisenbeiser, & Smith, 2016). That policy brief insists that "teacher preparation programs must have access to all data necessary for continuous improvement research" (Schaffer, et.al, 2016). Given this recognition, a task force of deans and directors from Central State EPPs produced a report entitled *Paradigm Shift 2016: Bringing Central State Teacher Preparation Policies* into the *21st Century* that called for "a more balanced policy that would structure a fully integrated teacher education process from pre-service through experienced teachers, with accountability on both sides of the partnership" (Schaffer, et al., 2016). Whether country school systems use the vehicle of a partnership agreement with their higher education collaborators to facilitate such data sharing or the Central State Department of Education enacts policies (and provides funding) to do so, there is the intent that "data sharing between schools and higher education that bolsters student achievement and informs professional development" will occur.

School-university partnerships that are fashioned using CAEP's Standard 2 (*Clinical Partnerships and Practice)* are expected to *co-construct mutually beneficial P-*

12 programs, have *mutually agreeable expectations,* share responsibilities for candidate selection and preparation and exit, and promote coherence across academic and clinical program components. Other standards call for *employer satisfaction* wit*h* completer's preparation and for continuous improvement of the preparation program drawing on evidence provided by the both the IHE and the partner schools (CAEP, 2013).

Four of five CAEP standards ask for employer satisfaction data and/or student impact data:

- Standard 1: Content and Pedagogical Knowledge

- Standard 2: Clinical Partnership and Practice

- Standard 3: Candidate Quality, Recruitment, and Selectivity

- Standard 4: Program Impact

- Standard 5: Provider Quality, Continuous Improvement, and Capacity

Meeting these standards will require a new type of cooperation and communication among IHE providers and the local school district. The standards demand new levels of coordination, cooperation, and data sharing between school districts and universities, requiring providers to maintain partnerships that are "co-constructed" and "mutually beneficial". The standards define school-university partnerships and call for both partners to share responsibility for candidate outcomes and for the continuous improvement of all aspects of the partnership. According to the new standards, providers of teacher preparation programs at institutions of higher education (IHEs) must be actively engaged with the school district and the local school district must be invited to engage in the preparation of education professionals.

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In the past, colleges and universities asked local education agencies (LEAs) to

host interns and permit university supervisors to observe interns engaging in teaching

PK-12 students in local classrooms (Coburn, Penuel, & Geil, 2013; Walsh & Backe,

2013). Given that all educator preparation programs (EPPs) need to report on recruitment,

hiring, and retention of the teacher candidates they prepare, universities have expanded

the scope of their negotiations with school districts. The new CAEP standards call for

cooperation between providers and school districts to co-construct programs, monitor

candidates, share information, and provide evaluation data regarding novice teacher

performance and persistence in schools (CAEP, 2013). It is anticipated that the changes

in the CAEP standards will greatly impact both the existing and future partnerships

between the Central School District (CSD) and its partner IHEs (Table 1). This study

was conducted to better understand the potential impact of the CAEP standards by

examining participant perceptions of the purposes and provisions of the current

partnership agreements, participant satisfaction with the current partnerships, participant

perceptions of the likely impact of the new CAEP standards, and participant perspectives

on modifications needed to the current agreements. It is intended that this information

will assist CSD in working with IHE partners to revise current school-university

partnership agreements and to negotiate additional agreements in the future

Table 1

CAEP Standard Expectations

Standard	Provider Expectations	Expected Practice
Content and Pedagogical Knowledge	Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession. Providers ensure that candidates use research and evidence to measure their P-12 students' progress and their own professional practice.	Partners determine what evidence will be collected to substantiate candidate growth.
Clinical Partnerships and Practice	The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.	Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' |

development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.

| Candidate Quality, Recruitment, and Selectivity | The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. | What evidence will partners provide that quality recruitment routinely takes place? How will providers justify that the practice has become institutionalized? |

Program Impact	The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.	How will candidates demonstrate P-12 student impact? What information will they be able to access to inform planning, lesson delivery, decision making, and assessment for academic and/or social emotional growth?
Provider Quality Assurance and Continuous Improvement	The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.	In what ways will the provider demonstrate the effectiveness of graduate candidates? How will the comprehensive data be collected? And by what means will the providers determine candidate impact on P-12 students' as well as the professional growth of their graduates through induction years?

Source: CAEP Handbook 2016

The Problem

For many years, the CSD has maintained a number of school-university

partnerships that have guided intern placements in CSD schools in exchange for

opportunities for CSD to recruit from this pool to meet human resource teacher staffing

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needs. These partnerships are now affected by accreditation expectations that apply to all

colleges and universities in the state, placing greater demands on both parties in the

relationship. The high costs of creating a teacher pipeline (Goldhaber & Cowan, 2014;

Milanowski & Odden, 2007) and fulfilling new expectations for partnership agreements,

called for by CAEP, challenge the current arrangements between CSD and its ten college

and university providers. However, maintaining these partnerships while also meeting

the new expectations of CAEP is imperative for both parties.

    CSD is a large district located in a mid-Atlantic state confronted by an array of

challenges. Among the greatest of these challenges is attracting and retaining a highly

effective teaching force that can maximize student learning. CSD needs teachers

prepared to adapt and use Common Core State Standards to fulfill the state's College-

and-Career-Ready Standards. These teachers must be capable of meeting the learning

needs of all students while enabling these students to meet ambitious learning goals

required by the district and the state. Attracting and retaining sufficient numbers of

highly effective teachers in a state that produces far fewer beginning teachers than are

needed and for a district where many teachers leave for other districts and occupations,

creates an enormous challenge.

    Efforts to attract a strong teaching force are further complicated by a reduction in

the yield of beginning teachers by providers in the state, growing salary inequities

between CSD and other districts in the state (and other states), a recovering economy that

provides more job opportunities outside of teaching for practicing teachers, and a

growing youth population in CSD that demands more teachers. There are also

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shortcomings in the quality and/or effectiveness of new hires to the district (Milanowski & Odden, 2007); and, therefore, the need for more intensive (and expensive) induction programs to overcome these deficiencies. These significant challenges confront CSD as it seeks to become the preeminent school district in the state. Unless CSD is able to confront all three challenges: a predictable shortage of teachers in the near future to meet staffing needs of the district, the high costs of remediation for new hires to the district (Goldhaber & Cowan, 2014), and the unacceptable rate of teacher attrition by both novice and experienced teachers, the quality of teaching and the levels of pupil achievement in CSD will be affected.

One of the means CSD has used to confront these challenges is a continuing relationship with college and university providers through long-term partnership agreements. The existing partnerships are maintained primarily to provide training sites for teacher interns, with identified role responsibilities for CSD mentors (CSD Deputy Superintendent, personal communication, August 15, 2016). To support teacher candidate internships at designated school sites, CSD partners with nine college/university teacher preparation programs and the Central Community College for internships and residency experiences. In 2015-16, CSD provided internship placements for 191 candidates with 191 CSD teachers assigned as mentors at 41 sites designated as Professional Development Schools (PDS). Additionally, CSD provided internship placements for 58 college and university candidates in non-PDS schools with 58 CSD teachers assigned as mentors.

In addition to the teacher education partnerships, partnerships agreements have been developed for two other reasons: first, as a means to support and retain novice and practicing teachers; and second, to provide CSD the opportunity to offer graduate cohort programs and post baccalaureate certificate programs delivered in the district. Graduate programs are currently offered by five IHE partner providers with tuition reimbursement from CSD to teachers for successful course completion.

Confronting these challenges requires new thinking regarding the relationship of CSD with its various IHE providers of beginning teachers in the state as well as in the larger geographic region. CSD has developed a Strategic Plan that calls for the IHE providers to ensure an adequate supply of highly effective beginning teachers to meet the staffing needs of the district, provide teachers able to address the learning needs of all students, and guarantee that new teachers will be effective in classrooms. In exchange for these efforts by providers, CSD is to maintain a range of opportunities for prospective teachers to observe classrooms, tutor students, practice teaching lessons, complete internships, and conduct course-based research (CSDSP, 2015).

According to the leadership of CSD, IHE providers have to "ratchet-up" the quality of the interns assigned to CSD to enable the district to reduce the high costs of induction (and remediation) while retaining both novice and experienced teachers (CSD Deputy Superintendent, personal communication, August 15, 2016). To accomplish this goal, CSD hopes to reframe its partnerships with various providers to better meet current and projected staffing needs. This same district leader confirmed that CSD is considering new partnership arrangements that will include more data sharing about the effectiveness

of IHE graduates in their schools with the intention that this will enable the colleges and universities to strengthen their preparation programs. In order to secure an adequate supply of highly effective teachers, according to leaders in the district, CSP is also considering new ways of providing internship experiences for teacher candidates, utilizing IHE providers to design and deliver new professional development experiences for novices in residencies, working with IHE providers to better align pre-service preparation with district needs, and exchanging data and information about the needs for future teachers as well as student impact data for current teachers to help IHEs enhance both initial and continuing preparation programs.

Also being considered is an expanded array of the kinds and types of school-university partnerships. Important in this emerging design will be an increase in the number and types of partnerships with colleges and universities as documented in the *CSD Strategic Plan*. These new partnerships would ideally consist of IHE providers working side by side as co-partners with CSD personnel on a range of research and study projects, curriculum development, and a host of assessment and human resource efforts.

CAEP and Professional Accreditation Data Demands

Central State's current arrangement with CAEP requires that colleges and universities submit impact data to its accreditation agency (IHE Associate Dean, personal communication, June 2016). In order for universities to be accredited, they must produce a wide range of data and information from partner school systems. While school districts are generally responsive to such requests, the emerging demands for student impact data present new challenges. For universities to be fully responsive to accreditation agencies,

new partnership agreements will need to be negotiated with local school systems to provide more data. The success of new partnership agreements will be dependent upon the quality of the data and information shared between the school district and the EPPs. In other words, the success of these redesigned partnerships is dependent upon the data produced by the partnership, collected by the partnership, and reviewed with purposeful intent for improvement and or maintenance of set outcomes by the partners as evidenced by information collected for both the Central State Program Review and IHE professional accreditation (CAEP, 2016).   To this end, data sharing becomes an important benchmark for new and existing partnership initiatives and goal setting.

Over the past two decades the accountability demands for both PK-12 school districts and university and alternative EPPs have increased (NRC, 2010, Zigo & Moore, 2002). These demands have come in the form of state and federal expectations for districts to report student and teacher performance and for colleges and universities to report on teacher candidate preparation, placement, and performance (Department of Education, 2016). The data demands from government agencies and accreditation organizations have accelerated dramatically with policy maker demands often out-pacing the response capacity of school districts and IHEs (NRC, 2010; Cochran-Smith, Stern, Sanchez, Miller, Keefe, Fernandez, Chang, Carney, Barton & Baker, 2016). Legal constraints, privacy issues, and the high cost of data gathering, analysis, and reporting impact the ability of school districts and universities to respond. This is particularly true when colleges and universities must report on the efficacy of their programs relying on

data generated by school districts. Therefore, data collection and sharing must be a focus in the renegotiation of partnership agreements.

At the current time, there are significant problems in the kinds of data shared and the timeliness and reliability of that data (IHE Associate Dean, personal communication, June 2016). Several issues affect the ability of CSD to respond to IHE provider requests for student impact data for PK-16 students:

- The fiscal and actual calendar year timelines differ for LEAs and IHEs.

- The type of assessment data requested might not be in preferred formats.

- The number of partnerships that CSD maintains jeopardize the ability to secure and provide timely, valid, reliable data regarding IHE graduates.

- The district incurs a high cost for securing data requested by IHE providers.

CSD is one of many districts seeking ways to provide more data, more efficiently, to an array of in-state and out-of-state providers to enable them to meet the diverse human resource needs of the school district as well as to meet expectations set by policy makers for EPPs (Allen, Coble, & Crowe, 2014). The exchange of information and the supply of high quality teachers is the basis for the series of partnerships that the CSD College University Partnership Office hopes to maintain with colleges and universities and other providers in the state. Such partnerships, however, come with high costs (Carroll, 2007). In order for CSD to respond to the needs of its higher education partners, the school district dedicates staff for coordination of student teacher placements, for mentors during candidate internships at school sites, for recruitment of these candidates to fill teacher vacancies, for negotiating ongoing graduate cohort programs and related

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research, and for collecting and processing data**.** These costs are likely to increase as school districts respond to higher education data needs and expectations.

School-University Partnerships: A Literature Review

School-university partnerships focus on the collaboration and exchange of knowledge, expertise, and resources. Most partnerships support a merged mission of the university and school district with the end goal of enhancing the PK-20 student learning experience. These relationships often have a single purpose or goal, including, but not limited to, internships, service-learning, graduate programs, grants, research, or community service.

