The Neag School of Education at the University of Connecticut recognizes the importance of local schools in the state’s effort to prepare future teachers. Partnerships between teacher preparation programs and public schools are essential in providing contextual experiences for pre-service teachers. Open communication and a degree of transparency are necessary for long-term partnerships to thrive. In this spirit, a survey was developed and administered in the spring of 2012. These following district results.

District: East Hartford  
# Schools: 4  
# Completing Survey: 14

Part A: The following mission statement was developed by representatives from partnering schools: The mission of our partnership is professional preparation of candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning. The degree to which the school and UConn are each fulfilling the following standard components (1 = not at all through 4 = very much).

<table>
<thead>
<tr>
<th></th>
<th>School Mean</th>
<th>UConn Mean</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community</td>
<td>3.62</td>
<td>3.62</td>
<td>0.00</td>
</tr>
<tr>
<td>Ongoing and reciprocal professional development for all participants guided by need</td>
<td>3.54</td>
<td>3.23</td>
<td>0.31</td>
</tr>
<tr>
<td>A shared commitment to innovative and reflective practice by all participants</td>
<td>3.64</td>
<td>3.67</td>
<td>-0.03</td>
</tr>
<tr>
<td>Engagement in and public sharing of the results of deliberate investigations of practice by respective participants</td>
<td>3.29</td>
<td>3.25</td>
<td>0.04</td>
</tr>
<tr>
<td>An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved</td>
<td>3.77</td>
<td>3.85</td>
<td>-0.08</td>
</tr>
<tr>
<td>A structure that allows all participants a forum for ongoing governance, reflection, and collaboration</td>
<td>3.69</td>
<td>3.69</td>
<td>0.00</td>
</tr>
<tr>
<td>Work by college/university faculty and P-12 faculty in formal roles across institutional settings</td>
<td>3.23</td>
<td>3.18</td>
<td>0.05</td>
</tr>
<tr>
<td>Dedicated and shared resources and formal rewards and recognition structures</td>
<td>3.00</td>
<td>3.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Part B: The level of agreement about practice and development within the PDS using the following scale: 1 = Strongly Disagree through 4 = Strongly Agree.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidate and faculty learning is embedded into the school program and into practice</td>
<td>3.3</td>
</tr>
<tr>
<td>Guided learning activities such as practice, reflection, and feedback are embedded in a series of working sessions with PDS participants</td>
<td>2.9</td>
</tr>
<tr>
<td>Participants create deep interpersonal connections both within and across institutional boundaries</td>
<td>3.2</td>
</tr>
<tr>
<td>The PDS partnership includes multiple partner institutions and has established relationships with multiple schools</td>
<td>3.1</td>
</tr>
<tr>
<td>PDS participants both engage in and routinely reflect upon best practice</td>
<td>3.2</td>
</tr>
<tr>
<td>Participants in PDS are prepared and supported through a range of professional development activities</td>
<td>3.0</td>
</tr>
</tbody>
</table>
The community of learners, through action, results and personal/professional expectation, determines the focus of the professional development of those involved in PDS.

The individual and collective self-reflection is facilitated in order to establish the direction of professional development.

PDS participants’ practice explicitly focuses on providing improved and enhanced educational opportunities for all P-12 students.

**Part C:** The degree to which PDS features continuous learning focused on an engaged community of learners using the following scale: 1= Strongly Disagree through 4 = Strongly Agree.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher candidates are professionally developed via their work in the PDS</td>
<td>3.44</td>
</tr>
<tr>
<td>New teachers are professionally developed via their work in the PDS</td>
<td>3.55</td>
</tr>
<tr>
<td>Veteran teachers are professionally developed via their work in the PDS</td>
<td>3.33</td>
</tr>
<tr>
<td>College/university faculty are professionally developed via their work in the PDS</td>
<td>3.22</td>
</tr>
<tr>
<td>Neag student experiences are enriched by this partnership</td>
<td>3.44</td>
</tr>
<tr>
<td>Teachers in the school are enriched by the experiences that stem from their partnership</td>
<td>3.44</td>
</tr>
<tr>
<td>UConn faculty are enriched by the experiences that stem from his partnership</td>
<td>3.00</td>
</tr>
<tr>
<td>Your P-12 pupils’ learning is enriched by this partnership</td>
<td>3.33</td>
</tr>
</tbody>
</table>

**Part D:** The percent responding "yes" to how PDS participants have shared their work with others as a means of contributing to the educational dialogue.

<table>
<thead>
<tr>
<th></th>
<th>% Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have conference presentations occurred?</td>
<td>44.44</td>
</tr>
<tr>
<td>Have inter-school and/or intra-school discussions occurred?</td>
<td>88.89</td>
</tr>
<tr>
<td>Have PDS-sponsored forums occurred?</td>
<td>55.56</td>
</tr>
<tr>
<td>Have oral or written reports to school boards been issued?</td>
<td>0.00</td>
</tr>
<tr>
<td>Have oral or written reports to parents organizations been issued?</td>
<td>0.00</td>
</tr>
<tr>
<td>Have oral or written reports to other community agencies been issued?</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Part E:** The percent responding "yes" to shared decision-making in the PDS.

