

**SCHOOL-COLLEGE COLLABORATIONS**  
**UNDERGRADUATE AND GRADUATE CERTIFICATION PROGRAMS**  
**KEENE STATE COLLEGE**

**APPROVED TEC, 2/15/13**



**Context for School-College Collaboration**

Institutions of higher education are at a critical juncture of preparing effective teachers and other school professionals who can ensure the success of all children. Schools and teacher preparation programs across the country believe that in order to reform education today, we have to be working together to support each other.

Recently, NCATE (2010) commissioned a blue ribbon panel that produced an expanded examination of field experiences for teacher candidates: *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*. The report explicitly recognizes if not demands that teacher education programs are “fully grounded in clinical practice and interwoven with academic content and professional courses” (NCATE, 2010, p. ii). At the same time, the panel acknowledged theory, content, or the pedagogy of teaching but encourages partnerships to “develop seamless curriculum that spirally integrates coursework and laboratory experience with extended embedded school experiences” (p. 19).

While numerous educator preparation programs have experimented with various approaches to clinical preparation, NCATE challenges teacher education programs and school districts to systematically engage in extensive reform. The panel writes, “The nation needs an entire system of excellent programs, not a cottage industry of path breaking initiatives” (NCATE, 2010, p. ii). It is not enough to have a select number of states and school districts or a few teacher education programs with the resources to improve the outcomes for their students and candidates.

The panel proposes significant changes in traditional educator preparation programs and emphasizes the need for clinical practice even further.

The education of teachers in the United States needs to be turned upside down. To prepare effective teachers for the 21<sup>st</sup> century of classrooms, teacher education must shift away from a norm [that] emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses. (NCATE, 2010, p. ii)

Throughout the 2010 report, the term “shared responsibility” for teacher education is emphasized. No longer can qualified and well-prepared candidates be delivered to school districts upon their graduation. “The report recommends sweeping changes in how we deliver, monitor, evaluate, oversee, and staff clinical based preparation to nurture a whole new form of teacher education” (NCATE, 2010, p. iii). Is this a passing fad? Is it the next bandwagon for educators to join? Any seasoned teacher or teacher educator recognizes that when new teachers enter their first classroom in the 21<sup>st</sup> century, the expectations for them have greatly expanded and the scrutiny that the novices will receive is unprecedented.

The emphasis on building a system to support effective teaching is also underway in New Hampshire. In October 2011, the *New Hampshire Task Force on Effective Teaching* (NH Department of Education, 2011) published the Phase I Report where the focus was not just on defining effective teaching for the state but how to create a blueprint or a model that includes (1) teacher education for initial certification, (2) induction and mentoring for beginning teachers, (3) professional development for experienced teachers, and (4) useful and valid teacher evaluation systems. The report stresses the importance of schools and educator preparation programs working together to support P-20 student learning and professional development. For a copy of the complete report, see <http://www.education.nh.gov/teaching/documents/phase1report.pdf>.

As both a national and state accredited educator preparation institution, our programs have evolved to respond to emerging expectations and changing needs of schools. We want graduates from our programs to achieve success for themselves and their students in their first years of teaching. We need to ensure they are well prepared to start their careers where they continue to grow and learn as teachers. At the same time, we need educators who can transform school environments that support the development of students, teachers, and family connections.

Keene State College Educator Preparation Programs have a long history of collaboration with schools in the southwestern region of New Hampshire. These connections provide the cornerstone for the ongoing development of educator talent in the state. Our connections with local school districts need to be further refined and expanded so that educator preparation is valued as a “shared responsibility” (NCATE, 2010). We value each unique relationship that we build with P-12 schools, and we realize that the diversity of school experiences in which our candidates engage is essential for their development. School collaborations, including partnership and placement relationships, can have an enormous impact on the future of public education that needs high quality and effective teachers.

