

**Excellence
Lives Here**

PRAIRIE VIEW A&M UNIVERSITY

How to Foster Authentic Partnerships During Program Redesign

Prairie View A&M University

CSOTTE Annual Conference
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Meet Your Presenters



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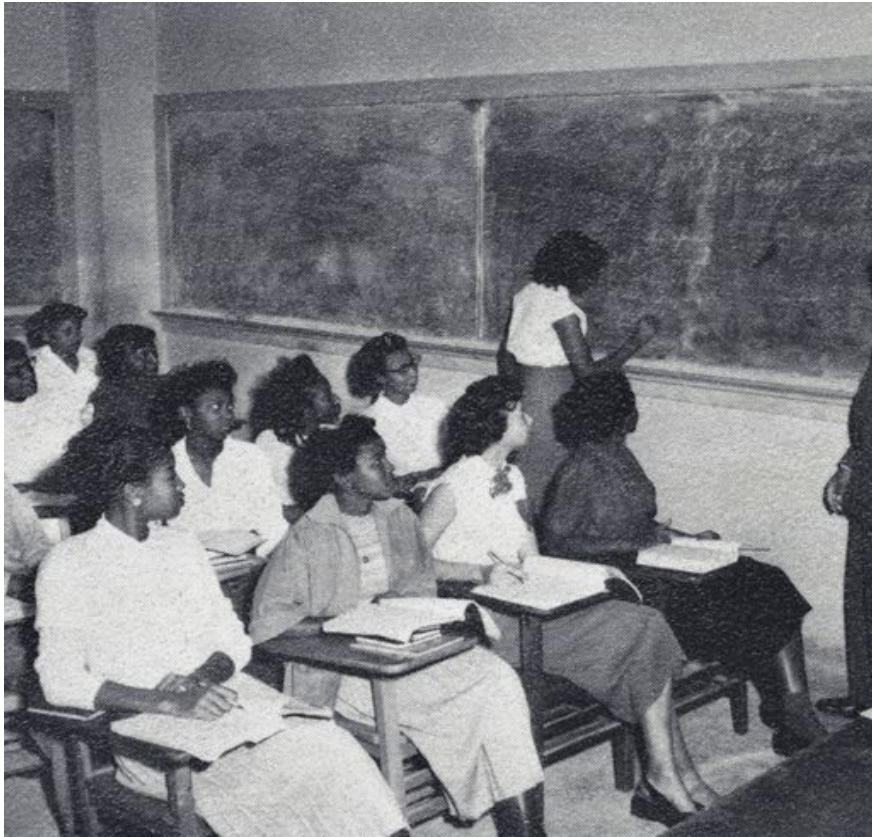
HBCU

2nd oldest university in the state (why?)

Land Grant Institution

Alta Vista Plantation

Prairie View A&M University (PVAMU) is committed to addressing the minority teacher shortage. The University has a rich, historical legacy of producing diverse, resilient, high-quality teacher educators to supply the needs of schools in Texas and across the nation since 1879.

