

Partnerships

<p>Does the EPP have P-12 school and/or community partnerships? If so, how do the partnerships establish mutually agreeable expectations for candidate entry, preparation, and exit, to ensure that theory and practice are linked, and share accountability for candidate outcomes? If available please include strategies, resources allocated to implement the strategies, evidence the plan is communicated to prospective and current candidates, and any available data.</p>	
Question:	State Standard - There is evidence of: (1) - communication to all entities involved in the partnership, (2) demonstration of resources allocated to support partnerships, (3) data to show evidence is used for improvements in partnerships and accountability.
EPP	Response
PSC	<p>2.1 The EPP enjoys mutually beneficial partnerships with the Little Rock School District, North Little Rock School District, Pulaski County School District, and the Scholar-Made Charter School. Each of these locations provided our candidates with a myriad of technology rich and standards-based clinical experiences. Clinical Partners-Cross Reference see attached). Clinical partners are now able to access clinical observation forms and disposition assessment surveys through our digital platform (FormStacks) where all our EPP assessments, interview questions and with results, and portfolio reviews with results are housed. This new development with the use of technology enhancement eliminates the traditional paper-pencil method, allows cooperating teachers to access more readily and conveniently the surveys and allows the EPP a more efficient way to enhance quality management and immediate feedback. All forms used by this EPP can be found here: https://sites.google.com/view/psc-caepevidence/. All templates and data for this EPP can be found here: https://sites.google.com/view/psc-caepevidence/template-and-data</p>
LC	<p>Lyon's EPP has partnership agreements with five area school districts: Batesville, Cave City, Cedar Ridge, Midland, and Southside. These agreements were updated in fall 2018 with the signing of new memoranda of understanding. The MOU describes the roles and responsibilities associated with placement of candidates for field experience at each level of the preparation program. General provisions include the mechanism for placing candidates in classrooms, the qualifications and expectations of mentor teachers, the roles and responsibilities of supervising education faculty, and the expectations of student teaching interns. The districts also commit to supporting the EPP's efforts to collect data on candidate and graduate performance, as appropriate and reasonable, for accreditation purposes. See "2019 EPPQR Responses_LYON. (available on request) In addition to the partnership agreements, the partner districts are represented on the education oversight committee (LATEC) by two administrators, one from the K-6 level and one from the 7-12 level. This committee has authority over all aspects of the preparation programs. The public school representatives also serve as advisors to the EPP head on all program matters.</p>
UAFS	<p>The SOE has partnerships with all area school districts. We host a Teacher Education Council every other month where we discuss mutually agreeable expectations for candidate entry, preparation, and exit. We review data for candidate outcomes and collaborate on improvement plans. School partners participate with admit and exit interviews of SOE candidates. The SOE Executive Director and field placement faculty also work closely each semester with area schools that host our students. The faculty, in collaboration with principals and teachers, determine mutually beneficial assignments, observations, and expectations.</p>
UAPB	<p>The EPP has signed partnership agreements with 12 Southeast Arkansas Public Schools Districts, Arkansas river Education Cooperative, Arkansas School for the Blind, the Light House Charter School, the Friendship Aspire Academy Charter School of Pine Bluff, ten (10) school districts that are serviced by the Great Rivers Educational Cooperative, Cleveland County and Bryant School Districts. All partnership schools combined can benefit from the University of Arkansas at Pine Bluff School of Education EPP partnerships in addition to its agencies. These partnerships foster a close and cooperative relationship among agencies and the EPP. The EPP places student teachers in partnership schools, and some of the partnership school teachers serve as adjunct professors at the EPP.</p> <p>For entry the EPP establish permission from the partnerships for its candidates to visit and observe classroom behavioral management and instruction. During preparation, they are required to do more classroom observation (fifteen clock hours per methods course). These observations are not only of classroom management and behavior, but also of instruction assessment and use of various technology. During exit, partnership instructors are required to complete student teacher evaluation and share those evaluations with both the student teachers and the institution. The EPP require partnerships to provide substantive feedback regarding the preparation of EPP candidates, their impact on p-12 student learning and how the EPP can better prepare future EPP candidates. Once the EPP has received the information, appropriate adjustments are made to program. Post-graduate surveys are administered to the program completers, as well as, new employer surveys to assess effectiveness of the preparation program.</p>
ABCTE	<p>American Board does not currently partner with P-12 schools or school districts in Arkansas, but is now actively working to change this. American Board is bringing on a team of Regional Representatives across the state in order to build and improve relationships with local school districts. American Board will use these relationships to better understand each district's needs and implement strategies to best serve these local schools. Program entry and exit requirements are established in agreement with the state and would remain effective for each district partnership.</p>
eStem	<p>Our program was established as a grant through the Walton Foundation and was in partnership with them for 3 years. In the future, we would like to pursue partnerships with other schools as a training facility for their residents, and other community partners for reduced rates on texts, classroom materials, and technology supplies.</p>
CRC	<p>The EPP maintains partnerships with area schools where expectations for entry, preparation and exit are discussed and agreed upon. During stakeholder meetings with partners, the EPP reviews the Teacher Preparation Handbook, rubrics, field experience expectations, and necessary professional development opportunities in order to reach mutually agreeable expectations and to link theory and practice. As a result, partners and the EPP share in accountability for candidate outcomes.</p>
JBU	<p>Yes, JBU has a formalized Professional School Partnership with the Siloam Springs School District. The school district and the university both have specific people identified as Professional Development School (PDS) Facilitators. These two designees oversee the implementation of the expectations that have been developed for candidates entry, preparation and exit through meetings between representatives from both institutions. The PDS committee made up of representatives from each of the Siloam Springs schools, the JBU Teacher Education Department, JBU professors from across the disciplines, students, and community members, jointly develop program guidelines, and approve candidates for formal entry into the Teacher Education Program. PDS representatives and EPP faculty also interview each candidate before they are approved for internship. Most university teacher education courses are taught in conjunction with school partnerships to allow candidates to tie theory to practice through embedded field experiences. At the close of internship, candidates are evaluated by cooperating teachers and university supervisors using the TESS rubric. The EPP also works with the Dogwood Literacy Council, Ability Tree and local pre-schools for specific classroom field experiences.</p>
UAF	<p>University of Arkansas Partnership began in 2011 as a way to bring faculty and school partners together to share information and collaborate. These meetings occur once every fall and spring. All partner school administration and representative mentor teachers are invited for a 2.5 hour meeting focused on co-creating and co-collaborating experiences that support the teacher education. See "EPPQR Report Information 2019 - UAF" (available on request).</p>
ASU	<p>The A-State EPP has established partnership agreements with over 80 school districts that establishes shared expectations regarding candidate preparation during field experiences. Partner school personnel remain willing to provide their expertise on university committees, training for professional development, and leadership in the co-construction of EPP curriculum, assignments and key assessments that help teacher candidates grow and learn. During the Teacher Intern Seminar sessions, representatives from school partners, university partners, education cooperatives and state department agencies provide workshops that outline expectations for EPP candidates. School partners are valuable resources in EPP meetings that discuss and plan candidate expectations. Annually, the A-State EPP hosts a school partners' meeting to seek feedback on EPP practices and proposed changes. The EPP faculty and school-based educators collaborate on supervision, sharing the accountability for candidate competencies and outcomes.</p>