School-university partnerships are formed for multiple reasons and take varying formats. Universities enlist schools as practicum sites for student teachers and as potential places for research studies that help meet tenure requirements while school districts enlist university support in bridging systemic or district-wide issues (Walsh, et. al.). Mutually beneficial partnerships are created when one partner identifies a need and another partner(s) address that need. Addressing gaps in learning for the school district's students is a newer goal in many partnerships. Four characteristics have been identified as requirements for effective partnerships: shared conceptual understanding, mutuality in roles and relationships, sound operational strategies, and evaluation of both the partnership and its outcomes (Walsh, et. al.).

Partnerships require a bridging of two or more cultures. As many sources suggest, PK-12 schools and universities are very different places with different norms, values, modalities and structures. Webb, Dempsey, Steel, & Shambaugh, (2007) espouse seven

principles of commitment to simultaneous renewal as articulated in the work of John

Goodlad (1998):

- focus on capacity building

- respect the perspective of all partners

- ground research on partnerships, school renewal, and teacher preparation

- reflect the guiding beliefs of the partnership

- enhance opportunities for collaboration and be representative of partnership

  constituencies, including external stakeholders

- adopt a developmental approach

Other formats for school-university partnerships exist including an operational

theatre model, an instructional mentoring model based on medical schools and teaching

hospitals, designed to assist pre-service teachers to improve pedagogical skills.

Research studies of partnerships. Several research studies examined various

aspects of school-university partnerships and described the benefits of those partnerships.

One such study was conducted by Allen, Howells, and Radford (2013). These

researchers studied factors that support an effective school-university partnership

between an urban Australian university and a state department of education focused on

school-university Centres of Excellence partnerships that began in 2009. The partnership

intent was to address the gap between theory and practice for pre-service teachers in

training. Program data were collected and coded at the close of the first and third years

of the implementation. The researchers suggested four themes that were important:

alignment of purpose, strong communication between the schools and university, careful

consideration of program logistics, and attention to equity issues for universities. They concluded that the partnership not only strengthened pre-service teacher engagement and learning, but supported program continuation that could enhance both the schools and the university partners in the partnership.

A partnership of eight secondary schools and the Faculty of Education, University of Cambridge, was studied with findings highlighting the need for faculty to have time to do the research, the development of and the understanding of roles and responsibilities for participation, as well as the personal ownership and accountability to ensure that the research happens with fidelity. The researchers found that these conditions, actions, and resources were important for both the school and the university partners (McLaughlin & Black-Hawkins, 2006). Time to dedicate to active engagement with the partnership, shared understanding of the expectations for each member of the partnership, and shared belief in the partnership goals promote overall effectiveness of the partnership.

Baumfield and Butterworth (2007) contributed to the study of partnerships through an analysis of interviews, case studies, and project reports between the participants of various school-university partnerships. The ongoing collaboration and discourse before, during, and after the project was determined to be essential in navigating changes in the structures or direction of the partnerships. One of their findings was the need to have a common language or shared terminology to advance and deepen understanding as the partnerships evolved. They concluded that exchanges between school–university research partnerships and ongoing communication among

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participants strengthened the relationship between theory and practice in the pursuit of knowledge about teaching and learning.

Strobel and Luka (1999) examined the impact of Professional Development School (PDS) partnerships on the professional lives of school-based administrators (SBAs) and university-based administrators (UBAs) through a pilot study designed to gather input from the administrators. Joint findings of the school-based administrators and the university-based administrators were basically positive in that the partnership had helped students in the schools, allowed staff to take risks, and supported pre-service teacher education students. The partnership offered job-embedded, research-based professional development, and created opportunities to conduct research in real classrooms. The partnership permitted mutual renewal and evaluation of the programs. The researchers noted that one university participant shared that the partnership requires more time, more processing, and increased bureaucracy.

For several decades, school districts have enlisted assistance from outside organizations in support of school reform. Understanding that in-house and outside processes differ, Coburn, Bae, and Turner (2008) investigated school-university partnerships in an effort to determine benefits of insider-outsider collaboration in a longitudinal study between an urban school district and a university-based research center. Using conceptual tools from frame analysis and sociological theories of authority to describe the process by which authority relations develop, Coburn, et. al., (2008) examined the role of authority and status across the insider-outsider partnership.

While both authority and status are relevant for negotiation, the researchers found that it was apparent that those with authority have title, skills, and resources permitting greater influence while participants who are knowledgeable or possess expertise in situational context are typically thought to have status (Coburn, et. al., 2008). The analysis suggests that both authority and status play a key role in shaping the nature of relationships. Authority relations are particularly important because the absence of normative agreement regarding authority can lead to conflict, misunderstandings, and an inability to move the work forward. Authority relations are also important because they shape how negotiation unfolds for the partnership. They have a greater range of tools for persuasion at their disposal and often the title or ability to use direct control to impact the direction of the partnership. Attributions of status also play a significant role, but often less so than authority. If outsiders or insiders have status, but not authority, they must rely on their personal credibility and the wisdom of their arguments to persuade those who have authority to move in particular directions. This study also suggests that outsiders are most likely to be able to leverage change in the district when they have similar points of view as those on the inside. In this study, insiders were more likely to have formal or informal authority in collaborative groups, especially as the partnership evolved over time. The multileveled structure of school districts further challenges authority and status negotiations that can be compounded with personnel changes upsetting pre-negotiated understandings of insider outsider relationships. Given the findings about authority, in the absence of shared beliefs on the direction for

collaborative work, those with status might need to advocate for changes that do not align with the voice of authority (Coburn, et. al., 2008).

School-university partnerships are viewed as essential to address multiple problems encountered by schools and universities. Originally they were primarily for the purpose of securing sites for student teachers or interns. Today they are driven by both school district needs and the needs of IHE providers. They have evolved, as Goodlad (1993) predicted so that "a school partnership is not a project; it is a way of life." Goodlad believed in partnerships that could bring LEAs and IHEs together to work to achieve the simultaneous renewal of schools and teacher education preparation programs. He believed that establishment and maintenance of school-university partnerships promoted a shared school and university culture resulting in strong collaborative efforts.

A school-university partnership or relationship focuses on the collaboration and exchange of knowledge, expertise, and resources between IHE providers and school districts (Walsh & Backe, 2013). Most partnerships support a merged mission of the college or university and school district with the end goal of enhancing the student learning experience (Smedley, 2010). For colleges and universities, partnerships demonstrate a community-engaged institution (Coburn, et. al., 2013). The university-community relationship between a university and school district typically has a single purpose or goal for graduate programs, grants, contracts, research, community service, service learning, or internships. However, the partnership relationship could support:

- college access and assurance that students are prepared to attend college;

- preparation of new teachers as well as high quality professional development for teachers already in the field;

- creation of innovative platforms and tools to improve teaching and access;

- development of responsive programs to ensure all students' needs are met; and

- response to workforce needs by creating pathways for careers in shortage areas (Tomanek, 2005).

The *CSD Strategic Plan* highlights a mutually beneficial research partnership with an IHE that enables the school district to engage the IHE faculty to conduct evaluations of existing instructional programs in CSD schools.

From these many purposes, it is noteworthy that CSD sees school-university partnerships as a means to create and sustain a collaborative school–university culture, with college/university faculty and PK-12 faculty working together on a range of issues, including the professional development of teachers that furthers the education profession and responds to the equity issues that confront schools in the District. The current CSD partnership arrangements with four private and six public universities call for a range of services to be provided by both parties as documented in each signed MOU. School-university partnerships are premised on the investment of dedicated resources, costs, and information (Picus, Monk, & Knight, 2012). Ultimately, however, most agreements address the needs of teacher preparation. LEAs describe their human resource needs with IHE providers and IHE providers respond by prioritizing preparation programs to fulfill those needs (CSD Deputy Superintendent, personal communication, August 15, 2016).

Today, there are a host of challenges that confront efforts to build enduring partnerships. Several have already been highlighted. One of the most persistent is the failure to match university outputs with LEA needs – particularly as it relates to the need for particular kinds of teachers, e.g., special needs, English language, STEM. Additional challenges include:

- bridging cultural differences,

- overcoming turf protection,

- accepting the delays in realizing benefits,

- difficulties in measuring impact,

- communication problems,

- addressing the enormous commitment of time and resources, and

- acknowledging the lack of recognition by colleges/universities of partnership work as either research or teaching for their faculty members (Peters, 2002).

The Partnership Agreement

To secure the involvement of colleges, universities, and other providers in addressing both staffing needs and the enhancement of the current teaching force, the CSD uses a variety of legal documents. The most usual of these is the Memorandum of Understanding (MOU) or Letters of Agreement (LOA). Sometimes contracts are used. Currently in CSD, all school district partners require a signed MOU or LOA for partnership programs. These documents include provisions of purpose, governance, term, responsibilities, costs, indemnification, insurances, confidentiality protections, and resolution of disputes, as well as signatures of representatives of the separate parties.

Advanced coursework partnership cohorts for in-service teachers require either an MOU or a contract to access tuition reimbursement through direct billing. Private college and university partnerships require a contract; state or public college and university partnerships require an MOU.

Most of the CSD partnership agreements include arrangements for the IHE to offer graduate course work for CSD teachers on site in the school district. Many of the IHE partners also offer a discounted tuition rate for the classes. Each year teachers are eligible to take up to six credits per year and are personally responsible for paying the tuition. However, CSD teacher employees are eligible for reimbursement from the school district at the rate of $250 per credit for up to six credits or $1,500 per academic year (September to August) as per the District's Negotiated Agreement with employees. The benefit to participating in a cohort is that the college or university will bill CSD directly for two classes per year and many of the college partners also offer a discounted tuition rate for the classes for which the teacher will be financially responsible. In order to qualify for direct-billing, the CSD teachers must receive a grade of B or above. The six-credit maximum applies to both cohort classes and classes teachers take on their own for which they seek reimbursement from the school district.

Table 2 reflects current negotiated partnership cohorts available for educator enrollment and participation in CSD.

Table 2

CSD Partnership Cohort Programs for CSD Employees

College/ University	Cohort Program Available
IHE 1	Content Literacy Strategies for Secondary Teacher Leaders
IHE 1	At Risk and Diverse Learners with Literacy Emphasis
IHE 1	Reading Instruction (Reading Teacher and Reading Specialist)
IHE 1	Special Education, for Initial Teaching Certification
IHE 1	Special Education, for Certified Teachers
IHE 1	School Improvement Leadership with Administrator 1 Certificate
IHE 2	3 credit graduate courses for certificate renewal and enhancement
IHE 3	Master's Degree in Curriculum and Instruction with a Generalist Focus
IHE 3	Master of Science in Curriculum and Instruction with Administration 1
IHE 3	Master of Science in Curriculum and Instruction with Administration 1
IHE 4	Master of Arts in Gifted and Talented Education
IHE 5	Arts Integration
IHE 5	iSTEM Post Baccalaureate Certificate Program
IHE 5	Science Library Media Program
IHE 5	Master's in Early Childhood Education
IHE 6	Doctorate of Education in School System Leadership
IHE 6	TESOL Certificate

For many years, CSD has negotiated with its IHE providers to develop partnerships to meet state and national accreditation requirements. Table 3 lists the current partnerships. The vehicle for both initial and continuing education of interns and teachers has been the Professional Development School (PDS). According to an *Implementation Manual* published by the Maryland Partnership for Teaching and Learning (2001), PDSs "are collaboratively planned and implemented partnerships for the academic and clinical preparation of interns and the continuous professional development of both school system and higher education faculty (Metcalf-Turner, 1999)

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The designated PDS partnership sites in CSD began as early as 1996, just after the state

adoption of standards for internships in professional development schools (PDS). As

student enrollment in institutions of higher education grew and resources for both CSD

and the IHEs were available, the number of approved PDS sites grew to approximately

19 by 2002. In 2003, the state decided that the pathway to certification for teachers in the

state would be through internships using the PDS model with the exception of critical

shortage areas like discrete sciences, world and classical languages, and special education.

Along with a decline and then a surge in the number of enrolled candidates at the colleges,

the number of PDS sites has grown and regressed over the years so that, at this time, CSD

has 37 active sites across nine IHE partners. Of note, in 2015, two elementary program

sites with one IHE morphed into early childhood sites due to a decline in elementary

enrolled candidates. Since the sites were already immersed in the PDS practice, a joint

decision was made that rather than dissolve the partnership, the sites would embrace a

new program content area. According to administrators in CSD, this program content

transition has proven to be successful for stakeholders at both CSD and the IHE.