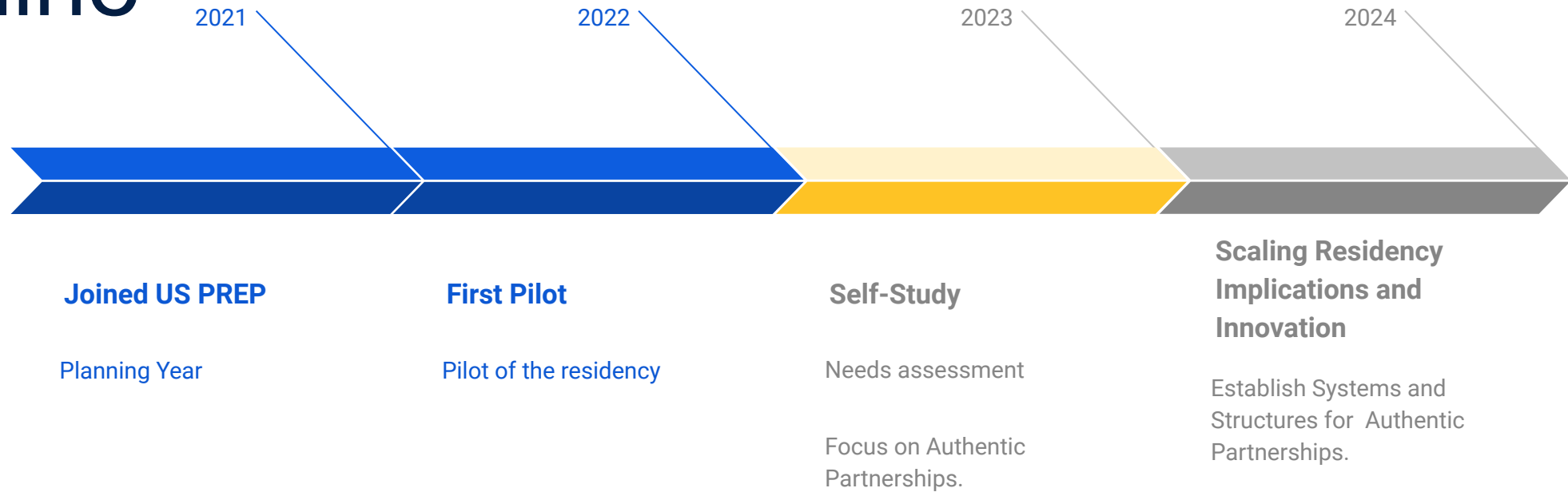


Our legacy has been acknowledged and commended by the Texas Education Agency. The State Board for Educator Certification (SBEC) has also recognized the Educator Preparation Program (EPP) at PVAMU for the following:

- Preparing the Educators Texas Needs—Percentage of prepared teachers who identify as teachers of color [2019, 2020, 2021].
- Preparing Educators for Long Term Success—Teacher retention as a Texas public school professional for five years [2019].



Timeline



Problem of Practice

1. **Lack** of shared expectations and decision-making
2. Partnerships are **not** mutually beneficial.
 - a. Types of Partnerships
 - i. Authentic (Goal)
 - ii. Transactional (Previous)
 - b. Problem based on curriculum and partnership
 - i. What role do partnerships play in curriculum development?
 - c. Problem focused on clinical experiences.

Problem of Practice cont'd

3. Challenging areas related to partnerships
 - Recruitment (are we alone?)
 - Certification & Pass Rates

Purpose of Self Study

The purpose of the study is to determine the impact of a residency program on partnership as a response to the Teacher Preparation Inspection (TPI) report results.

Research Questions

The study focused on the following fundamental research questions:

1. What constitutes **an authentic partnership** between an Educator Preparation Program and School Districts?
2. What is considered **non negotiable in a authentic partnership** between an Educator Preparation Program and School Districts when preparing teacher residents?

Research Goal

Establish a Framework for Authentic Partnerships:

The researchers **surveyed participants to obtain preliminary data to co-design activities for establishing an authentic partnership with the school districts we serve.**

The researchers intend to co-design authentic partnerships that allow **equitable** contributions between partners, including community involvement in all phases of the project, establish long-term sustainable partnerships and look for a broader **sustainable change** that will **increase the number of minority day one ready teachers!**

Preliminary Data

Q1 - How do you define an authentic partnership between a Teacher Education Program and School Districts?

How do you define an authentic partnership between a Teacher Education Program and School Districts?
Strong coaching with timely feedback.
Two organizations with a common objective working together with transparency
Committed partnerships that are beneficial to both
Shared responsibility between the program and the school districts.
In order for authentic partnerships to be successful, all stakeholders must agree to work towards the established goal of the partnership. All stakeholders must be represented and valued. An authentic partnership should foster and encourage mutual contributions between each partner.
An authentic partnership between a Teacher Education Program and School Districts can be defined as one with cohesive unit between mentors and teachers, effective communication between district and teachers, and commitment student advancement..
Open communication with clear expectations ¹
Clear and continuous communication

Q3 - What constitutes high quality mentoring for teacher candidates?