	The clinical supervisors in the schools provide critical modeling and mentoring for teacher candidates on a daily basis. When assessing the criteria for candidate expectations, some candidates may not be performing at the level expected. The university supervisor and clinical supervisor must work together to carefully document the teacher intern's areas for growth to identify specific areas in need of improvement. Extensive collaboration between EPP supervisors and clinical supervisors occurs when an improvement plan is necessary to address major concerns with a teacher intern's performance. Improving methods for evaluating teacher candidate performance and using the resulting information to change teaching practice remains a collaborative focus between the EPP and K-12 school partners.
Prism	The Teacher Institute partners with Prism Education Center's K-12 private school to ensure candidates have a two-year residency requirement.
ATC	Each year we update our District MOU to make sure we are setting expectations that align with our program goals. We set aside initial district visits where the MOU is outlined, discussed, agreed upon, and signed.
ATU	<p>The EPP presently has partnership agreements with approximately 135 districts and/or schools within Arkansas. The EPP works to establish each partnership through a Memorandum of Understanding and through discussions with the Director of Teacher Education Student Services. The partner schools/districts host candidates in field experiences beginning with Introduction to Education courses through completion during the Student Teaching Internship. The EPP shares information through its various manuals (e.g., Policies and Procedures Manual, Internship Handbook, etc.) and through training sessions completed during the summer and via online video. In addition, the EPP shares summaries of course requirements with public school clinical faculty. The following link provides access to some of these documents: https://www.atu.edu/teachereducation/</p> <p>The Internship Handbook includes an MOU agreement example within the document.</p> <ul style="list-style-type: none"> In the past year, the EPP worked with two local school districts to develop and initiate a yearlong internship program that allows extended field experiences connected directly to course assignments in the semester just prior to the Student Internship II experience. The EPP began this experience based upon feedback from public school faculty over several semesters pertaining to the Student Teaching Internship experience. Local schools offered on-site training rooms where candidates could observe classroom practice connected to course learning, which then allowed discussion with a professor, within the public school setting. Mentor/supervising teachers provided the following feedback prior to an after initiating this effort: (See "EPPQ 2019 ATU; available on request.") The EPP has designed course artifacts directly connected to field experiences completed prior to the Student Teaching Internship directly with some being related to general teaching skills and others being related specifically to the level of preparation (e.g., interdisciplinary teaching, literacy skills assessments, videoed and evaluated teaching episodes, research awareness project, parent-teacher role play concerning assessment, etc.). The EPP stores, analyzes, reports, and revises these artifacts within the Taskstream Electronic Portfolio system). An example screenshot of some of these tasks within Taskstream are denoted below (See "EPPQ 2019 ATU; available on request.") including a Literacy Foundations Portfolio, Research Action Project, Intervention Plan, Video Teach and Reflection, Integrated Literacy Framework, UDL Lesson Plan, a second Video Teach and Reflection, Case Study for Literacy Assessment and Intervention, Behavioral Intervention, and Content Literacy Plans based on classes within the field experiences. The EPP meets with Undergraduate Shareholders and Graduate Shareholders during annual meetings to evaluate curriculum, assessment results, and field experiences within each respective undergraduate and graduate program of studies. The participants include public school teachers, public school administrators, education cooperative members, university faculty, and university administrators. The EPP uses feedback supplied through this partnership meeting to improve programs and processes within the EPP. An example of this feedback is included in the table provided. (See "EPPQ 2019 ATU; available on request.") The EPP has partnerships with eight high schools in partnership with the Arkansas Tech University Associate Director for Enrollment responsible for the administration of concurrent credit courses to offer Introduction to Education courses through these eight high schools many of whom do this through the offering of the Teacher Cadets program. The EPP works in partnership with the Director of the Teacher Cadets program, Jeff Dyer, and with other participants from around the state to strengthen the delivery and participation within this program. The EPP participates in summer and winter sessions involving this program. <p>• The EPP administers surveys following each field experience completed within the EPP by EPP candidates. Instructors and program directors review this information in order to consider changes within courses and/or programs of study to improve certain areas deemed in need of improvement and to solidify areas that are deemed to be strong. Instructors consider candidate performance in these field experiences, as denoted by these surveys, as part of the grading process for the courses. A summary of select field experience survey items are included (See "EPPQ 2019 ATU; available on request.")</p> <ul style="list-style-type: none"> The EPP administers surveys following the Student Teaching Internship experience that include surveys pertaining to candidate performance, site evaluation, and program implementation through the Teacher Education Student Services Office. The EPP examines these data to determine changes that need to be made to improve programs, placements, and implementation of the Student Internship experience. An example of these data are included (See "EPPQ 2019 ATU; available on request.")
CBC	<p>The CBC TEP program has an agreement with nine (9) surrounding school districts. Each district has signed an MOU document (see attached) that describes the responsibilities of each entity. The program sends an information packet to each teacher chosen as a mentor teacher in both Jr. and Sr. Block of clinical experiences as well as Internship. The department chair then meets with Sr. Block and Intern teachers on their campus to discuss the guidelines.</p> <p>At the end of Internship, the mentor teachers submit a survey that reflects their opinion of the level of preparation of our candidates. This information is analyzed and then used for program changes and improvements. This data is currently being collected for the 2018-19 school year.</p>
APPEL	APPEL establishes a Discretionary Grant for which entities can apply. This Grant establishes a partnership with the entity to deliver APPEL instructional modules at that site. Sites are located at Education Service Cooperatives, School Districts and Universities.
WBU	Williams Baptist University has partnership agreements in place with 21 area P-12 school districts and 5 community partners. Mutually agreed expectations were developed through signed MOU documents with all P-12 and community partners.
TFA	<p>Our teachers are hired exclusively in partner schools. Partner schools are determined based on FRL numbers, geographic location, and vision alignment. Each year, we survey potential partner districts' school leaders to determine fit and how we will collaborate to support teachers with questions including the following:</p> <p>How could our partnership be strengthened in the year ahead?</p> <p>School vision/top 3 priorities</p> <p>How do you support and retain new teachers?</p> <p>What are you most proud of in your school? Where do you need support?</p> <p>As well as questions about collecting student achievement data and what tests are taken to ensure that we can collaborate on collecting data on candidate and student outcomes. We also have partner school-leaders complete forms to confirm that our teachers have met expectations.</p>