Table 3

CSD Professional Development School Sites, Dates Established, and Purposes

College/ University	Public School Site	Date Established	Purpose
IHE 7	ES 1	2005	Placements for the partnership's interns
IHE 1	ES 2	2001	Placements for the partnership's interns
IHE 1	ES 3	2001	Placements for the partnership's interns
IHE 1	ES 4	1996	Placements for the partnership's interns
IHE 1	MS 1	2001	Placements for the partnership's interns
IHE 1	HS 1	2001	Placements for the partnership's interns
IHE 2	ES 5	1997	Placements for the partnership's interns
IHE 8	ES 6	2007	Placements for the partnership's interns

IHE 4	ES 7	2004	Placements for the partnership's interns
IHE 4	ES 8	2004	Placements for the partnership's interns
IHE 4	ES 9	2004	Placements for the partnership's interns
IHE 4	MS 2	2004	Placements for the partnership's interns
IHE 4	HS 2	2004	Placements for the partnership's interns
IHE 9	ES 10	2003	Expand PDS to another region of state
IHE 9	ES 11	2016	Expand PDS to another region of state
IHE 5	ES 12	2007	MAT ECE/Elementary PDS Partnership
IHE 5	ES 13	2015	Early Childhood PDS Partnership
IHE 5	ES 14	2004	Early Childhood PDS Partnership
IHE 5	ES 15	2005	Early Childhood PDS Partnership
IHE 5	ES 16	2012	Elementary PDS Partnership
IHE 5	ES 17	2004	Elementary (ECE 2016) PDS Partnership
IHE 5	ES 18	2005	Early Childhood PDS Partnership
IHE 5	ES 19	2005	Early Childhood PDS Partnership
IHE 5	ES 20	2015	MAT ECE/Elementary PDS Partnership
IHE 5	ES 21	2004	Elementary (ECE 2016) PDS Partnership
IHE 5	ES 22	2012	Elementary PDS Partnership
IHE 5	MS 3	2002	MAT Secondary PDS Partnership
IHE 5	MS 4	2000	MAT Secondary PDS Partnership
IHE 5	HS 3	2002	MAT Secondary PDS Partnership
IHE 10	ES 23	2015	Adherence to the state standards for PDS
IHE 10	ES 24	2014	Adherence to the state standards for PDS
IHE 10	MS 5	2001	Adherence to the state standards for PDS
IHE 10	HS 4	2001	Adherence to the state standards for PDS
IHE 6	ES 25	2013	PDS/Senior internship placements
IHE 6	ES 26	2011	PDS/Senior internship placements
IHE 6	HS 5	2011	MCERT Intern Placements

As the following figure attempts to show, it is important for partners in a school-university partnership to communicate needs and work together to understand what data is valued and relevant for each partner. As consumers, the school district depends on the program content assigned at the IHE provider that sends newly trained educators to hire. In return, LEAs attempt to track the number of intern hires and report how they perform as new teachers in support of program improvement purposes. In successful partnerships, the LEA strives to comply with IHE requests for data and information to meet both accreditation and program approval expectations (see Figure 1). Partnerships have to

provide benefit for both partners to be judged successful (Teitel, 1998). The IHE or

provider meets the needs of the LEA or client regarding teacher supply and teacher

preparedness. The LEA reciprocates, meeting the needs of the IHE.

BUILDING A MUTUALLY BENEFICIAL
SCHOOL-UNIVERSITY PARTNERSHIP

Sites for Internships
Sites for Research & Study
Sites for Residencies
Sites for Observations
Sites for Placement

Data and Information**

Providers (IHEs)

Clients (LEAs)

Teacher Candidates*

Sources for Technical Assistance
Sources for Professional
Development
Sources for Consultation
Sources for Research (Client Focused)
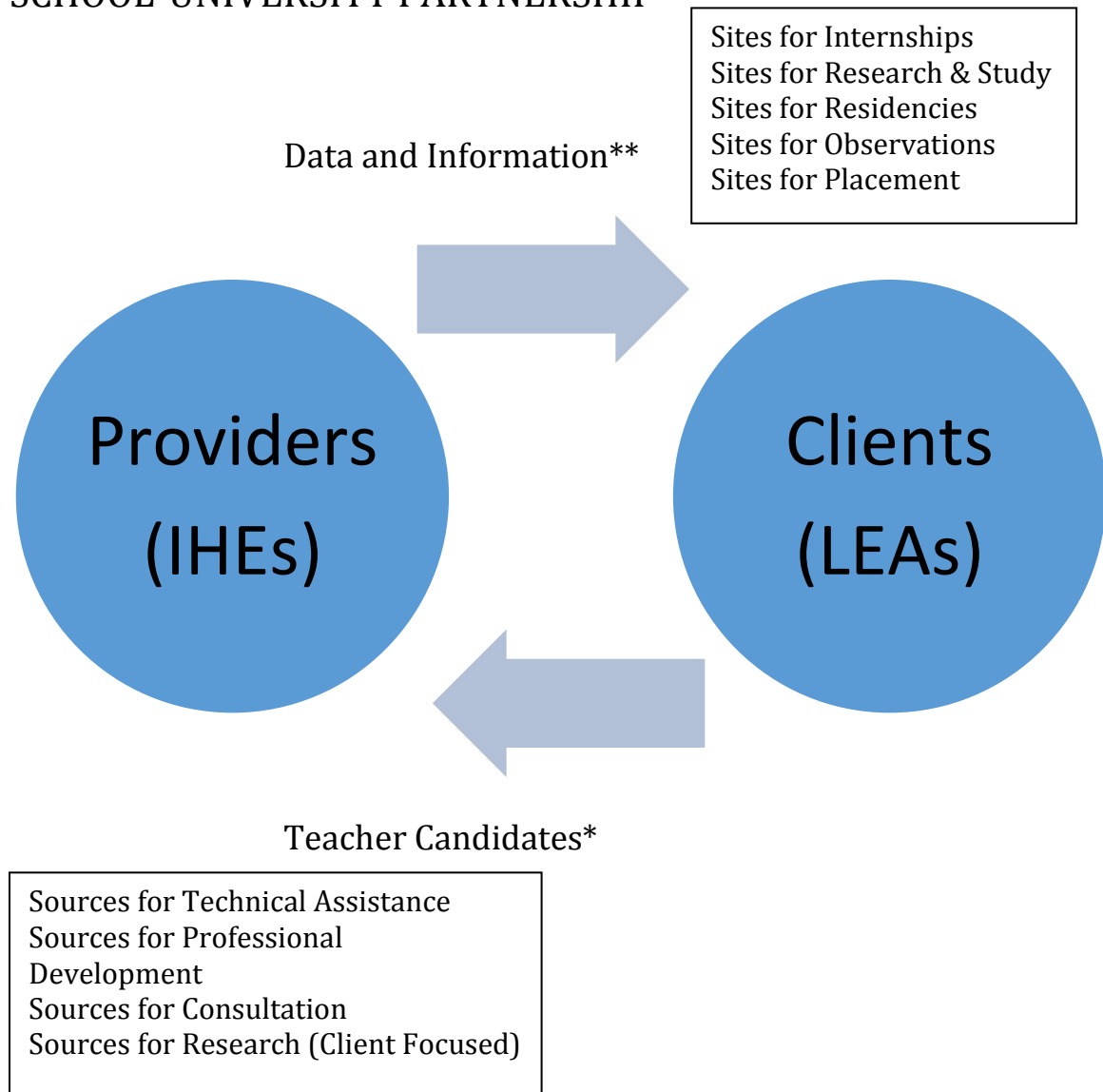
*Sufficient Supply of High Quality Beginning Teachers
**Student Impact/Novice Teacher Performance Data

*Figure 1.*The CSD Conceptual Framework for Professional Development School

Accreditation Requirements Influencing School-University Partnerships

In Central State, the development of a partnership is premised on the existence of strong school-university partners. Several state, federal, and accreditation requirements affect these partnerships. One influence on the form and function of the partnership is the annual state *Teacher Preparation Improvement Plan* (TPIP) requirement for data and information to be collected from employer surveys about candidates hired and/or employed in the school districts in the state. A second influence are the 1998 amendments to the Higher Education Act and its Title II provisions (PL 105-244) that mandate institutional report cards on the quality of teacher preparation and provide definition and support for school-university partnerships (U.S. Department of Education, 2016). A third influence encouraging strong partnerships is specialized accreditation, manifested in the national standards and procedures of CAEP (2016) which defines school university partnerships. In none of these efforts is there a requirement that LEAs must provide student impact data to IHEs. However, as partners in a reciprocal relationship working to support shared goals and initiatives, school districts should be encouraged to respond to data requests from IHEs regarding their interns, graduates, and partnership sites.

Partnership Challenges Facing Central School District

One of the primary purposes for colleges and universities to enter into partnership agreements with local school districts is to enable faculty to gain access to students, teachers, school leaders, and school districts for scholarly studies. Faculty in colleges and universities need access for the purpose of research, but school districts often restrict

or limit access for a variety of reasons. Partnership agreements can minimize the restrictions and facilitate access to data, personnel, schools and classrooms, and other sources of information. While increased demand for education data and the resulting growth in the amount of individual student data collected by local education agencies has necessitated more stringent data management and protection practices with regard to data sharing. In response to this deluge of data regarding every facet of schooling, the U.S. Department of Education established the Privacy Technical Assistance Center as a resource for education stakeholders such as state and local educational agencies to learn about data privacy, confidentiality, and security practices related to student-level longitudinal data systems and to ensure data availability and quality while carefully preserving individual privacy.

Given recent calls for the sharing of more data between partners (Council for the Accreditation of Educator Preparation, 2016), CSD currently finds itself in "a precarious position", according to an assistant superintendent, as it attempts to respond to the many requests for data. As noted above, the school district currently partners with a range of nine to fourteen IHE partners. Nine partnerships support PDS programs; several other partners deliver advanced postgraduate and post certificate programs of study to district in-service teachers. Each partner has particular needs and it is difficult to respond to their individual requests, even more difficult to meet the overall need for more student impact data (Schaffer, et.al, 2016). Table 3 reflects current negotiated partnership cohorts available for educator enrollment and participation in CSD.

There is an assumption that both school districts and IHE providers have "shared purposes." The literature on partnership and collaboration suggests a "symbiotic relationship" between the two parties (Goodlad, 1993) that calls for common purpose. The common purpose extends beyond data sharing, but data sharing is the part of the purpose that now controls the dialog. According to CSD leaders, Central State has not recognized the need to intervene on behalf of school districts to streamline the process or to develop a shared format for collection of data, but has left the data requests and format to each IHE provider to meet their specific needs. Consequently, colleges and universities make multiple data demands on LEAs. In a district like CSD, this means that working with multiple partners with multiple formats and differing timelines unduly taxes the staff of the school district to gather, analyze, disaggregate, and disseminate data reports. In addition, the *Family Educational Rights and Privacy Act* (FERPA) is a federal law that protects the privacy of students' education records and applies to all schools that receive funds from the U.S. Department of Education. States have also protected data regarding individual students and teachers. School districts must abide by these regulations while being responsive to both the accountability demands of state and local groups as well as the needs of higher education institutions.

Considering past NCATE requirements and anticipated expectations from joint Central State Department of Education (CSDE) and CAEP review processes, as well as state and federal grant reporting mandates, school districts need to begin to facilitate more collection and reporting of data (CAEP, 2016). More data sharing has been a focus of attention by the Council of Chief State School Officers as well as by the Learning

Policy Institute (Sutcher, Darling-Hammond, & Carver-Thomas, 2016) and the Teacher

Preparation Analytics report *Using Data to Determine Effectiveness: Building an*

Evidence-Based System for Teacher Preparation (Allen, et al., 2014). Reasons to share

such data for continuous program improvement and teacher preparation enhancement fall

into data collection categories of state and federal reporting, accreditation, and grant

reporting supported by partnership stakeholders (CAEP, 2016). Currently, CSD is

attempting to address the following questions as it works to partner with universities in

building a "culture of evidence" as described by CAEP:

- What do the IHEs and the LEA perceive as the purposes or goals for the school-university partnership?

- What are the perceptions of the partners regarding the new CAEP emphasis on the "culture of evidence"?

Partnership Benefits.

There are multiple benefits of school-university partnerships. When implemented

effectively, the literature suggests that partnerships can

- prepare new teachers while also providing high-quality professional development for teachers already in the field;

- address workforce needs by creating pathways for careers in critical areas of need;

- create innovative platforms and tools to improve teaching and educational access;

- develop responsive programs to ensure all students' needs are met; and

- provide college access and assurance that students are prepared to attend college

(Walsh & Backe, 2013).

Partnerships can support faculty and staff involved in partnerships by enhancing

recognition of faculty and staff-led partnerships, identifying relationships and

partnerships, determining scope of work, coordinating campus resources, and evaluating

impacts and outcomes of the partnership (Snow-Gerono, Dana, and Nolan, 2008).

