

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 	