UALR	<p>As mentioned above, this year, the EPP has actively been pursuing partnerships with a wide range of school districts and national companies in attempts to increase enrollment in programs or to find settings, especially settings where our candidates can be paid, for internships, including:</p> <ul style="list-style-type: none"> - LRSD and City Year in developing a cohort of Americorps candidates who would continue their work in schools while also pursuing licensure in the new EDUC MED program. - a national company in developing opportunities for our undergraduate interns to become paid residents in training in one their AR schools while also fulfilling requirements for licensure and completion in our programs. - another national company in developing a paraprofessional program that would allow paraprofessionals in AR schools while also earning teacher licensure through our programs. - LRSD, NLRSD, and PCSSD in developing our new UA Little Rock Student Teacher Permit (STeP) Track, allowing our Elementary, Middle Childhood, and Education Minor candidates who meet the requirements and who are in the last semester of their program, to be hired by the school districts as long-term subs while completing their final semester of internship. <p>The EPP also has identified partnerships with several local schools and districts. The EPP has partnerships with 17 school districts in central Arkansas although there may not be candidates placed in every district in every semester. With the development of our online and 2+2 programs, we have expanded our number of partnerships and we now have Memoranda of Understanding (MOU) with 30 school districts throughout the state. The memoranda specify the mutually agreed upon terms of administering field placements, and the responsibilities of each party throughout this process. The memoranda are renewed as needed by the Director of Teacher Licensure and Placement (DTLP) ensuring that the districts and the EPP maintain satisfactory understandings of this aspect of the partnership on an ongoing basis.</p> <p>In 2016, the EPP initiated a focus group, including administrators and teachers, to determine the quality of the relationships. Data from focus group interviews indicate that the districts have been satisfied with the quality of the candidates. The focus group also identified benefits of having candidates in their schools and suggested ways we could strengthen these partnerships. Communication and collaboration with our partners have primarily been informal; however the EPP has begun to put systems in place to formalize these relationships to provide mutually agreed upon activities as our clinical partnerships co-construct candidate clinical experiences for which the EPP and partner will be accountable.</p> <p>In Spring and Fall 2018, we had meetings with our cooperating teachers, which included breakout sessions by program to collect data on their thoughts about the strengths and weaknesses of the programs and suggestions for improvement. One outcome of this feedback, was the development of a daily assessment that CT's could use to quickly assess and provide feedback to candidates during their field and clinical experiences. The assessment will be piloted in fall 2019. The final question is ancillary information for this year's report regarding Incorporating Science of Reading into programs.</p> <p>a. As required by Act 416 of 2017 and Act 1063 of 2017 science of reading instruction will be required for all educator preparation programs.</p> <p>b. An applicant for an Elementary Education (K-6) or a Special Education (K-12) license who began a program of study during licensure during or after the fall semester of the 2017-2018 academic year shall be required to pass a stand-alone reading assessment. Elementary Education (K-6) and Special Education (K-12) programs not revised and approved by August 2019 will lose state approval and can no longer accept candidates.</p> <p>As mentioned above, this year, the EPP has actively been pursuing partnerships with a wide range of school districts and national companies in attempts to increase enrollment in programs or to find settings, especially settings where our candidates can be paid, for internships, including:</p> <ul style="list-style-type: none"> - LRSD and City Year in developing a cohort of Americorps candidates who would continue their work in schools while also pursuing licensure in the new EDUC MED program. - a national company in developing opportunities for our undergraduate interns to become paid residents in training in one their AR schools while also fulfilling requirements for licensure and completion in our programs. - another national company in developing a paraprofessional program that would allow paraprofessionals in AR schools while also earning teacher licensure through our programs. - LRSD, NLRSD, and PCSSD in developing our new UA Little Rock Student Teacher Permit (STeP) Track, allowing our Elementary, Middle Childhood, and Education Minor candidates who meet the requirements and who are in the last semester of their program, to be hired by the school districts as long-term subs while completing their final semester of internship. <p>The EPP also has identified partnerships with several local schools and districts. 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UAM	<p><i>The UAM School of Education has partnership agreement with 15 school districts in southeast Arkansas. Partners participate in admission interviews, program development, curriculum alignment, and programmatic reviews. The UAM School of Education is implementing an advisory committee to ensure that we have detailed expectations for working with our partners in the schools and community.</i></p>