Data Generation and the Building of a Cultural of Evidence.

The CAEP Standards focus not only on initial teacher licensure, but also on

educator preparation programs at the graduate level. In June 2016, the CAEP Board of

Directors adopted revised Standards for Advanced Programs effective July 1, 2016.

Beginning September 1, 2017, EPP with CAEP Standards for Advanced-Level Programs

will need to include advanced programs in their self-study reports.

Several CAEP annual reporting measures rely on data that must be obtained in

collaboration with PK-12 partnership schools. Specific areas include impact on PK-12

learning and development, indicators of teaching effectiveness, results of employer

surveys inclusive of retention and milestones, and the ability of completers to be hired in

education positions for which they were prepared. Potential artifacts or evidence

dependent on access to pre/post-test assessments of student learning, video of candidate

student interaction, surveys of PK-12 students regarding candidates' performance during

pre-service followed by student achievement information in the form of student learning

objectives (SLO) or value added model (VAM) data will be required (CAEP, 2016).

The data needed to demonstrate attainment of the CAEP standards could be

compiled through several means. Indicators of candidate teaching effectiveness might be

acquired through documentation of candidates' completer performance from their pre-

service experience as well as from surveys of the PK-12 students. Teacher effectiveness could be acquired from school-district level teacher evaluations and employer observations. The ability of completers to be hired in education positions for which they have prepared could be confirmed through results of employer surveys including retention and employment milestones.

If, as expected, Central State renegotiates its relationships with CAEP requiring all IHEs to commit to alignment with these standards, CSD will then be required to assist its partners to obtain data for CAEP reporting. However, school district policies often prevent or limit access to the type of information now requested because of FERPA compliance. For example, CSD imposes limitations on candidate videotaping of instruction for capstone performance assessments and portfolios because of student confidentiality mandates that require student guardian permission.

Obtaining employment placement information after graduation is another challenging area according to partner IHEs. As IHEs reach out to district partners to obtain this information from the respective Human Resource departments, several difficulties arise. First, different staff are involved in the hiring process throughout the year as early childhood, elementary, and secondary content specialists seek to fill vacancies quickly. Second, the data collected during screening interviews by one office differs from information collected during hiring interviews in another office. Graduation grade transcripts from the sending IHE are reviewed and filed early in the process. Thus, tracking the sending IHE is difficult and is not always the priority of the hiring specialist.

However, even with intentional assistance by local LEAs, the data retrieved by IHEs is not adequate because a number of their candidates obtain employment in other states making data collection even more difficult.

Another challenge for IHEs involves gathering employer satisfaction data regarding graduates. CAEP requires EPPs to secure employer surveys from their graduates' employers to determine employer satisfaction with the performance of recent graduates (CAEP, 2016). LEAs limit the number of instruments principals are asked to complete, especially in light of increased demands on school administrators related to the new teacher evaluation systems and the implementation of Core Standards. School district partners establish policies and procedures for obtaining approvals to distribute employer surveys that often include IRB approval from both the IHE and school district accountability staff. Unfortunately, IHE partners report that the response rates are low even after securing the permissions to administer employer surveys.

In addition to placement data and employer survey feedback, CAEP is currently asking EPPs to begin collecting teacher evaluation data, as well as PK-12 feedback on teacher candidates' performance (CAEP, 2016). The collection of this type of confidential data linking Student Learning Outcomes (SLO) to teacher preparation requires a process similar to the IRB accountability review used both on campus as well as in the district to ensure reliable and valid reporting. Finally, CAEP has been encouraging EPPs to engage in research and inquiry to study the effectiveness of their preparation programs to contribute to the broader knowledge base of the profession (Allen, et. al., 2014). However, in CSD, research also requires IRB review.

Challenges of demands for data. The recent call by CAEP for school districts to provide more data to IHEs puts an enormous burden on school districts (Allen, et al., 2014). For CSD, considerations of time, personnel, cost, and legal issues involved in data reporting will necessitate new negotiations with IHEs regarding partnership agreements. The CSDE, the U.S. Department of Education, CAEP (formerly NCATE), and several other agencies require the collection of continuous improvement data regarding student growth and performance. The mandatory Central State annual reports (TPIP and Joint Accreditation Review) consist of data from both IHEs and local school districts. The new CAEP accreditation standards call upon all EPPs to create a culture of evidence that informs their work. This "culture of evidence" is built on an infrastructure that supports ongoing data collection and monitoring, as reflected in CAEP's Annual Reporting requirement (2016). Since 2014, CAEP has required EPPs to submit annual reports that gather common data for eight different measures. These measures include the need to demonstrate impact around student learning; teacher effectiveness; employer and completer satisfaction; and specific outcomes and consumer information such as graduation, licensure, employment, and student loan default rates (CAEP, 2016). Given the language of the standards, it is evident that educator preparation program providers span both the university and the local school district. These CAEP standards now expect all providers working together to address an upgrade of candidate knowledge, skills, and professional dispositions through enhanced, joint provider responsibilities. This monitoring and sharing of professional dispositions and knowledge application in the classroom will require changes and upgrades in course content, clinical practice

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assignments and expectations, clinical experience handbooks, observation tools, data capture instruments, and conferencing or debriefing strategies to share all feedback with the intern candidate as well as across all stakeholder groups inclusive of the university supervisor, professors, school based administration, mentor teacher, and central office personnel.

Longitudinal Data System. Another factor affecting data demands for CSD is continuing development of a Longitudinal Data System for Central State. In 2010, the Central State General Assembly established a Governing Board charged with organizing and directing the development of a Central State Longitudinal Data System (CSLDS). The Board created the CSLDS Interagency Workgroup that includes representatives from all the participating agencies and provides coordination on technical and policy issues. Data collection regarding students includes demographic information; courses attempted and completed with grades assigned; achievement of diploma, degree, and credentials; and employment status and wages earned. Protocols will ensure that the appropriate "need to know" agencies have access to the secured data through state assigned student identifiers per FERPA.

The CSLDS will host data collected by the CSDE, the Central State Higher Education Commission, and the Central State DLLR. The primary purpose for the CSLDS is to address critical policy questions to inform education stakeholders at all levels in order to improve the quality of education in the state. A 2012 report to the Central State General Assembly indicates that implementation of this PK- 20 system responds to a requirement identified by the U.S. Department of Education in the America

Competes Act, the assurances for State Fiscal Stabilizations Funds, and the Data Quality

Campaign's State Actions.

   Teacher Preparation Improvement Plan. The state *Teacher Preparation*

Improvement Plan (TPIP) report represents yet another mandate for data collection from

IHEs and other EPPS. Information in due in early December each year to ensure

availability of updated information for data reporting to the State General Assembly

Session in January. The TPIP consists of compiled performance data from the previous

school year for each Professional Development School (PDS) and each State Approved

Alterative Preparation Program.

   A PDS is a collaboratively planned and implemented partnership for the academic

and clinical preparation of interns and the continuous professional development of both

school district and IHE faculty. The focus of the PDS partnership is to improve student

performance through research-based teaching and learning. A PDS may involve a single

school or multiple schools, school districts, and IHEs and may take many forms to reflect

specific partnership activities and approaches to improving both teacher education and

prekindergarten-12 schools. An Approved Alternative Preparation Program is a post-

baccalaureate teacher certification program that offers teacher certification through an

abbreviated training program prior to beginning work as a teacher. The program provides

on-the-job training for a minimum of one school year. Information is collected by IHEs

for each PDS or Approved Alternative Preparation Program partnership on activities for

the previous school year inclusive of the targeted population intended for the activity and

any measurable performance data collected in conjunction with the activity. The

information serves as an indication that the PDS or Approved Alternative Preparation Program hosts professional development and collects feedback that is reviewed for activity effectiveness.

Additional reporting for the TPIP includes performance-based program summaries that are required of all teacher education programs that include data for the Interstate Teacher Assessment and Support Consortium (InTASC) or Essential Dimensions of Teaching (EDOT). These standards serve as outcome goals with collaboratively-developed rubrics as measurement tools. The state expects that appropriate assessments are in place and that data are being continually gathered to support the assessments for both NCATE/CAEP and non-NCATE institutions (CAEP 2016). The importance of the TPIP report is that actual data is required for the report indicating whether and how partners are collecting data and using it to affirm that the reported program activity was effective. If effective, then maintenance is logical for said activity; if non-effective, then the activity should be reviewed and modified or eliminated from the program.

Stanford University Educator Teacher Performance Assessment. Several colleges and universities in the state engage the Stanford University Educator Teacher Performance Assessment (edTPA), a performance-based, subject-specific assessment and support system based on National Board of Professional Teaching Standards used by teacher preparation programs as a measure to ensure that program graduates meet benchmark requirements. The core propositions assessed include teacher commitment to students and their learning, teacher knowledge of the subjects they teach and strategies to

deliver instruction to students for learning, teacher responsibility to manage and monitor

student learning, teacher reflection of practice and gained experience, and teacher as

member of the larger learning communities (American Association of Colleges for

Teacher Education). School district mentors and National Board Certified achievers are

trained as scorers to become familiar with requirements associated with the rubrics and

video components for the assessment. The mentors have anecdotal data to share about

the experience; however, they do not directly assist teacher candidates in the preparation

of their mentee entries. While confidentiality of the mentee data collected per candidate

for licensure remains protected, there is a movement toward an action plan to transition

pre-service candidates as in-service teachers (CAEP, 2016). The edTPA Professional

Growth Plan is acknowledged by Stanford Center for Assessment, Learning, and Equity

(SCALE). SCALE credits faculty and leaders from Central State University for creation

of the draft professional development plan resource. It is anticipated that edTPA will be

more widely used in Central State. This will be another push for closer collaboration and

renewed negotiations between IHE providers and school districts.

　　　These various calls for data sharing bring opportunities for all EPPs to review

appropriate data measures and to determine what needs to be collected, in what format,

from whom, and how. In the past, school districts were not always able to join such

conversations. As partners at multiple levels, CSD could collaboratively work to modify

teacher preparation program efforts through regular and continual shared understanding

of what is working, what should be maintained, and what needs to be modified or

upgraded.

Section 2.

Rational and Methodology for the Study

CSD maintains school-university partnerships with multiple IHE partners across the district for a variety of purposes. Given the accountability expectations for providers by state, federal and professional associations, and accreditation agencies, they must engage school districts in responding to data needs. CSD has to respond to multiple data requests that come to them. The development of a streamlined process for data collection would lead to more efficient, effective, and consistent processes and procedures; and, it would reduce the burden on EPPs. While it would be beneficial for the CSDE to develop and institute a statewide employer survey for distribution and completion, such an instrument is not currently available. Thus, at the present time, multiple EPPs around the state develop their own survey requests with differing formats for stakeholder completion. It seems that it would be beneficial if data requests could be standardized across the state to establish awareness, improve understanding, justify relevance and promote efficiency with one survey instrument for all EPPs. To establish a consensus that such need exists, school-university partners must understand the priorities, needs, and challenges held by the collaborative partnership.

In the following sections, this researcher has described the methodology, participants, interview questions, and the interview protocol used for the study. The researcher also addressed the protection of human subjects.

Each of the school - university partnerships is governed by a negotiated agreement, an MOU. Recent changes in teacher education accreditation program

standards and in the accountability requirements for both the school district and the IHEs

are motivating review and possible amendment of these agreements. These discussions

must be informed by a more thorough understanding of the partner perceptions of the

purposes, processes, and quality of the current partnerships.

This study reviewed existing MOUs between CSD and its college and university

partners as a data source to examine common purposes held by both parties.

Understanding the nature and end purpose of the partnership agreements not only benefits

Central State programming, but also builds capacity to further respond to needs, thus,

strengthening PK-12 student impact as well as the relationship of the partners. The

review was supplemented by interviews with principles to the agreements including CSD

personnel and IHE provider deans and directors. Results from the interviews will help to

"tell a [more] complete story" about the partnerships (Creswell and Cowan, 2007). The

following research questions guided the study and the interviews:

- What do the IHEs and the LEA perceive as the purposes or goals for the

  partnership?

- What are the perceptions of the partners regarding the new CAEP emphasis on the

  "culture of evidence"?

Methods, Procedures, and Participants

In order to answer the research questions, the study employed a qualitative

method approach through semi-structured interviews to collect detailed information about

how school district administrators and IHE administrators perceive experiences in school-

university collaborations. The interviews were used to gather perspectives and shared

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understandings regarding program, issues, or processes. The researcher chose structured interviews because they provide greater detail than standard surveys and the interview could be tailored to the specific experiences and understanding of the informants.