What constitutes high quality mentoring for teacher candidates?

Coaching cycles that target specific areas of need of individuals.

A teacher that is transparent... honest about the good and bad days, things, etc. S/he is NOT a perfect teacher, but consistent and positive. They use strategies throughout the year consistently.

Mentoring that focuses on real-life experiences that candidates will see in their teaching and allow a growth of responsibility throughout the year

Providing a safe place for the mentor to feel comfortable with trial and error.

Guidance, support, and communication.

High quality mentoring for teacher candidates includes professional development for mentors. This professional development includes topics such as crucial conversations, the art of coaching, how to be an effective leader, and ways to motivate others. High quality mentors possess an innate desire to constantly improve their craft.

Paying attention to detail in planning and asking questions. Intentional instruction that guides student success. Seeking outcomes that are geared towards growth.

Open communication about expectations

Mentors that are willing to have hard conversations about development in a professional and encouraging way. Safe Learning Environment for teacher candidates to try, fail, try again and succeed.

Q4 - What top three qualities must a teacher candidate possess before student teaching?

What top three qualities must a teacher candidate possess before student teaching?
1. Strong calling to teach no matter what 2. Be coachable 3. Desir to build capacity
1. Desire to be in education (I don't know what else to do) 2. Enjoys working with children 3. Is a lifelong learner themself
Committed, team-player, willing to learn
Content knowledge, demeanor, and flexibility
Patience, compassion, and determination
1. Drive, 2. Ability to accept feedback and use the feedback to change their practice and 3. Ability to be an advocate for scholars.
Positivity, Commitment, Adaptability
Commitment to the students, understanding of the time involved, understanding of the expectations of everyone involved
Committed to requirements of the placement, passion for teaching, open minded to learn on in the placement

What have we
LEARNED so far?



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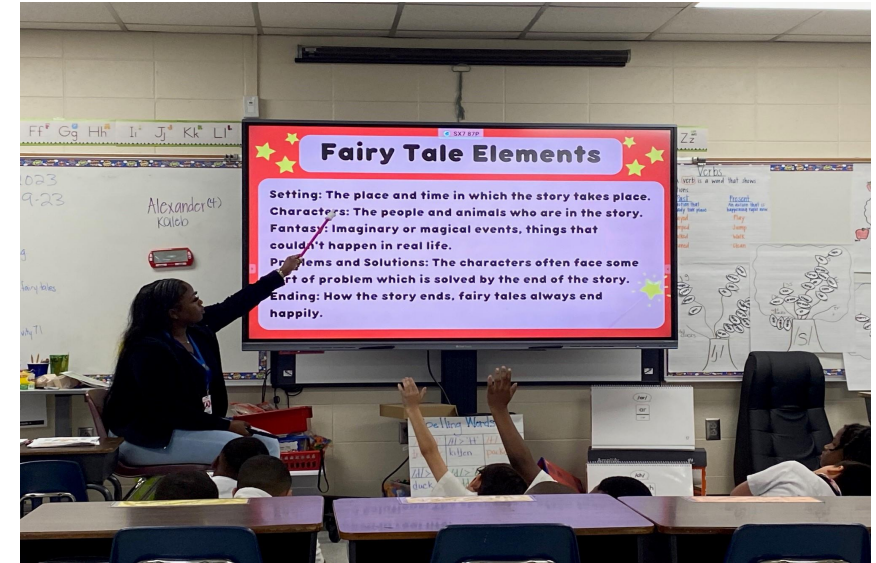
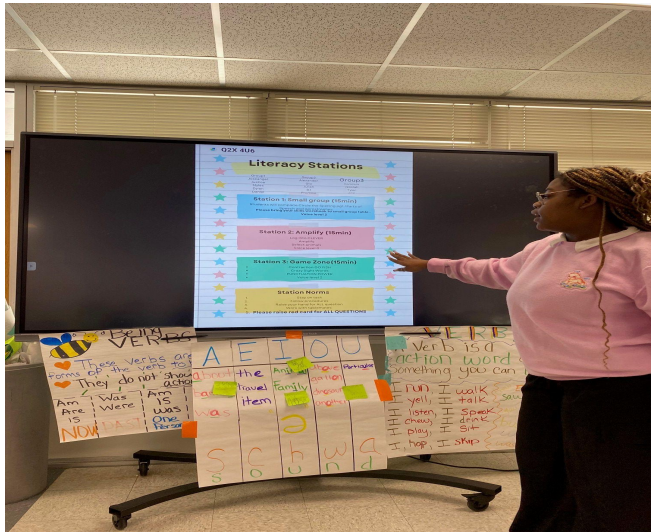