OBU	<p>For the past three years, OBU's education department has placed student teacher candidates in 60 schools, which represent 17 School Districts. The EPP and P-12 schools have a mutual, ongoing partnership with regard to co-creation of documentation and feedback through the candidates' educational experience. First, the EPP and P-12 schools collaborate concerning the entry/exit process into clinical experiences. Candidates have experience in at least three different school systems for observations, methods teaching, practicum, and student teaching. For observation and teaching experience in the Arkadelphia schools, all entry placement requests from the EPP go through the Office of the Superintendent, with the Director of Curricula serving as a liaison between the principals and Office of the Dean and Director of Teacher Education. This process was requested by the P-12 schools to ensure the selection of high quality clinical educators. At the beginning of each semester, the entry placement requests is reviewed by the Office of the Superintendent and the Office of the Dean. For observation and teaching experiences outside of Arkadelphia, the specific EPP course instructor, principals, and/or central administration collaborate to select high quality clinical educators. This communication occurs face-to-face and through email.</p> <p>Because of the collaboration and feedback from P-12 schools, the EPP focused on strengthening field experience opportunities in their Strategic Plan (3.10). Beginning in 2011, the EPP and partner schools decided to focus on ensuring candidates receive observation opportunities specifically linked to their declared content major at the very beginning of their degree in Foundations of Education. Thus, every candidate is ensured 5+ hours in their declared field before being admitted into the EPP's education program. Another focus was to expand experiences in diverse settings; therefore, the EPP designed a field experience for candidates to attend the Little Rock Central High National Historic Site to learn about the Little Rock Nine and the history and significance of the integration process in Arkansas.</p> <p>Input from P-12 teachers and administrators is regularly sought through formal and informal meetings, personal feedback, evaluations, and email exchanges. Administrators from Arkadelphia and nearby schools are members of the Teacher Education Advisory Board. The advisory board meets multiple times each year to assess concerns in education, to provide feedback regarding the EPP's partnership, and to make suggestions to the program. The purpose of the board is to facilitate communication between the EPP and P-12 partners, provide specific feedback about partnerships as to what is working and what could be strengthened, provide a venue for discussing and exploring ways to further enhance the partnership experiences, share requirements from the State of Arkansas and accrediting bodies, and share goals and processes for achieving excellence in education in the community at all levels.</p> <p>P-12 teachers from partnership schools also provide feedback each semester to student teaching candidates as they assist with the EPP's initial and post portfolio presentation and interview. During the portfolio presentation and interview, a three-person team, comprised of an EPP faculty, university content faculty, and P-12 educator, assesses candidates using an EPP generated rubric based on TESS. Comments from the team are embedded in the feedback candidates receive upon completion of the interview process with regards to their planning and preparation, development of classroom environment, design of effective instruction, and display of professional responsibilities. The rubric and comments are used to ensure criteria have been met for entry into the student teaching semester. If a candidate has not met the criteria based on the team's evaluation, the candidate may be asked to prepare for a second portfolio presentation and interview.</p> <p>In addition, the EPP relies on a shared responsibility model with the P-12 schools and the Arkansas Department of Education regarding co-construction of evaluations, selection process, curriculum development, and opportunities to link theory to practice. The EPP's initial/post portfolio rubric and student teaching evaluation rubric were co-constructed with the ADE. The EPP faculty has received Trainer of Trainers certification on TESS. All CTs are TESS trained by their districts and OBU supervisors by the Director of Student Teaching, who is a former veteran Arkansas principal.</p> <p>The EPP also co-constructed the criteria for selecting mentor teachers with the ADE, partner principals, and administration. Based on the partners' feedback, all candidates are placed with mentor teachers who have had at least 3 years of experience, are licensed in the area of placement, are TESS trained, and whose school is not labeled "in academic distress" by the ADE. Clinical educators play a vital role at each of the course levels for the EPP. The EPP, P-12 clinical educators, and P-12 administration co-construct criteria for selection of clinical educators for every observation, methods teaching, practicum placement, and student teaching placement. All student teaching placements are co-selected by each of the three partners.</p> <p>Evaluation of the selection and placement process occurs every semester. P-12 clinical educators evaluate EPP candidates both formally and informally. During practicum, clinical educators provide informal feedback to candidates after observing them teaching in the classroom. This informal feedback helps candidates prepare for when the EPP instructor comes to observe throughout the semester. During the student teaching semester, clinical educators provide four formal evaluations, using the TESS rubric, which provides candidates specific feedback regarding classroom environment and effective instruction. These results are shared with the candidate and the EPP. In an effort to formally document feedback from P-12 clinical educators, the Director of Student Teaching has developed a communication log.</p> <p>The EPP encourages P-12 clinical educators to provide feedback regarding the EPP-based clinical educators through personal conversations and email exchange to the Director of Teacher Education and Director of Student Teaching. The goal of these conversations is to provide insight into curriculum development decisions. One formal opportunity to share feedback regarding the EPP is during the initial/post portfolio presentation and interview. The P-12 educators are able to emphasize up-to-date content, pedagogy, and technology candidates will be expected to use effectively in the classroom.</p> <p>The EPP clinical educators and candidates also evaluate the P-12 clinical educators formally and informally. Candidates are encouraged to talk with their EPP clinical educators to share any concerns and/or successes they have regarding their observation and teaching experiences. These informal conversations are relayed to the Director of Student Teaching to be used for the selection of future placements. Candidates also complete a survey at the end of the semester to share their insight into their EPP experience. Candidates are reminded that respect for clinical educators must be maintained throughout the evaluation process.</p>
UCA	<p>The UCA College of Education cultivates partnership through an open and consistent dialog regarding our mutually agreeable expectations, processes and outcomes. These dialogs take place through a variety of avenues:</p> <ul style="list-style-type: none"> - Memorandums of Understanding - Through a collaborative process a memorandum of understanding was created and is shared with all partners who assist us with field experiences. Partners are encouraged to suggest revisions to the MOU as needed. This MOU details the responsibilities and benefits of the partners. - School Mentors and University Supervisors - During the culminating internship experience, each intern is assigned a school-based mentor and a university supervisor. These two professionals collaborate to provide the intern with a focused experience that seeks to link theory with practice. The mentor and supervisor not only work with the intern but with each other as well. Mentor and supervisors communicate regularly and provide support for one another to insure the best experience for the candidate. - Partnership Cafe - Annually, all partners are invited to campus to exchange information, share experiences, and offer feedback about our partnerships. During this event, the focus is on the partners, giving them the opportunity to tell us how we can be more responsive to their needs. - Advisory Boards - All program include practitioners in their areas in advisory boards that provide a more focused look at individual areas. For a list of current advisory boards and their members, visit https://uca.edu/education/advisory-boards/.