Chosen through purposeful sampling (Creswell 2008), the deans and directors of the college of education from the nine PDS partnership IHEs and an additional graduate school program provider were invited to participate in interviews. This purposeful sampling yielded useful information, assisted people in learning about the topic, and permitted voice for those not represented (Creswell 2008) as three of the IHEs are private schools and employ many part-time adjunct instructors. The CSD participants involved multiple departments including the Deputy Superintendent for CSD, Research Director, Legal Counsel, and the Human Resource Manager. While participation was voluntary and spanned multiple established partnerships CSD has in the state, the collected information was compiled and will be made available to participants. The interviews addressed a set of proposed questions (Appendix B).

The semi-structured interview questions (Leech 2002) sought information from participants representing education candidate preparation programs about recruitment, induction, and retention. The collected information was reviewed, summarized, and categorized into themes or broad ideas.

This study explored the perception of university and school-university partners. It was assumed that understanding the nature and end purpose of the partnership agreements would not only benefit Central School District's programming but would build capacity to further respond to needs; thus, strengthening the impact on PK-12

students as well as the relationship of the partners. Parallel sets of interview questions were developed to gather information from the college/university and the school system stakeholders. The interviews explored mutual understanding of purpose or goal statements of the partnership, challenges to the partnership, data that could be useful and should be collected from the partnership. The researcher also pursued information regarding who has access to that information and whether there was an appropriate timeline for the data collection.

Collecting and analyzing data concurrently facilitated a mutual interaction between what was known regarding the partnership and enabled the researcher to learn much more (Creswell 2008). The analysis of open-ended responses allowed this qualitative researcher to identify overlapping themes found in the open ended data. The researcher counted the number of themes or the number of times that the participants mentioned the same or related ideas. The coding process helped the researcher make sense of the information collected. Steps followed included reading all of the interview transcriptions, making notes in the document margins, using 2-3 words for paraphrasing items, and highlighting or bracketing items of interest. Then text segments were selected and labeled with a code word or phrase that portrayed the meaning. All of the transcripts were coded, with the descriptive codes combined into themes to streamline the information/thoughts until no additional options were found.

Letters of invitation were sent to all prospective interviewees (see Appendix A) including the deans and directors of colleges of education from the nine PDS partnership IHEs and an additional graduate school program provider. The participants for the

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interviews consisted of personnel from the Central State universities and colleges of

education who have partnerships with CSD and CSD central office personnel responsible

for the negotiation, implementation, conduct, and evaluation of the partnership agreement.

The CSD central office personnel represented multiple departments including the Deputy

Superintendent, Research Director, Legal Counsel, and Human Resource Manager.

Participation was voluntary.

Interviews took place during a three-week period in the spring of 2017.

Interviews lasting 45-50 minutes were conducted with personnel from eight Central State

universities and colleges of education who have partnerships with CSD and CSD central

office personnel at a mutually agreed upon time and location for each participant. In

addition, the researcher interviewed 5school administrators responsible for the

negotiation, implementation, conduct, and evaluation of the partnership agreement. The

protocol for the interviews is presented in Appendix B.

The researcher developed two parallel sets of 16 interview questions to gather

information from the college/university and school district stakeholders (see Appendix C).

Interview questions were designed to be broad and open-ended focusing on the utility of

the university-school partnership documents (MOU, LOA, or contract) for the specified

purposes. The semi-structured interview questions (Leech, 2002) explored mutual

understanding of purpose or goal statements of the partnership, challenges of the

partnership, the kinds of data to be collected and the usefulness of the data, access to data,

appropriate timelines for data collection, the possible impact of the new CAEP standards,

and desired changes to current partnership agreements. The interview questions were

piloted and shared with the CSD Deputy Superintendent and with the dissertation advisor

before implementation.

Data Collection

The researcher provided an overview of the purpose and the procedure of data

collection that would take place through the interviews. Each participant was asked to

complete the participant consent form (Appendix A). The interview protocol used

(Appendix B) was developed after reviewing pertinent literature and existing interview

protocol tools available (Jacob & Furgerson, 2012; Leech, 2002). Participants were

aware that interviews were being recorded. Recorded interviews allowed a permanent

and accurate record of not only the participant responses, but other relevant factors such

as response time, engagement, speech patterns, verbal and physical expression, personal

comfort levels, and self-initiated responses. The interview recordings also facilitated

transcription.

The researcher will retain all research documentation using password-protected

documents for the duration of seven years. Any hard copies of the data will be stored in a

locked filing cabinet and shredded at the end of three years. Recordings of the interviews

were deleted or erased following transcription of the interview

Data Analysis

Collecting and analyzing data concurrently facilitated a mutual interaction

between what was known regarding the partnerships and enabled the researcher to learn

much more (Creswell, 2008). The analysis of open-ended responses allowed this

qualitative researcher to identify overlapping themes found in the open-ended data. After

the interview transcriptions were completed, the interview findings were reviewed and studied with the assistance of transcription software. The original intent was to sort responses as to recurrence, relevance, and emerging themes or ideas and code the information according to recurrent ideas, concepts or trends. However, the responses were not consistent enough for coding. Consequently, responses were grouped by topic, then synthesized and summarized in the reporting of findings.

In addition to its use as the focus for this study, the collected information will later be shared in narrative form during potential future focus groups (administrators and potentially IHE preparation program stakeholders) for commentary and recommendations for end users (IHE providers, school districts) or for potential development of a plan of action (Creswell, 2008).

Human Subjects Review

All study participants signed an informed consent form. The consent form (Appendix A) includes descriptions of the purpose of the research, the tasks involved in participation, the minimal risks of participating in the study, the benefits of the research, the voluntary nature of participation in this study, and the researcher's contact information.

Section 3: Research Findings

In order to respond to the research questions of this study, the researcher interviewed eight university personnel and five school district leaders. These interviews were conducted over a three-week period in spring 2017.

Participant Background

The nine IHE participants come from varied geographical backgrounds that span the states of New York, Illinois, Pennsylvania, Oklahoma, and Texas. These teacher education leaders have degrees in psychology, special education, reading, counseling, elementary education, administration, and curriculum and instruction. Their job responsibilities range from setting the vision for the program; being responsible for outreach; having financial responsibilities for the college; providing oversight for faculty course assignments; managing all aspects of teacher preparation; serving as liaison between the college and CSDE for Central State legislative regulations; being responsible for enrollment, admissions, faculty promotions and research, and hiring of adjuncts to providing oversight to ensure CSDE and university compliance for all undergraduate and graduate programs, working with doctoral programs and their capstone projects, and conducting Advanced Placement Institutes.

The five school district participants come from equally diverse geographical backgrounds including California, Maryland, Pennsylvania, Virginia, and Massachusetts. Their content backgrounds represent a wide range of disciplines: special education, reading, secondary science, elementary education, administration, law, and curriculum and instruction. Their job responsibilities cover oversight of academic programs, assurance of compliance with Central State legislative regulations; strategic planning;

oversight of school district data collection and management; management of personnel, payroll, investigations, recruitment, staffing, and disability/benefits; and development and supervision of high quality innovative academic programming for students, teachers, and support staff employees.

Discussion of Results

Research Question 1: What do the IHEs and the LEA perceive as the purposes or goals for the partnership?

When participants from the IHEs identified the main purpose or goal for the partnership agreement, all nine articulated the idea of the partnership being mutually beneficial, responding to the accountability of the CSDE or the accreditation agency, and providing a means to problem solve through research endeavors. All of the agreements state that the goal of the partnership is to work together to prepare highly qualified teacher/leaders in all areas, especially in critical shortage areas or hard to fill vacancies. Further, three of the university respondents saw the inclusion of the word "collaboration" in the agreement as a mandate for collaborative action rather than one side dictating to the other regarding what should be done.

Respondents frequently spoke about benefits of the partnership as they addressed the goals. For example, all nine of the IHEs shared their belief that PDSs were a path for collaboration in designing and implementing high quality clinical preparation and professional development programs. All nine of the respondents saw the partnership as benefitting both academic and professional pre-service and in-service preparation for novice and experienced teachers. As one means of working toward mutually beneficial

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ends, two of the nine IHE respondents expressed interest in identifying needs or opportunities for providing professional development to school district personnel.

Three of the nine IHE representatives saw the existing MOU agreements as failing to provide opportunities for professional development in the school districts. Even when the MOU might address the idea, the IHE representatives suggested that the language is often too generic and driven by the LEA irrespective of Central State legislative regulations and CAEP accreditation expectations for partnerships and collaboration. These same respondents acknowledged that MOUs do bring both sides together to talk through the expectations and needs of both parties; and that the jointly written agreements do include shared goals and expectations for each partner. They further acknowledged that these conversations often lead to the design of new programs for teachers for teaching at-risk students or disrupted children from war torn countries or children from single parent families.

The university respondents commented that the MOUs are very explicit and are checked by legal departments on both sides. All nine of the IHE representatives valued the fact that both parties do come together to articulate mutual goals. They also recognized that MOUs cover a range of legal and liability issues and are included to ensure compliance by both parties whether working with students, training new teachers, or providing in-service courses or programs. One of the nine respondents expressed the belief that such details are essential in these MOUs with particular attention to the identification of persons having specific responsibilities relative to the partnership.

The bottom line for the university providers was that the agreement is key to enhancing teacher preparation and engaging the LEA in that work. As one dean said, "it creates expectations for both partners to move in the same direction to improve both teacher education and P-12 learning. Unfortunately, the thoughtfulness of the documentation often slows down the process given the changing landscape of teacher education and the changing expectations of partners relative to moving in alignment to improve P-12 learning in the educational community".

Another higher education representative expressed the idea that both sides should bring suggestions for changes in the MOU to partnership meetings as a way of putting new operational and academic expectations for both parties on the table. "The MOUs have to be constantly revisited so that all parties are held to necessary actions." One participant observed that "the existing MOUs are so legalistic and bureaucratic, that they often constrain the good efforts of the partners." By the time the partnership has evolved over the course of a few years, he continued, "both parties know how the language was formed and can point to areas of strength and areas of challenge."

When participants from CSD shared the main purpose or goal statement for the partnership MOU agreement, the five participants shared varied perspectives. One CSD administrator spoke of a "win-win relationship," expressing his belief that both sides were benefitting from the relationship. Another CSD leader suggested that the IHE should want more from the partnership than intern placements because the school district wants more. "In fact", one respondent observed, "the IHEs that produce teachers that we hire need to know how their graduates are currently doing in our classrooms." They

continued, "as partners who develop an MOU, the goal statement(s) should hold each party accountable to one another." Another CSD participant shared that the IHE works to support and prepare future teachers for the school district while another respondent shared her belief that the IHEs could also build courses to provide professional development across all school district divisions to enable them to be more successful. The higher education representatives felt that these courses would ultimately impact student learning and enable students to reach their potential. Two of the five CSD leaders expressed their belief that if the IHE was more involved in providing professional development, they could access data while working with the school district to address its goals and initiatives through teacher preparation and leadership development programs. The higher education representatives noted that improved classroom instruction for kids is a major goal for the school district. One of those representatives suggested that "at the end of the day, we need robust, dynamic, engaged classroom teachers that offer positive learning environments for our students." Another of these respondents stated, "our IHE partners could help us realize those goals."

How was the purpose or goal statement developed?

Three higher education respondents shared their understanding that the MOUs originated from state or accreditation agency mandates and could be strengthened by "a more humanistic approach." They noted that the original partnership documents came from IHE deans and directors, but quickly were further developed with assistance from the superintendents of the school districts. Two of these same respondents and one other IHE respondent suggested that the continuing development process would be

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strengthened by putting significant folks at the table (directors, school district faculty, tenured and non-tenured teachers, and interns) and making sure that what is happening in the district with teacher-to-teacher and teacher-to-intern interactions are in alignment with what is being taught in teacher education courses.

Seven of the nine respondents believed that as MOUs were renegotiated, the documents became stronger. As one respondent shared, "at every renewal, the documents get better. Stronger wording for the accountability of the partners to one another is now included." Two of the nine respondents felt that they were too new to the job to respond without study of the past and existing documents. Four of the nine respondents suggested that time at various governance or programmatic meetings should be allocated for reflection as to whether the goals of the partnership are being met and whether the purpose statements were being fulfilled. One IHE described their efforts to involve all of their LEA partners in an ongoing assessment of whether the partnership is working and whether the goals remain relevant. In this particular partnership, the regular partnership steering committee includes representatives from all areas so that the group serves as a base group charged with modification to any documents like MOUs.

Another interviewee recalled that years ago, "the MOUs were developed looking at the requirements of the CSDE for school university partnerships." Two specific examples were shared. First, when the CSDE asked for more credits in reading for practicing teachers and, then again, when there was a dire need for more administrators. To fill these needs, graduate programs were developed by IHEs and approved at the state

level, with MOUs developed to promote partnerships between districts and universities. These graduate programs were delivered to personnel in the school districts.

