

Partnership Requirements in Selected States' Regulations and Guidance

Massachusetts

Domain: Partnerships

- Sponsoring Organization responds to the needs of PK-12 districts/schools.
- PK-12 partners make contributions that inform Sponsoring Organization's continuous improvement efforts.
- Partnerships improve experience for preparation candidates.
- Partnerships positively impact the outcomes of PK-12 students.
- Sponsoring Organization evaluates partnerships on an ongoing basis, sustains those that are effective, and takes steps to improve those that are not.

Please see the [Massachusetts Guidelines for Program Approval](#) for additional details, including examples of ways in which Sponsoring Organizations and Districts might partner.

Pennsylvania

Collaborative programs

(a) The preparing institution shall collaborate with higher education faculty, public school personnel, and other members of the professional education community to design, deliver, and facilitate effective programs for the preparation of professional educators and to improve the quality of education in schools. The evidence that this standard is met includes the following:

(1) Professional educator faculty and faculty from liberal arts and other academic disciplines regularly collaborate in program planning and evaluation of all facets of the curriculum.

(2) The preparing institution develops agreements with public and nonpublic schools and cooperating professional educators to ensure:

(i) Student teaching, internships and other field experiences are collaboratively designed and implemented.

(ii) Candidates are supported in their achievement of the learning principles as defined in § 354.33 (relating to professional competence).

(iii) Cooperating professional educators involved in student teaching, internships, and clinical experiences are trained by the preparing institution to assist, guide, and evaluate the performance of student teachers and individuals who are serving in a clinical experience or internship.

(b) The preparing institution shall develop collaborative relationships, programs, and projects with public and nonpublic schools, to develop and refine knowledge bases, to consult, and to conduct research to improve the quality of education.

(c) The preparing institution shall provide ongoing support to novice educators in partnership with public schools during their induction period, including observation, consultation and assistance.

(d) The preparing institution shall cooperate with public and nonpublic schools in the development and implementation of alternative certification programs.

From: http://www.pacode.com/secure/data/022/chapter354/022_0354.pdf

Vermont

Standard 3: FIELD EXPERIENCES: *Provider and its PreK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning.*

Indicators

3.1 Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates demonstrate effective teaching and support every student in meeting rigorous learning goals.

3.2 Programs collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.)

3.3 Programs collaborate with their field partners to ensure that candidates know when and how to access resources (e.g., special educators, related service providers and specialists) to address students' needs.

3.4 Candidates complete a sequence of high-quality field experiences that represent the range of grade levels, content, and requirements of the endorsement.

3.5 Programs provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.

From: <http://education.vermont.gov/sites/aoe/files/documents/edu-educator-quality-ropa-handbook.pdf>