Harding	<p>The EPP has or is developing MOUs with several community colleges, including Northwest Arkansas Community College, UA Pulaski Technical College, and ASU-Beebe. We also are partners with the Single Parents Scholarship Fund Foundation, area Chambers of Commerce in the Little Rock and Northwest Arkansas areas, and the North Little Rock School District.</p> <p>The Advisory Council met this spring on the EPP main campus in the Watson Center on March 6th and included Superintendents, Principals, Counselors, and Curriculum Specialists and the EPP faculty to discuss areas for which the EPP can improve preparation for current teaching practice in the K-12 classroom. Among the discussions had were training for trauma-informed care, understanding behaviors of students and systematic approach to relationship-building, Professional Learning Communities, and how HU candidates have some of the soft skills that are very difficult to teach like loving kids and a strong work ethic.</p> <p>In addition, the EPP is finishing its first year of a district partnership with three area schools for its Internship I teaching cohort fieldwork in a highly collaborative model. The EPP and district wanted candidates to be involved with families in authentic settings and will depend on our partnerships for those opportunities. As part of this initiative, all Elementary cohort candidates are taking the same set of courses.</p> <p>One of the big selling points of the partnership for Riverview School District was the inclusion of the SPED 4160 Literacy Intervention course, a required course for the Senior Teaching Block, which heavily focuses on Response to Intervention (RTI), a noted area of struggle for students by the district. District personnel felt it would help tremendously if they did not have to train RTI to teacher candidates coming into the schools prior to student teaching. Much of the coursework in SPED 4160 includes authentic experience assignments within the field placement.</p> <p>The remainder of the courses were primarily combined from previous degree curriculum plans. Candidates are in the schools from 8-1 on Tuesdays and Thursdays and hold ELED 4140 – Managing the Learning Environment classes (Pre-Student Teaching course) for one hour afterward. Within the pre-student teaching field experience, the university supervisor provides two formal observations and the cooperating teacher provides one formal observation for lesson plans designed by the candidate. Prior to the cohort Senior Teaching Block, only one formal observation was completed by the cooperating teacher during the pre-student teaching field placement. Candidates have been responsive to the additional feedback by a university supervisor that has increased the confidence level by candidates by the end of the Senior Teaching Block as they prepare for their final clinical placement. The course instructor for ELED 4140 sent a mid-term Likert-scale survey (scale of 1 to 5) to collect some feedback on the candidates' progress. The two questions that scored the lowest (3.2 average) provided insights for course instructor to provide additional support to candidates for remainder of the term. The course instructor is pleased with the results and comments made by mentor teachers at this stage of performance and expectations for the Pre-Student Teaching field experience.</p> <p>Assignments are coordinated among the cohort professors to use effectively the cohort experiences for academic support and professional growth. Remaining courses are taken in some combination on Mondays, Wednesdays, and Fridays on campus. BIOL 4080 already required field work and was a natural fit for the senior teaching block. In addition, the course instructor for BIOL 4080 has been collaborative with the ELED 4110 instructor to assist candidates with science content for the curriculum, design, and assessment skill development. Care was taken by teacher preparation leadership to spread out the heavy coursework in reading over three semesters.</p> <p>In Fall 2018, 18 candidates were placed in Riverview Schools, 9 at Kensett Elementary and 9 at Judsonia Elementary. Spring 2019 placed 3 at Kensett Elementary and 4 at Judsonia Elementary. Fall 2019 will place 31 Elementary candidates into the two schools.</p>