### **Guidelines for School-College Collaborations**

We acknowledge that school-college collaborations involve various levels of engagement and honor the unique learning environment and culture found in schools across the southwest region of New Hampshire. In some cases, a school and the college may choose to formally enter into a partnership where extended opportunities for two-way engagement are designed. In other cases, a school may provide placements, participate in professional development opportunities and collaborate with the college in less formal ways. In order to provide clarity to school-college collaboration development and allow for KSC and schools to understand the components of an association with a school, we have developed guidelines that assume no hierarchy and value our relationships with all schools in the region.

Our goal is to develop a variety of mutually beneficial relationships between educator preparation programs at Keene State College and P-12 schools that lead to improved educator effectiveness and ensure the success of all children. As our connections with schools grow over time, we hope to invite an increasing number of schools to develop more formal partnerships with us that respect the unique needs of our candidate preparation programs and P-12 schools. To this end, the following guidelines help to frame our ongoing development of school-college relationships. The components of a school-college collaboration include the identification of:

1. Teacher Education Program Involvement
2. Clinical Placement Levels Represented
3. Goals for P-20 Student Learning
4. Administrative Structure
5. Collaborative Professional Development
6. Systematic Evaluation
7. Resources and Financial Supports
8. Formal School-College Agreement

School-college collaborations fall into one of two categories: (1) Placement and (2) Partnership (see below, *Guidelines for the Development of School-College Collaboration*). While we acknowledge that KSC faculty have developed various relationships with individual schools and educators, we also recognize the need to establish guidelines and a common language to support future collaborative relationships between P-12 schools/districts and KSC Educator Preparation Programs.

### ***Placement***

School-college placement collaborations involve informal connections established with schools where KSC candidates share in the teaching and learning of P-12 students.

### ***Partnership***

School-college partnership collaborations involve more formalized connections established with schools where KSC candidates share in the teaching and learning of P-12 students. These partnerships reflect the unique needs of our candidate preparation programs and P-12 schools.

## **References**

NH Department of Education, (2011). *Phase I report; New Hampshire task force on effective teaching*. Concord, NH: NH Department of Education.

<http://www.education.nh.gov/teaching/documents/phase1report.pdf>.

The National Council for Accreditation of Teacher Education (NCATE), (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Washington, DC: The National Council for Accreditation of Teacher Education (NCATE).

<http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>

**EDUCATOR PREPARATION PROGRAMS AT KSC**  
**GUIDELINES FOR THE DEVELOPMENT OF SCHOOL-COLLEGE COLLABORATION**

	<b>Placement</b>	<b>Partnership</b>
<b>Teacher Education Program</b>	<ul style="list-style-type: none"> <li>‣ Single or multiple programs</li> </ul>	<ul style="list-style-type: none"> <li>‣ Single or multiple programs</li> </ul>
<b>Clinical Placement level</b>	<ul style="list-style-type: none"> <li>‣ Minimum of one clinical placement level supported (i.e., practicum, methods, student teaching, and internship)</li> </ul>	<ul style="list-style-type: none"> <li>‣ Minimum of two clinical placement levels supported (i.e., practicum, methods, student teaching, and internship)</li> </ul>
<b>Goals for P-20 Student Learning</b>	<ul style="list-style-type: none"> <li>‣ Mutual understanding of learning expectations and goals for teacher candidates and P-12 students.</li> </ul>	<ul style="list-style-type: none"> <li>‣ Mutual understanding of learning expectations and goals for teacher candidates and P-12 students.</li> </ul>
<b>Administrative Structure</b>	<ul style="list-style-type: none"> <li>‣ Roles and responsibilities of all stakeholders will be informed by individual program handbooks, policies, and programmatic expectations.</li> <li>‣ KSC faculty are identified and work with school site during the semester.</li> <li>‣ KSC Teacher Education Office oversees placement processes and communication between the school and college.</li> </ul>	<ul style="list-style-type: none"> <li>‣ Vision for partnership developed collaboratively between school and college.</li> <li>‣ Roles and responsibilities of all stakeholders will be informed by individual program handbooks, policies, and programmatic expectations.</li> <li>‣ Administrative structure and support for the partnership are jointly developed by the P-12 school administration, representative(s) from the KSC Teacher Education Unit administration, and a faculty representative from each teacher education program involved in the partnership.</li> </ul>
<b>Collaborative Professional Development</b>	<ul style="list-style-type: none"> <li>‣ Keene State College professional development offerings are communicated to school principals</li> <li>‣ School requests for specific professional development or other professional development opportunities are communicated to staff at the Southwestern NH Education Support Center (SWnhESC) at KSC.</li> </ul>	<ul style="list-style-type: none"> <li>‣ Cooperatively planned and research-oriented embedded professional development is designed and offered to meet the needs of school faculty/staff with the assistance of KSC Teacher Education faculty and the Southwestern NH Education Support Center (SWnhESC) at Keene State</li> </ul>