<table>
<thead>
<tr>
<th></th>
<th>% Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The structure provides opportunities for participants to make decisions over...</td>
<td></td>
</tr>
<tr>
<td>How the PDS functions for the benefit of the relationship.</td>
<td>70</td>
</tr>
<tr>
<td>How evaluation of the PDS will be used for the benefit of the relationship.</td>
<td>70</td>
</tr>
<tr>
<td>How resources will be best invested for the benefit of the relationship.</td>
<td>50</td>
</tr>
<tr>
<td>The practice is mutually determined through discussion and shared decision-making as evidenced by...</td>
<td></td>
</tr>
<tr>
<td>Straightforward and manageable two-way communication.</td>
<td>90</td>
</tr>
<tr>
<td>Communications leading to formalized document signed by the individuals negotiating on behalf of the respective participants.</td>
<td>80</td>
</tr>
<tr>
<td>Meetings and discussions, both formal and informal, held on a regular basis.</td>
<td>90</td>
</tr>
<tr>
<td>A meeting held early in the academic year to discuss clear expectations for this experience.</td>
<td>100</td>
</tr>
<tr>
<td>Participation in the structure may not necessarily be equal, but represent some equivalency of contribution based on the ongoing collaboration; participants feel a sense of parity.</td>
<td>90</td>
</tr>
</tbody>
</table>
**Part F:** The percent responding "yes" to (1) have received this from the Neag School of Education and (2) interested in receiving this from the Neag School of Education.

<table>
<thead>
<tr>
<th>Activity</th>
<th>% Already receive</th>
<th>% In the future receive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monetary support for lead teacher</td>
<td>20.0</td>
<td>80.0</td>
</tr>
<tr>
<td>Monetary support for service as a clinic teacher</td>
<td>10.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Monetary support for service as a cooperating teacher</td>
<td>90.0</td>
<td>90.0</td>
</tr>
<tr>
<td>Monetary support for service as an internship supervisor</td>
<td>30.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Teaching candidate raising funds to benefit the school community</td>
<td>0.0</td>
<td>60.0</td>
</tr>
<tr>
<td>Teaching candidate holding benefits (such as coat drive) to benefit the school</td>
<td>0.0</td>
<td>60.0</td>
</tr>
<tr>
<td>UConn faculty conducting a workshop</td>
<td>30.0</td>
<td>80.0</td>
</tr>
<tr>
<td>UConn faculty conducting a series of sessions on a designated topic</td>
<td>20.0</td>
<td>90.0</td>
</tr>
<tr>
<td>UConn faculty working beside a teacher to implement a new technique</td>
<td>20.0</td>
<td>90.0</td>
</tr>
<tr>
<td>UConn faculty conducting research at your school</td>
<td>40.0</td>
<td>90.0</td>
</tr>
<tr>
<td>UConn faculty conducting research on an issue the school has identified</td>
<td>20.0</td>
<td>80.0</td>
</tr>
<tr>
<td>UConn provide team training on instruction</td>
<td>20.0</td>
<td>70.0</td>
</tr>
<tr>
<td>UConn providing assistance on a grant with the school</td>
<td>20.0</td>
<td>80.0</td>
</tr>
</tbody>
</table>

How else faculty been involved in the school

Teacher and School have had great open communication regarding 5th year internships throughout the years. (Initial Meetings, visits, and participation in the sharing of 5th year research projects at the end of their last semester) Teacher has attended meetings with student teacher/5th year intern about progress/ or placement concerns.

Providing support to the Teacher Candidates via observations as well as one day a week classes.

See Part F

None

Other potential involvement by faculty to the school

I think the supervisors of the Student teachers should make it a point to check in with the building Principal throughout the semester. As of this time, I haven't met any supervisors other than 5th year supervisor (Student) I currently have several student teachers in my building and have had no contact with these individuals. I would love UConn faculty to be available to provide PD to my staff on selected topics based on need.

I would like to know more about the coursework that leads up to the Student Teaching experience. Classroom exposure versus classroom experience is typically lacking in some areas.

Offer guidance to teacher candidates on real-life teaching scenarios within their schools.

See Part F

training for helping student teachers

How the partnership provide opportunities for teacher candidates to develop their skills and knowledge in working with diverse students

Our partnership provides the UConn students a real opportunity to experience instruction in action in our diverse school. 5th Year interns are involved in using student data to drive instruction. They also have an opportunity to collaborate with colleagues on the planning for Tiered interventions in order to meet individual needs.

The more teacher candidates can get in front of a class of students, the further developed their experiences are and the greater impact they can have on students.

The University does a good job of providing the student teaching and internship candidates with a wide variety of placements, both urban and rural. I think that there needs to be more communication between the University and the cooperating teachers. We have one meeting before the experience begins and then our only contact is with the University Supervisor who is not necessarily a faculty member of the University. We don't always know as cooperating teachers what exactly the expectations are that are being set in the courses and whether or not we are following through on those.

Provided the cooperative teacher has a range of courses and allows the teacher candidate to handle the different courses.