SAU	<p>The EPP at SAU partners with stakeholders in multiple ways. Initially, the EPP creates individual school partnership agreements with schools/districts with whom our candidates are placed for early field experiences, student teaching and Internships (See SAU MOU Partnership Agreement template; available on request). SAU also solicits school-based partners' feedback in the form of clinical experience surveys.</p> <p>The EPP recognizes the importance of partners' input on essential curricular and programmatic decisions. To ensure that curriculum and program changes reflect the essential knowledge, skills, and dispositions public school novice teachers need, the EPP invites partners to participate in various ad-hoc committees. Participation allows partners to provide input while assisting in such important tasks as constructing surveys and reviewing assessments and criteria. Partners provide insights and additional perspectives that help to align the assessments, surveys, and field experiences that prepare candidates for teaching. In all of these meetings, partners contribute ideas that ensure that all the changes we make in our programs meet the expectations and serve the needs of our public schools.</p> <p>In addition to informal input from stakeholders, the Professional Education Partnership Council (PEPC) was established during the summer of 2016. The PEPC helps the EPP ensure collaboration with K-12 practitioners in program design and delivery and evaluation of the unit and programs. SAU's PEPC is comprised of practicing teachers and administrators, professional education faculty, candidates, and school board members.</p> <p>The PEPC meets three (3) times per year: once during the fall semester, once during the spring semester and once during the summer. Members of the PEPC collaborate with and advise EPP program directors on candidate admissions, program design, and assessments. The PEPC reviews candidate performance data, information from follow-up studies, and placement records and, based on that data, makes recommendations for program improvements. The PEPC is informed and input solicited in addressing issues regarding accreditation (CAEP) requirements and state policy/legislation affecting teacher preparation programs. Finally, the PEPC addresses the educational needs of local service area schools and post-secondary education institutions.</p>
	<p>Yes, the University of the Ozarks' Education Unit is proud of the collaborative relationships it has built with the faculty, staff, and administration on campus, the personnel from local school districts, the personnel from the local educational cooperatives, and the members of the local community. These partners assist the PWTEP in designing curriculum and monitoring field/clinical experiences to include the following: 1) matching candidates with cooperating teachers; 2) reviewing internship policies/practices; 3) assessing candidate knowledge, skills, and dispositions; and 4) the sharing of expertise, resources, and personnel.</p> <p>The following sections originate from the Self Study Report (SSR) submitted in May 2018:</p> <p>The Unit first looks inward to the campus community for strong partnerships among faculty and staff across disciplines and then extends beyond the campus community to the school districts. Partnerships on campus include the following: 1) secondary faculty advisors; 2) the Director of Institutional Effectiveness; and 3) the members of the Assessment Committee.</p> <p>Partnerships that extend beyond the campus borders include: 1) the Teacher Education Advisory Committee (TEAC); 2) principal administrators; 3) cooperating teachers from local school districts; 4) Guy Fenter Educational Cooperative (Co-Op); and 5) other partners. Each of these partnerships and alignment to standard two are described in the sections below:</p> <p>Partnerships on campus are as follows:</p> <p>(1) Secondary Faculty Advisors (C.2.1):</p> <p>Chair: The Unit's Director of Secondary Programs.</p> <p>Members: Discipline-specific faculty in Art, Business Ed, English, Mathematics, Physical Education, and Physical Science.</p> <p>Meetings: Monthly</p> <p>Concerns: The purpose of Secondary Faculty Advisors is as follows:</p> <ul style="list-style-type: none"> · Serve as co-advisors for candidates in their programs of study. · Counsel students regarding performance, disposition, and progress through the unit's identified phases. · Secondary curricular planning. · Help establish mutually agreeable expectations for the following: <ul style="list-style-type: none"> a. curriculum, data, assessment, evaluation b. candidate progress, and field/clinical experiences c. matching candidates with cooperating teachers d. reviewing internship policies/practices; e. assessing candidate knowledge, skills, and dispositions f. sharing of expertise, resources, and personnel <p>(2) Principal Meetings (C.2.1):</p> <p>Chair: Director of Field Placements of Internship Experiences</p> <p>Members: Principals from Partnering Schools Clarksville Public School District, Lamar Public School District, Johnson County West-Side School District, Scranton School District, Ozark School District. Guy Fenter Educational Services Educational Cooperative.</p> <p>Meetings: Principals from our partnership schools meet twice a year to also review programmatic issues facing teacher education.</p> <p>Concerns: Principals are involved with the following:</p>