<p><b>Systematic Evaluation</b></p>	<ul style="list-style-type: none"> <li>➤ Both college and school professionals participate in data gathering to inform the development of teacher candidates and the impact they have on P-12 student learning. The data will provide information to assist in the evaluation of the effectiveness of a placement site from college and school perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Partners work collaboratively to systematically evaluate the effectiveness of the partnership in the context of the continuous improvement process. Data gathering will be used to inform the development of teacher candidates and the impact they have on P-12 student learning.</li> <li>➤ Every year, goals and targets for improvement are established.</li> </ul>
<p><b>Resources and Financial Supports</b></p>	<ul style="list-style-type: none"> <li>➤ Tuition vouchers or honorariums are provided to school faculty who supervise KSC Teacher Candidates in clinical field experiences (e.g., methods, practicum, student teaching, or internships).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Partners work together to garner and allocate resources to support the partnership by leveraging existing resources and/or jointly seeking external funding.</li> <li>➤ Tuition voucher(s) or honorariums are provided to school faculty who supervise KSC Teacher Candidates in clinical field experiences (e.g., methods, practicum, student teaching, or internships) and a partnership rate for professional development will be negotiated with the SWnhESC@KSC.</li> </ul>
<p><b>Formal School-College Agreement</b></p>	<ul style="list-style-type: none"> <li>➤ One year school placement agreement for clinical field experiences (e.g., methods, practicum, student teaching, or internships).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Established memorandum of collaboration between a school or district and Keene State College that outlines specific commitments in each framework component that are unique to each school or district. Three to five year term expectations with a 90-day mutual cancellation option.</li> </ul>

## ATTACHMENT A

### KSC Educator Preparation Programs

<u>Undergraduate Certification Programs</u>	<u>Leading to Certification in</u>
<b>Early Childhood Development*</b>	Early Childhood Education
<b>Elementary Education*</b>	Elementary Education (K-8)
<b>Elementary and Special Education*</b>	Elementary Education (K-8) <u>and</u> General Special Education
<b>Secondary Education*</b>	
English	English Language Arts for Grades 5-12
French	Modern Languages (French) Education
Spanish	Modern Languages (Spanish) Education
Mathematics (Middle School/Junior High Teaching Option)	Mathematics for Grades 5-8
Mathematics (Secondary Teaching Option)	Secondary Mathematics for Grades 7-12
General Science (Middle School Option)	Middle Level Science for Grades 5-9
Geology	Earth Space Science for Grades 7-12
Biology	Life Sciences for Grades 7-12
Chemistry	Chemistry for Grades 7-12
Chemistry-Physics	Chemistry for Grades 7-12 <u>and</u> Physics for Grades 7-12
Geography	Social Studies for Grades 5-12
History	Social Studies for Grades 5-12
Social Science	Social Studies for Grades 5-12
<b>K-12 Programs</b>	
Music Education	Music Education (K-12)
Physical Education	Physical Education (K-12)
Theater and Dance (Dance Education Specialization/Dual Degree – done with Elementary Education or Early Childhood Development)	Dance Education (K-12)
<b><u>Graduate Certification Programs</u></b>	
Educational Leadership (MEd)	Principal
School Counselor (MEd)	Guidance Counselor
Special Education (MEd)	General Special Education
<b><u>Graduate Professional Development Program</u></b>	
Curriculum and Instruction (MEd)	

\*Also offered at the Post-Baccalaureate level