One of the CSD respondents reported that "MOUs are developed through a series of meetings with partners as a result of someone having had an idea. And so, a group gets together to discuss the idea looking for common ground. If mutual interest is found, the school district identifies a particular way to address the need and the IHE suggests ways that it can contribute to the efforts." The partners then negotiate a mutually beneficial proposal with professional goals and clear expectations.

Another CSD respondent shared that in the past, a committee of interested participants from the school district and the IHE came together as partners for this collaborative work. One CSD representative suggested that the current MOUs are seven to eight years old. A senior leader reported that the school district hosted some meetings this past year to consider format and content for future partnership agreements. They added that "the school district needs to think bigger, and as a result, there has been lots of healthy discussion. Nothing has changed yet, but the school district is contemplating new ways of partnering with IHE providers."

Do you feel that this purpose or goal is appropriately communicated?

According to five of the nine interviewees, communication of the goal and purpose of the partnership s takes place all the time at school sites, during department meetings, by checking in with the district contacts, and by attending partnership governance meetings. Given the duration of the existing partnerships, most university respondents saw value in knowing how each side was evaluating the partnerships. These

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five respondents agreed that communication is key and that when breakdowns do occur, they are generally communication based.

One IHE respondent explained that "to be on the same page takes real work with relationships built on trust and communication, working as partners to navigate the red tape, and working in an efficient manner." There was articulated agreement by eight of the nine IHE participants that the document needs to be referenced and continually revisited so that all parties do not lose the essence of the partnership.

Responses from the five CSD representatives indicated that they believed the goals of the MOU were well communicated to others in the school district. One representative suggested that the MOU is presented and discussed in initial meetings of the partnership, but not considered or revisited on a regular basis. There was agreement that this communication is getting better. They continued, "communication or doing a better job of sharing the big picture and why we value the partnership is a lot of work. It is unrealistic to assume too much at the beginning relative to future results."

Are there actions that you would like to see the CSD take to strengthen the partnership?

Seven of the nine IHE respondents confirmed the need for the university to have a designated school district contact, irrespective of the person's role, for problem solving and resolution.

One education school dean shared that it would be a positive move for the school district to facilitate access for IHE faculty to the schools for IHE faculty to conduct their own research and to partner with local schools or the district for grant applications or

proposals. Two additional IHE respondents agreed with the importance of meeting the

IHE's needs in the school district, particularly the need to conduct research, as this would

be a way to validate the joint partnership work. One IHE participant observed that "not

all school districts are open to co-investigation and, as a consequence, so often 'research'

is one sided. A true partnership would help to avoid such problems."

Another important observation shared by five of the nine participants was a "need

to be careful as both parties encounter changing resource availability and increasing

accountability demands." Seven of the nine partners referenced the need to be prepared

to revisit plans, milestones, resources (both tangible and non-tangible), and timelines as

these changes occur.

Are there actions that you would like to see the IHEs take to strengthen the

partnership?

One of the CSD administrators observed that "the current goal statement in the

MOU does not encourage us to dream bigger about our beginning teachers." Another

school district administrator commented that while brevity is always important, our

MOUs with the universities could be enhanced by including more regarding the

commitments and responsibilities of each stakeholder: principal, mentor, teacher,

supervisor, professor, intern, etc. She continued, "IHEs have a lot to offer and the school

district has a lot to offer but all of the stakeholders have not yet played in all of the

sandboxes available."

One of the five respondents noted that the term "partnership" is very broad,

meaning many things to many different people. "Education is changing so rapidly and it

is difficult for us in the district to ascertain exactly what the IHEs are doing to keep up with these changes," observed the interviewee. He continued that "perhaps we need to add an expectation in the MOU that the university partners will keep up with all of the policy and programmatic changes underway in Central State." Another CSD respondent added that it might behoove us to ask, "Who else doesn't know that we share the same students just at different ages?"

All five school district leaders further suggested that the partners need to look at how to monitor the partnership to see if it is truly working and to clarify whether the partners believe the accomplishments are in line with what they set out to accomplish. Three of the five district respondents then raised questions about who should receive this feedback, which stakeholders should be involved, and when the feedback should be given and shared.

Three of five CSD administrators called for a "stronger presence in schools by the IHEs beyond the review and evaluation of interns -- perhaps to lead seminars and contribute to the PLCs and conduct book clubs and model lessons so it is obvious that a partnership is in place." They hoped that the school site staff would be able to say that "the partnership is so much more than schools taking the IHE interns for student teaching."

What should be deleted from any new partnership MOU?

Overall, the IHE respondents offered few specific responses to this question. For example, one of the nine interviewee said that they were not sure and suggested that the current MOU includes information that serves as a protection for both the IHE and school

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district even though it is wordy. They believed the document could be streamlined as long as safety and protection elements remain and the document is approved, of course, "by legal." The CSD respondents did not suggest any deletions, but focused on what needed to be kept. One district leader noted that the document was designed to be teacher friendly and that it covers responsibilities for both the IHE and the school district. There was agreement by both the IHE and CSD respondents that the formal or legal requirements included in the MOUs have to be retained. There was also agreement that the FERPA stipulations cannot be deleted. "Documents need to address the privacy rights of all parties and these provisions have to be included in future MOUs." There was consensus from all fourteen participants that lawyers from both sides have to be involved in the process of writing the MOUs to ensure that both the school district and the IHEs are protected.

How is the existing partnership "working"?

Seven of nine university respondents observed that the PDS partnership is working well with significant school staff support. There as consensus that "the various Master's programs and doctoral programs work well." There was also agreement that there needs to be more communication between universities and school districts throughout the duration of these programs. Five of the nine IHE interviewees noted that several MOUs are still being worked on to reflect shared research interests, but that "legal issues" are currently hampering movement, specifically having to do with videotaping in classrooms to promote reflective practice (for edTPA purposes).

One partnership hurdle that was identified by two IHE respondents was the need for meeting the CSDE Instructional Performance Criteria focus on field experiences which call for the placement of five interns, supervised by five qualified mentors per site for 100 consecutive days, as dictated by Central State's *Redesign of Teacher Education*. The respondents noted that the expenses for the identification, training, and conduct of the mentor teachers are expected to be paid by the LEA, "which is a challenge when the university is seeking to place dozens of interns in a district."

In identifying another area of concern, five of nine IHE respondents noted that intern placements have benchmark midpoints and observational information to be shared regarding progress toward the embedded milestones. This communication is supposed to occur between mentor teachers and their university liaisons and, often, professors. These same respondents talked about the meetings at the IHE which are scheduled to confirm how milestones are being met and how trained graduates are performing. All nine IHEs respondents reported struggling with the "privacy issues" and the fact that currently all information sharing is voluntary. One participant suggested that a strategy is needed to acquire data to be used to assess intern performance. Another participant shared "that gaining access to student performance data for the candidate's classrooms, as per the new CAEP standards regarding P-12 student achievement, must be inserted into future MOUs." It was acknowledged by all college-university participants that "this will present immense legal and logistic problems for districts."

Three of the nine IHE respondents mentioned the need for a seamless model of transition for ongoing support of program graduates,, minimally through their induction

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years. One respondent noted that "this recommendation is extraordinarily complex as it would involve more than one IHE per school district." Another IHE respondent shared that they would like to offer more professional development in the school district and wished that they were located closer geographically to the district and the schools.

One senior dean expressed hjs belief that "existing partnerships are definitely working, with the continuing need to find ways to strengthen or do things differently" to improve the preparation of teachers. Respondents wanted to know more about preferred delivery systems that work for PK-12 teachers and how universities can offer different content area courses in addition to current masters-based and credit-based relationships. They acknowledged that they are seeking new relationships that will lead to the recruitment of more teachers into graduate programs for teachers and counselors while the LEA respondents are asking for the appointment of more district personnel as adjunct faculty or professors of practice in university programs.

There was a consensus among the higher education respondents that until a problem arises or until the time to renew MOUs arrives, the IHEs should continue to generate good ideas and identify best practices. All nine of the university partners see benefit in the existing partnership and want to find potential ways to demonstrate program impact.

One of the district representatives suggested that "the partnership provides a great learning experience. One lesson we have learned is to go slow to go fast. Once you find a good partner, one wants to go slowly and ensure that there is good communication which gets big dividends in the long run." These school representatives continued

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speaking about the need to "formalize as much about the partnership as possible. The more formalized the partnership, the better. All partnerships grow in different ways; but if a commitment exists between the partners, it is easier to change direction." Another CSD respondent shared that a recognized barrier to successful partnerships is the time that has to be invested. Further, another administrator commented that "everyone has a lot on their plate which often dictates how we attend to details." They highlighted the current effort "to grow our own pool of teacher candidates" and acknowledged that partnerships were a key factor in helping the district succeed.

Two district participants responded that in Central State, traditionally, the IHE places their interns in the school district and these interns are paired with a mentor teacher. The school district often hires these student teachers after they graduate.

Is there a formal evaluation conducted of the partnership agreement?

While all participants avoided a direct "no evaluation" response, they shared their belief that evaluation of parts of the MOU should occur. Three of the nine IHE respondents shared that they were not aware of how such evaluations were conducted. Eight of the nine IHE participants noted that currently the partnerships are evaluated as part of the state *Teacher Preparation Improvement Plan* (TPIP) report that asks for the number of candidates at each site and the "standing of each partnership." One IHE respondent suggested that the current process of evaluation is only of "surface value at best," but predicted that CAEP will promote a change. Further also suggested that "CAEP will also change the form and frequency of communication between the parties, particularly as it pertains to data access." Eight of the nine respondents expressed interest

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in what will happen at the state level if changes occur in data collection and accountability. Again, one university respondent suggested that "the infamous TPIP data collection (for CSDE) could change to ease the data collection expectations of CAEP."

Another IHE respondent explained that "mentors and liaisons complete formal evaluations of pre-service experiences, but none are completed for professional development." They continued, "evaluations from students in the programs and the exit surveys are reviewed, but the findings are not shared with the school district. That sounds really one sided so that will be corrected in the future." Still another IHE respondent noted that "SWOT" analyses (strengths, weaknesses, opportunities, and threats) are completed for each of the interns during their internship. An IHE representative added that "annual measurements of agreements or periodic reviews to determine if school sites might need time, after years of hosting interns, for a break are conducted. Getting feedback from interns regarding mentors and supervisors offers information regarding program strengths and weaknesses." They continued that, "in fact, these evaluations should assist in looking for new sites when enrollments permit."

Finally, there was agreement by five IHEs that while courses are formally evaluated evaluation of the partnership MOUs could be more succinct and focused on the sufficiency of the document.

A school district administrator observed that the "MOUs fall short here with regard to monitoring and feedback. The partners should consistently monitor the contributions of the various parties and solicit feedback for sharing and reflection." Another CSD respondents reported that interns and mentors are asked for feedback about

field experiences and random cohort program participants are asked to reflect on the quality of the program in which they are enrolled. This information is then shared. One respondent was unsure as to the need for more formal evaluation stating, "I have not been really involved due to my distance 'from boots on the ground,' " meaning they have been away from the PDS sites for a number of years.

Are the costs of the partnership deemed worthy?

There was agreement among the nine IHE respondents that partnership costs were beneficial to the colleges and universities or IHEs would not be making placements or bringing courses to the district with tuition reductions or providing teacher discounts to PK-12 teachers. As one respondent noted, "costs are an investment and the stronger the partnership, the stronger the benefit." Another participant observed that "many online or out of state colleges-universities have a drive-by method for delivery, but long standing central state IHEs are dedicated to teacher preparation and our PDS partners bring best practices back to the IHEs."

Two CSD respondents spoke to the has a long history of pursuing grants to partner with universities to work smarter not harder and to work together rather than separately to leverage each other's strengths and support learning in schools. It is a return on investment. One respondent observed that they saw "no problems regarding costs. In fact, targeting more funding here is probably a wise investment. It is nice to have more eyes and ears per partnership."

Are the benefits to the partnership deemed worthy relative to the cost?

In response to this question, IHE respondents agreed that while partnerships can

be expensive at times, in an era when clinical preparation is promoted and residencies are acclaimed, there is the need to invest in partnerships that promote better preparation. One respondent predicted that because of the new CAEP standards, "which insist that partners co-develop, co-assess, co-reflect, and co-revisit data as appropriate,' costs will increase. Another IHE representative reinforced this by stating that data reviews and other types of program evaluations will cost money. Seven of nine respondents agreed that both partners need to be planning for these new costs.

One CSD participant suggested that "the school district reaps lots of benefits from the partnership." Another participant shared, "we get what we pay for...we have not invested much for teacher intern support and so we probably don't get the kind of return on investment that we could." This participant continued that "we do support new teachers to get trained teachers."