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- Matching candidates with cooperating teachers; reviewing internship policies/practices; assessing candidate knowledge skills, and dispositions; and the sharing of expertise, resources, and personnel.

- Background: The first principal meeting was held on December 8, 2017. Principals from our partnership schools convened a meeting with the Unit on campus along with the Director from the Guy Fenter Educational Services Co-Op. Discussed were the Teacher Education Program, partnerships and placements, and relevant factors reported by our candidates who are going through the licensure process. Principals were given the freedom to make recommendations for programming and offer change. One change, for example, included principals asking that the total point value in the Ozarks rubric be reviewed to match the "proficient" criterion as the goal and "distinguished" as the place a teacher strives to be – which eliminated the potential for negative points and made the rubric more reliable for an accurate depiction of what gets presented in the classroom by candidates.

3) Cooperating Teacher Meetings (C.2.1):

Chair: Director of Field Placements and Internship Experiences

Members: Public school teachers who have accepted Ozarks candidates as interns and completed the Mentor Training Program and TESS professional development.

Meetings: Cooperating teachers are invited to campus each semester and asked to give the Unit feedback on candidates, including their observations of candidate performances from Danielson/TESS rubrics.

Concerns: Cooperating Teachers are concerned with the following:

- Matching candidates with cooperating teachers; reviewing internship policies/practices; assessing candidate knowledge, skills, and dispositions; and the sharing of expertise, resources, and personnel

- Complete a content and pedagogical feedback form on each candidate twice in a placement semester as well as complete the unit's professional behavior checklist designed to assess candidate disposition

- Cooperating Teacher Orientation Training – Meets once a semester to review policies and procedures governing students in Internship I and II as well as what is expected from them as cooperating teachers

- Cooperating teachers are encouraged to review our internship policies and provide feedback on curriculum

- Cooperating teachers assist in performance evaluations of all candidates

- Cooperating Teachers help prepare (beginning of year assignment, cultural perspectives), evaluate and support

- Background: Cooperating Teachers from local school partnerships meet with the Unit on a biannual basis. These teachers, in many cases, are from schools that also belong to the Co-Op. Cooperating teachers provide discussion/feedback during Orientation Training. They are given freedom to recommend changes to the program to match what is happening in the schools. One change, for example, was to the numerical section of the performance rubric to align with the TESS/Danielson Rubric used in public school teacher evaluations. Moreover, the Cooperating Teacher Orientation Training includes TESS observation training where the components of Danielson rubric are reviewed. This is a critical piece for both cooperating teachers and our candidates as we ask for all cooperating teachers to conduct performance evaluations alongside the DFP using the TESS/Danielson rubric (C. 2.1). Cooperating teachers look for the required components during internship while "scripting" using iPad technologies (C.1.5, C.2.1, C.2.2). Conversely, by looking for these behavioral components in our candidates, the Cooperating Teachers report improvement in their own performances (Pilot program – Principals also observe during Internship II TESS evaluation).

4) Guy Fenter Education Cooperative (Co-Op):

Director: Mr. Roy Hester

Members: School districts in Arkansas ranging from Fort Smith to Clarksville and south to Waldron.

Meetings: The Co-Op holds monthly meetings on its' own campus located in Branch, Arkansas. The Co-Op is available for the Unit anytime by appointment.

Concerns: The Co-Op is concerned with the following:

- Help prepare Ozarks candidates by providing resources to fulfill professional development requirements for state licensure

- Memorandum of Understanding (MOU) outlines how we share expertise and resources that supports Ozarks candidates learning and experiences

- The Co-Op is a resource for the following professional development trainings: Parent Involvement, Ethics, Child Maltreatment, Dyslexia Training, Teen Suicide and Networking

- Ozarks teacher education program is also partnering with the Co-Op on a pilot program to expand data collection on the Student Impact assignment for all K-12 learners.

