

Self-Assessment

District-Teacher Preparation Partnerships

Complete this assessment to reflect on your partnership. For each recommendation and set of activities, please select a rating: (1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree)

	RECOMMENDATION	WHAT YOU CAN DO (WE HAVE...)	RATING
INITIATION STAGE	1. We understand our talent pipeline and discuss these needs together	<ul style="list-style-type: none"> ■ Assumed responsibility collecting and analyzing pipeline data ■ Organized data into accessible reports ■ Focused on a few primary partners 	
	2. We have set the initial vision and goals together and built relationships and trust	<ul style="list-style-type: none"> ■ Had honest conversations about where we've been ■ Gotten clear on each other's needs and developed a joint student-centered vision ■ Set (or reset) expectations for work together and goals we'll pursue ■ Built an MOU and revisited it, as appropriate 	
	3. We have aligned on rubrics and key expectations for program graduates	<ul style="list-style-type: none"> ■ Identified shared rubrics and key expectations for graduates ■ Developed and conducted staff training around rubrics and expectations ■ Considered our non-negotiables and know when to bow out 	
	4. We share and look at data together to drive action	<ul style="list-style-type: none"> ■ Identified what data to collect and shared it ■ Developed a data sharing agreement ■ Built a collaborative research agenda to explore the data 	
IMPLEMENTATION STAGE	5. We jointly select and train mentor teachers and strategically place candidates	<ul style="list-style-type: none"> ■ Identified criteria for mentor and student teachers together ■ Aggressively recruited and thoughtfully selected mentors and student teachers ■ Built mentor teacher capacity ■ Placed student teachers in high needs schools, when possible, and supported them to succeed 	
	6. We ensure coursework matches clinical experiences and district language	<ul style="list-style-type: none"> ■ Identified and discussed district instructional priorities ■ Re-designed coursework and clinical experiences together ■ Formalized regular conversations about coursework into collaborative learning practices 	
	7. We communicate and meet frequently	<ul style="list-style-type: none"> ■ Identified point people and made "partnership" a formal part of their role ■ Committed to regular, in-person relationship-building ■ Gotten the right people in the room for the task at hand 	
	8. We spend more time in schools together	<ul style="list-style-type: none"> ■ Started with grounding in shared programmatic expectations ■ Conducted and debriefed well-designed learning walks together ■ Extended invites to and engaged in relevant partner-led events 	
CONTINUOUS IMPROVEMENT STAGE	9. We are open to change and regularly step back to honestly discuss progress and challenges	<ul style="list-style-type: none"> ■ Had regular step-back conversations, elevating district voice ■ Learned from others to build a broader perspective ■ Been willing to make the first move 	
	10. We ensure that district needs drive shifts in teacher preparation programs' pipelines, structures and systems	<ul style="list-style-type: none"> ■ Listened well and acted on feedback ■ Redefined relevancy and viability in terms of serving districts ■ Considered sustainability 	