Summary of research question 1 findings:

Several shared purposes or goals were mentioned throughout the interviews. Both sides see benefit from partnership arrangements. Both parties also see the promise of more research for and in schools and increasing accountability demands that put a premium on cooperation between school districts and university teacher preparation programs. Both sides want more relevant, rigorous, and innovative programming for future teachers. "In partnership," one respondent said, "mutually beneficial working relationships promote win-win scenarios for both parties." The IHE has a research orientation. Recognizing this strength, the school district can draw upon that capacity to

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determine strengths and weaknesses of implementation, maintenance, and/or research based modifications for program success for shared accountability.

Research Question 2: In what ways might the new CAEP standards "culture of evidence" aligned with co-partnering affect the partnership?

When IHE partners were asked about how the new CAEP standards regarding partnerships and clinical preparation that promote a "culture of evidence" are likely to influence current partnerships, they saw the impact in different ways. A senior dean noted that "the CAEP required 'culture of evidence' is a large discussion." They continued, "IHEs must work in partnership with schools in which our students are interning to check on how they are doing, but doing so without badgering the principals." The challenge, of course, as noted by another respondent, is that multiple IHEs might have interns in the same school for various reasons. This puts an even greater burden on school principals. Another respondents noted that "CAEP insists that you must engage a data set; but without a statewide data system in readiness, many of us are a bit panicked." Further, an IHE participant added, "that per CAEP, data conversations need to be more transparent and collaborative. CAEP Standard 3, in particular, wants demonstrated effort to measure the impact of graduates on students in the classroom through state assessment data. The state needs to be more involved." Four of nine IHE respondents also noted that both CAEP and CSDE ask for data regarding where graduates are hired, both in state and out of state. The dilemma comes, one of these respondents said, "when the school district hires 300 teachers and about half of those teachers are from outside of the state. Some of those teachers are from state IHEs and some are from state alternative programs.

Similar numbers come from out-of-state programs. Thus, a school district might work with 10-12 providers and be asked to respond to 10-12 differing IHEs with supervisory data, evaluation data, and performance data." Unfortunately, as one respondent shared, the number of graduates that stay and teach in-state are low for his IHE, so finding and contacting the students to get data might not justify the cost or allocation of resources.

One of the big policy issues that attracted the attention of the IHE representatives was the current requirement that each school needs a supervisory liaison. One respondent noted that "if this requirement eases and supervisors can begin to network across school district partners, the liaisons and program supervisor will be in better standing with all partners." A senior IHE participant, steeped in state teacher education policy, suggested that "in fact, some of the issues of unit operations, self-assessment instrument development, and using the MOU document to meet with each department head to see what is really working and what Middle States or CAEP accreditation should be upgraded, would greatly assist in meeting the partnership's reciprocal needs."

All nine of the IHE representatives agreed that they couldn't do the work of teacher preparation without school districts. Six of the nine also agreed that the PK-12 partners need to do a better job of mentor selection and mentor training. These six participants acknowledged that some IHE partners do mentor training while others do not, and recommended that it would be good to have structures in place to encourage all IHEs to provide training. Finally, a higher education representative suggested that "it would be beneficial if the state's current one to one intern to mentor rule is modified and if the requirement for interns to be at only one site changes."

One IHE representative expressed the hope that the new CAEP candidate GPA admission requirement would not further reduce enrollment numbers in teacher preparation programs. This led the same representative to suggest the need for partnerships to work together to grow enrollments as working partners through co-sponsored recruitment plans.

Not everyone accepted the premise that CAEP would make a great difference in the partner relationships. One respondent stated that he is not sure that CAEP can have a beneficial effect on teacher education in Central State. He noted that "everyone is trying to set up reliability and validity and we do believe in evidence like with edTPA, but it [CAEP] is not a definite answer or cure all." Another IHE participant noted that because enrollment at the institution has fallen below 2000 students (thus releasing his institution from the national accreditation mandate embedded in state policy), his institution is undecided about moving forward with CAEP. He observed that his institution has a strong assessment system and does a lot of evaluation of what is done and what might work, but hopes that the new CAEP requirements do not affect the partnership or their system priorities.

In considering the impact of CAEP and of changes related to data collection, one senior dean reflected that "CAEP brings accountability as we have not been required to provide before. Student Learning Outcomes come into play as a state requirement and thus bring the need for impact data that is beneficial for program self-study. In this age of accountability, we provide information to better inform all stakeholders and strengthen pacing and authenticity of program components. Getting candidates to graduation and

following program completers is difficult, but we anticipate assistance via the Longitudinal Data System (LDS). It could be a nice data set to have to better understand program impact."

One of the five school district leaders suggested that the new accreditation standards "should bring relevancy to the learning experiences of teacher candidates and to our efforts to reach 21st century College-and-Career Ready goals." She said that they were hopeful this would address changes in a positive manner, across multiple perspectives. "In fact, we need our higher education partners now more than ever. We can provide firsthand accounts of what is happening in our schools and help them better equip teacher candidates with the knowledge they will need to succeed. Having better understanding of what they are learning and how well they succeeded on assessments like edTPA will benefit us and enable us to leverage their development during the induction years. If I am aware of what our partners are doing to meet the requirements of the accreditation agency, then we can better align our professional development standards to their preparation."

Another district leader added, "if we can provide our partners with data and information about how well their graduates are performing in our classrooms, they can improve their preparation, and we benefit by having better teachers." Then they queried, "how can we support them with real, live data based on Common Core standards and what our needs are to move forward?"

Another respondent suggested that the school district needs to ask more of partners as to whether their graduates are socially and emotionally ready to teach. "The

school district should ask more of the IHE - seeking more evidence that their graduates are capable citizens, not just ready for a teaching job. We need beginning teachers with more preparation in the areas of social emotional readiness of students, classroom management, and using techniques to transform student learning." This participant recognized that it is not simple to prepare a teacher or to showcase teacher readiness to teach. She called for a stronger partnership between the school district and higher education to give us greater impact on the way universities prepare teachers. She continued, "it requires a close relationship and much trust for the school district to be prepared to share data and to support CAEP requirements." All the partners need to know the "story better" because we are all more invested than ever.

What additional comments should be added to any new partnership MOU?

There was agreement by all nine higher education representatives that new partnership MOUs must have clear statements of expectations for both parties and parameters that are specific to school sites and IHE partner programs. Respondents noted that the expectations could be numerous with an emphasis on need for shared data and for the conduct of research. One IHE representative suggested that a partnership is a commitment to innovate, but cautioned that "new ideas cannot be thrown at the district as experiments; rather, they have to be co-developed and co-implemented."

According to the five CSD administrators, most of the existing MOUs speak to "mutual collaboration" and enumerate what the partners hope to accomplish. Two of the five participants felt that the MOUs fail to address is how the partners will monitor their progress or ensure that the goals are being realized. Responses from three of the five

school district interviewees seemed to support the comments of one who suggested that both parties need to be proactive in monitoring feedback and formal evaluation. The three felt a need to speak about the need for shared procedures to explain how the partners hold themselves accountable, what language is used, what are the outlined steps for review, is the language clear as to how decisions are to be made (is it a vote or consensus, is there a chain of command for approvals), who determines if the MOU governed actions or programs are maintained modified, or discontinued. They felt that having such "rules of the road" could be included in an MOU so that all the parties know what is expected in the long term. Knowing the rules can avoid impediments and ensure that the best decisions will be made. All partners have to be aware that it is easy to talk about an ideal situation, but the details of how to get there can be messy.

What are the compelling challenges affecting partnership agreements and how might the school district assist?

"Clarity is a challenge," observed one IHE respondent, "as there is a need to understand all aspects and procedures specified in the agreement. What should be done and what can be done." This respondent continued, "the older education system or way of doing business allowed folks to experience life and re-enter the program or workforce and the old process gave some autonomy that allowed teachers to make decisions that worked best for them. Today, in the 21st century, children are the focus of all we do and, by right, priorities are set around what is in the best interest of the children who should always come first."

One vocal respondent shared that the university is "concerned about the field of education, specifically teaching, as there are fewer and fewer folks going into teaching and the state is importing hundreds and hundreds of teachers into the state from outside and we have more regulations and mandates than any other industry including banking, real estate, and nursing." They continued, "it is an odd juxtaposition that education in this country is seen as failing and the remedy is to put more regulations on it – the cost of these regulations is enormous." Further, this respondent stated, I think there is a need to bring more faculty from across the university into the work of schools and school districts, which would result in more credibility for teaching and schooling. So I envision professional development for high school English teachers offered by an English professor and science professors in conversations with teacher education faculty. There are examples of where this is happening, but they are not widespread, and I don't think universities see a big responsibility for them to engage in P-12 work in schools. Business schools should be working with the business offices in the school districts where there are lots of hidden technologies that are underutilized for procurement, scheduling, as well as instruction. But yet we don't! At least not this IHE…"

What are the compelling challenges affecting partnership agreements and how might the IHEs assist?

Again, there was consensus of the nine IHEs that maintaining communication between the parties is the most compelling challenge and there was agreement that more conversations between partners might lead to beginning teachers staying in the profession longer. One participant suggested that if higher education and school district "partners"

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stepped back and together looked at the preparation, induction, and professional development of teachers, "we could alter the outcomes." One dean believed that "together the partners could change the nature of the workforce and its ability to make a positive difference in the learning of PK-12 students." This dean added that "new to the profession teachers keep leaving sooner and sooner - so, let's talk about that. We might change the recruitment process, the preparation, the induction…I feel that we need more energy around this idea"

One of the five CSD participant suggested that if both sides are to be true partners, the partnership should decide on ways of gathering information to know what is working, what information is relevant, and how it should be collected. "The IHEs are pretty good at doing this type of work as they live in this research world on a daily basis whereas the school district does not -- at least not yet." Another CSD respondent added that sharing the school district lens with the IHE is important as it is not easy when you operate from a different vantage point on a daily basis. Faculty and administrators in the IHEs need to have a better sense of what is happening in the school district. Folks in the higher education role need to be brought up to speed, or "on-boarded" so to speak, so that the shared goals are known and can be supported through transitions and/or transference.

Finally, there was agreement on the part of both groups regarding the importance of each partner understanding the philosophy and purpose of the other. Participants believe that a mutual understanding will prevent "disconnects" so that "when players change you don't have to start over." There was also discussion of the possibility of partnerships working together to attract more high school students to careers in teaching.

Given the well-publicized national teacher shortages, it seemed important that both partners devise ways for the partnerships to ensure that the school district attracts students into the field of teaching.

Is data sharing a primary purpose of the school-university partnerships that CSD has with IHE partners?

Representatives of the school district did not recognize data sharing as a primary goal of the partnerships; however, it was foremost in the purposes stated by the majority of the IHE interviewees. Again, with pending CAEP standards (and the need for Central State to renew its partnership agreement with CAEP), existing school-university partnerships will need to have sincere conversations about how to work together to meet the new expectations for accreditation. There needs to be an agreement on how data requests will be made by each party, which university office can initiate requests, which school district office will respond to requests, the specificity of the data needed, the format in which data will be collected, when or how often data will be collected, and what requisite documentation will need to be in place prior to data sharing. This seems essential as the parties proceed.

Do both parties to current partnership agreements indicate a need to renegotiate the agreements to include more collaborative work?

All partners see the renegotiation of MOUs or agreement documentation as necessary for ongoing collaborative work in support of program improvement. The school district speaks to greater innovation and increased college staff presence in the school district. The IHEs see upgrades as a necessary step for ongoing partnership work

citing clear timelines and enhanced program offerings. Additionally, both the IHEs and the school district agree that they need to meet regularly to revisit the purpose of the partnerships and refashion the MOUs to meet those needs and expectations.

Do calls for renegotiation cite the need for more data sharing, specifically student impact data?

All partners regard the renegotiation of MOUs or agreement documentation as necessary for shared program improvement in support of student achievement. Six of the eight IHEs agreed that renegotiation of the MOUs is necessary to conform to recent policy changes for educator preparation. Several IHEs provided aligned responses that the MOU document could address or include data sharing for accountability purposes. However, the primary reason for this renegotiation is not always stated in terms of data sharing, but it was a common theme that partnership responsibilities need to be more detailed.

Limitations of the Study

The intention of this study was to add to the school-university partnership literature regarding current data sharing perspectives, both formal and informal, across one school district and its IHE partners. Participants from eight IHEs were represented in this study, bringing their distinctive voices regarding vision, mission, and understanding of future direction in teacher education. At a time when teacher preparation institutions are in the crux of a national teacher shortage, the IHEs are searching for the means to continue to produce prepared candidates and offer coursework for in-service professional development in alignment with accreditation protocols. The school district values teacher

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preparation because of a jointly held commitment to elevate all students and eliminate all achievement gaps. However, while this underlying purpose is shared by both the IHEs and the school district, there is still a lack of a common assessment language and commitment to finding ways to assess teacher performance relative to student growth.