(5) Other Partners: In addition, local private schools utilized by the Unit from time to time include: Forrester-Davis, Ozark Valley Day School, Methodist Kids Care, Clarksville and Coal Hill Child Development Incorporated. The Unit is currently visiting the Little Rock School District and looks to establish an ongoing clinical option in that district in an effort to engage in multiple, diverse communities.

These partnerships exist to create the highest probability of a successful admission of a teacher candidate into the field of education. The PWTEP carefully works with partners to design clinical experiences of sufficient depth, breadth, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. One of the primary goals of the U of O's field placement program is to provide candidates with a number of diverse professional experiences in settings conducive to developing the knowledge, skills, and dispositions associated with a professional educator. All field placements are made by the Director of Field Experiences (DFE) in consultation with the following individuals: 1) candidate; 2) the candidate's advisor; 3) the PWTEP faculty; 4) secondary advisors; and 5) principals and cooperating teachers from partnership schools.

Partners/Partnership Schools assisting with clinical experiences include the following organizations: 1) Clarksville Public School District; 2) Lamar Public School District; 3) Johnson County West-Side School District; 4) Scranton School District; 5) Ozark School District; and 6) Guy Fenter Educational Services Cooperative.

The DFP has the primary responsibility for determining placement matches for candidates. Local building principals are asked for their input based on a short biography of the candidate provided to them by the DFP. Ultimately, the DFP contacts the building principal to formally request placement. The principal and the DFP make placement decisions together taking into consideration previous experiences of the candidate, intended area of licensure, the personalities of the student and the cooperating teacher, the strengths of the candidate and the cooperating teacher, and the developmental needs of the students in the placement class.

The candidate is informed when a principal and cooperating teacher agree to the match. All candidates must then make an initial school visit and arrange for introductions, appropriate orientation, and observation of the classroom. Together, the candidate and cooperating teacher create a semester plan for the experience and have that plan approved by the faculty supervisor.

Great care is taken to ensure that candidates receive a diversity of placement experiences to include work across their licensure grade range and work in as many of the school district partners as possible. Candidates experience the inner workings of several different buildings and school districts to include smaller, rural placements to larger, urban placements. A record of all field experiences is kept on each student by the DFP to include: placement school, cooperating teacher, and classroom. This recording system allows the unit to ensure a diversity of appropriate placements as the student moves through their program of study.

Field and Clinical Experiences contain multiple, performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions (as delineated in Standard 1 and later in Standard 4) that are associated with a positive impact on the learning and development of all P-12 students. Technology is woven throughout clinical partnerships and examples are provided in the evidence section 2(i). In particular, school partners work in conjunction with the DFP during the yearlong internship to co-assess teacher candidates performances based on the Charlotte Danielson/TESS models. The DFP, along with the school principals, co-select cooperating teachers that have been formally trained in the mentorship program/TESS evaluation. Together, the DFP, the building principal, and cooperating teacher, formally assess candidate performances for during internship II.

The Unit values the sharing of expertise, resources, and personnel with its school partners in an effort to support candidates' learning during the field and clinical experiences. The partners and their contributions are presented in the passages below, including significant contributions from the following organizations: TEAC Members, Principals, Cooperating Teachers, and the Guy Fenter Educational Cooperative.

Sharing of Expertise, Resources, and Personnel to Support Candidates Learning and Experiences:

	<ul style="list-style-type: none"> · The Unit views the local schools as primary instructional locations, and many Ozarks EDU classes are held or partially held in the local schools under the approval and supervision of building principals and teachers. · Principals and cooperating teachers assess Ozarks candidates in their field and clinical experiences. · Principals and cooperating teachers recommend continuous improvement in the field/clinical experiences. · School district personnel are guest speakers in Ozarks classes. · School district personnel and administrators serve as adjunct faculty. · School district personnel co-select candidates into the Internship program (phase 3). · The Unit faculty consults and provides professional development for school districts. · Literacy Nights, Science Nights in the Public Schools- Lamar, Clarksville, Johnson County WestSide. · Elementary STEM Olympiad on Ozarks Campus in conjunction with the Guy Fenter Coop and the Regional Schools. <p>§ Zoom Meetings</p> <p>§ Robotics Construction with iPad integration Electronics</p>
HSU	<p>The HSU Partners in Education (PiE) is a partnership among Henderson State University, educational service cooperatives, two-year colleges, and P-12 schools that promotes professional development of pre-service and in-service educators. Through the PiE collaborative, stakeholders meet multiple times each year to share needs and concerns, brainstorm solutions, and share successes.</p> <p>Our school partners are integrated meaningfully into each of the transition points for our programs—they serve as evaluators for the admission interviews, as mentors in the field for clinical experiences, and on review panels for exit interviews and presentations. Additionally, the Teacher Education Council (which adopts all policies relative to teacher education candidates and makes admission, retention, and exit decisions for all candidates) includes membership from school and community partners. Recently, the initial licensure programs underwent a program redesign that involved the creation of additional field experiences and course-embedded key assessments. School partners were part of the task force committees that created the new experiences and assignments.</p>