Implications and Recommendations

The school district has formalized partnerships with multiple colleges and universities for professional development, student teaching and administrative practical experience, research based instruction, and program review. The school district should be able to provide more data and information to their university partners. In turn, they should be able to look to the IHE partners for collaboration in exploring and implementing effective solutions to a host of challenges and needs.

University faculty would like to engage more directly in research regarding the impact of teacher preparation and professional development. One consistent recommendation made by IHE partners is the need for the respective IRB approval processes to be simplified. Teacher performance data is not currently accessible by the IHE nor is edTPA data accessible to the school district. Sharing of such data would prove invaluable during the recruitment, hiring, and induction phases of a teacher's career. Also, given the continuing discussions regarding expanding IHE involvement into the induction years of beginning teachers, sharing disposition data of edTPA by the IHEs in exchange for SLO information for students in classrooms of teachers the IHE trained would be beneficial to both parties. However, given existing federal laws intended to protect students and their families, approvals for data sharing must be carefully

negotiated and implemented. Since universities, college departments, and local school districts are all held responsible for the accountability data they share with one another and with the public, renegotiated MOUs must carefully describe the boundaries for data sharing.

All responses regarding performance data for PK-12 students and teachers remains problematic presenting obstacles for research in school districts. The consensus of participants in this study was that there was a need for greater state superintendent and state board of education involvement as some problems need more support at the state level.

Recommendations for Future Research

Recommendations for future research include further investigation through comparative studies of other Central State partnerships between school districts and their respective higher education partners. The purpose of such study would be to determine whether all partnerships yield the same findings. Given that partner roles and responsibilities within as well as across given school districts vary, focus groups of school district and higher education representatives might prove beneficial in developing strategies to respond to impending state and federal legislated educator preparation program changes.

The overarching finding of this study is that the LEA and its IHE partners shared a common goal of rigorous, meaningful, and innovative programming for PK-12 students and that future teachers need to be better prepared to meet this demand. School university partnerships are an essential component of all efforts to improve the practice of teaching.

Given the new CAEP standards and the direction they provide for mutual engagement, it is imperative that partnership arrangements be strengthened and greater interaction occur.

Given the CAEP expectations for greater school district engagement in university course and program construction and for higher education to have greater involvement in school practices and directions, the renegotiation of current MOUs and the investment in new partner arrangements can be enormously beneficial.

Appendix A

Consent Form

You have been asked to participate in a research study being conducted by Judy Beiter, a graduate student under the supervision of Dr. David Imig, at the University of Maryland, College Park, that is examining the shared goals and needs of partnership educator preparation stakeholders. This informed consent outlines the facts, implications, and consequences of the research study. Upon reading and understanding this form, you will be asked to give consent to participate in the research study.

Researcher:

Judith H. Beiter, University of Maryland College Park

Inquiries:

The researcher will gladly answer any inquiries regarding the purpose and procedures of the present study. Please send all inquiries via email to judybeiter@umd.edu or judybeiter@verizon.net or jbeiter@aacps.org.

Procedures:

- You are being asked to complete an interview consisting of 17-18 questions including questions about demographics, education candidate preparation programs, recruitment, induction, and retention.
- The interview will be scheduled and completed in person or by phone.
- The interview will be audio-recorded.
- The length of time needed to complete the online assessment is estimated at 45-60 minutes.
- The researcher will take precautions to protect participant identity by not linking the interview information to participant identity. The researcher will not identity participant by name.
- Participation is voluntary.
- The researcher will take precautions to protect participant identity by not using the names of participants or colleges/universities in results or writing. The researcher might use the assessment results for publications and presentation purposes.

Participant Risks:

There are no foreseeable risks for participating in this interview more so than you would encounter on a daily basis. It might be possible, as a result of participating in this activity,

that you would have more awareness of education candidate preparation programs, recruitment, induction, and retention. This study may involve additional risks to the participant, which are currently unforeseeable.

Participant Benefits:

There are no direct benefits to participants. However,

- Participants may benefit from increased understanding about education candidate preparation programs and the recruitment, induction, and retention of the teacher candidates.
- Participants may gain further understanding about education candidate preparation programs and the recruitment, induction, and retention of candidates.
- The potential publication of the findings of this study may prove beneficial respective of education candidate preparation programs and the recruitment, induction, and retention of candidates.

Compensation:

Participants will not receive any financial compensation for participation in this study.

Confidentiality:

- The researcher will take precautions to protect participant identity by not linking the interview information to participant identity. The researcher will not identity participant by name.
- The interview will take place at a mutually scheduled time and place. Response data will be de-identified to preserve confidentiality of interviewee.
- The researcher will retain all research documentation using password-protected documents for the duration of three years. Any hard copies of the data will be stored in a locked filing cabinet and shredded at the end of three years. Recordings of the interviews will be destroyed following transcription of the interview.
- If we write a report or article about this research project, your child's identity will be protected to the maximum extent possible. Your child's information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law. Possible exceptions to confidentiality include cases of suspected child abuse or neglect. If there is reason to believe that a child has been abused or neglected, we are required by law to report this suspicion to the proper authorities.

Voluntary Participation, Right to Withdraw and Questions:

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify.

If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:

Judy Beiter   jbeiter@umd.edu
David Imig   dimig@umd.edu

Disclosure:
By answering *yes* below, I acknowledge the following:

I have read and understand the description of this study and contents of the consent form. I have had an opportunity to ask questions and have all my questions answered. I hereby acknowledge the above consent form and give voluntary consent to participate in this study. I understand that I must be 18 years or older to sign this informed consent and participate in this study. I understand that should I have any questions about this research and its conduct, I should contact the researcher listed above.

- o   Yes
- o   No

_____   _____

Printed Name   Phone Number

_____   _____

Signature   Date

Appendix B

Interview Protocol

Interview Script and Questions

Materials:

Have recorder, back up recorder, paper with preprinted questions, plain paper, several pens, and bottled water assembled. (Cell phones should be turned off unless being used to time interview in which case, cell should be in silent mode.)

Introduction:

Begin with overview of research and answer any questions that were not addressed prior to scheduling of interview to alleviate any stress and put interviewee at ease. Reiterate that interview will be recorded as specified on the consent form that was signed and collected prior to the interview. Ask if interviewee has any questions. If so, respond-if none, proceed and secure general background data (Name, college/university affiliation, ask "Did you give permission to be recorded?"). Note digital cue on recorder and test equipment before moving to question 1.

Ask each question in a normal voice to avoid leading a response. Probe as appropriate for response.

Questions for the College/University Participants

- What is your educational background?

- What is your role at the college?

- How long have you served in your current role of ___?

- What are your job responsibilities?

- What is the main purpose or goal statement of the CSD-IHE partnership
  agreement from your perspective?

  o Does the MOU support this purpose or goal statement?

  o How could the purpose or goal statement be strengthened?

- How was the purpose or goal statement developed?

  o Were you a contributor?

  o If not, were you consulted?

- Do you feel that this purpose or goal is appropriately communicated?

  o If not, how could communication of the partnership purpose or goal be
    strengthened?

- How is the existing partnership "working"?

  o Is the school district meeting the needs of the IHE?

  o In what ways?

- Are there actions that you would like to see the CSD take to strengthen the
  partnership?

  o If yes, please describe the actions.

- Is there a formal evaluation conducted of the partnership agreement?

  o If not, how are you measuring impact, results, or rationale to continue
    partnership?

- Are the costs of the partnership to the IHE deemed worthy?

  o If not, please explain.

- Are the benefits to the IHE deemed worthy relative to the costs?

- o If not, please explain.

- In what ways might the new CAEP standards' "culture of evidence" aligned with co-partnering affect the partnership?

- What additional comments should be added to any new partnership MOU?

  - o Why would this be value added?

- What should be deleted from any new partnership MOU?

- Therefore, if _____ is the most compelling challenge for you, how might the school district assist?

- Do you have other thoughts or ideas that you would like to share at this time?

Questions for School District participants

- What is your educational background?

- What is your role in the school district?

- How long have you served in your current role of ___?

- What are your job responsibilities?

- What is the main purpose or goal statement of the CSD-IHE partnership agreement from your perspective?

  - o Does the MOU support this purpose or goal statement?

  - o How could the purpose or goal statement be strengthened?

- How was the purpose or goal statement developed?

  - o Were you a contributor?

  - o If not, were you consulted?

- Do you feel that this purpose or goal statement is appropriately communicated?

- If not, how could communication of the partnership purpose or goal be strengthened?

- How is the existing partnership "working"?

  - Is the IHE meeting the needs of the school district?

  - In what ways?

- Are there actions that you would like to see the IHE take to strengthen the partnership?

  - If yes, please describe the actions.

- Is there be a formal evaluation conducted of the partnership agreement?

  - If not, how are you measuring impact, results, or rationale to continue partnership?

- Are the costs of the partnership to CSD deemed worthy?

  - If not, please explain.

- Are the benefits to CSD deemed worthy relative to the costs?

  - If not, please explain.

- In what ways might the new CAEP standards' "culture of evidence" aligned with co-partnering affect the partnership?

- What additional comments should be added to any new partnership MOU?

  - Why would this be value added?

- What should be deleted from any new partnership MOU?

- Therefore, if _____ is the most compelling challenge for you, how might the IHEs assist?

- Do you have other thoughts or ideas that you would like to share at this time?

At the conclusion of the interview, thank participants for their time and shake hands. Ask

if they have any questions for me at this time and thank them again for their participation.

Questions for Participants

Questions for the College/University Participants

1) What is your educational background?

2) What is your role at the college?

3) How long have you served in your current role of ___?

4) What are your job responsibilities?

5) What is the main purpose or goal statement of the CSD-IHE partnership agreement

   from your perspective?

   a) Does the MOU support this purpose or goal statement?

   b) How could the purpose or goal statement be strengthened?

6) How was the purpose or goal statement developed?

   a) Were you a contributor?

   b) If not, were you consulted?

7) Do you feel that this purpose or goal is appropriately communicated?

   a) If not, how could communication of the partnership purpose or goal be

      strengthened?

8) How is the existing partnership "working"?

   a) Is the school district meeting the needs of the IHE?

   b) In what ways?

9) Are there actions that you would like to see the CSD take to strengthen the

   partnership?

a) If yes, please describe the actions.

10) Is there a formal evaluation conducted of the partnership agreement?

a) If not, how are you measuring impact, results, or rationale to continue partnership?

11) Are the costs of the partnership to the IHE deemed worthy?

a) If not, please explain.

12) Are the benefits to the IHE deemed worthy relative to the costs?

a) If not, please explain.

13) In what ways might the new CAEP standards' "culture of evidence" aligned with co-partnering affect the partnership?

14) What additional comments should be added to any new partnership MOU?

a) Why would this be value added?

15) What should be deleted from any new partnership MOU?

16) Therefore, if _____ is the most compelling challenge for you, how might the school district assist?

17) Do you have other thoughts or ideas that you would like to share at this time?

Questions for School District Participants

1. What is your educational background?

2. What is your role in the school district

3. How long have you served in your current role of ___?

4. What are your job responsibilities?

5. What is the main purpose or goal statement of the CSD-IHE partnership agreement from your perspective?

    a. Does the MOU support this purpose or goal statement?

    b. How could the purpose or goal statement be strengthened?

6. How was the purpose or goal statement developed?

    a. Were you a contributor?

    b. If not, were you consulted?

7. Do you feel that this purpose or goal statement is appropriately communicated?

    a. If not, how could communication of the partnership purpose or goal be strengthened?

8. How is the existing partnership "working"?

    a. Is the IHE meeting the needs of the school district?

    b. In what ways?

9. Are there actions that you would like to see the IHE take to strengthen the partnership?

    a. If yes, please describe the actions.

10. Is there be a formal evaluation conducted of the partnership agreement?

a.   If not, how are you measuring impact, results, or rationale to continue

partnership?

11. Are the costs of the partnership to CSD deemed worthy?

a.   If not, please explain.

12. Are the benefits to CSD deemed worthy relative to the costs?

a.   If not, please explain.

13. In what ways might the new CAEP standards' "culture of evidence" aligned with

co-partnering affect the partnership?

14. What additional comments should be added to any new partnership MOU?

a.   Why would this be value added?

15. What should be deleted from any new partnership MOU?

16. Therefore, if _____ is the most compelling challenge for you, how might the IHEs

assist?

17. Do you have other thoughts or ideas that you would like to share at this time?

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