Shared Governance...



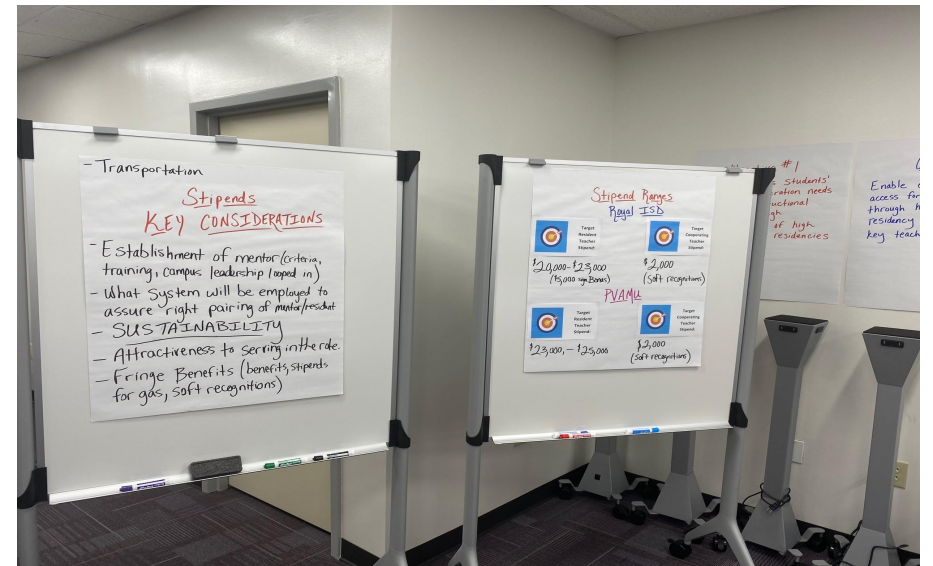
- What do we mean by “authentic” partnership?

Supporting Residents

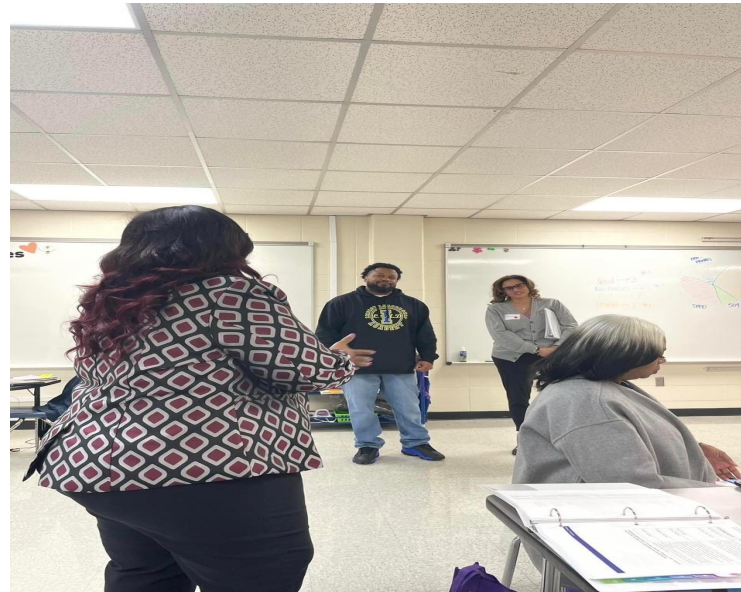
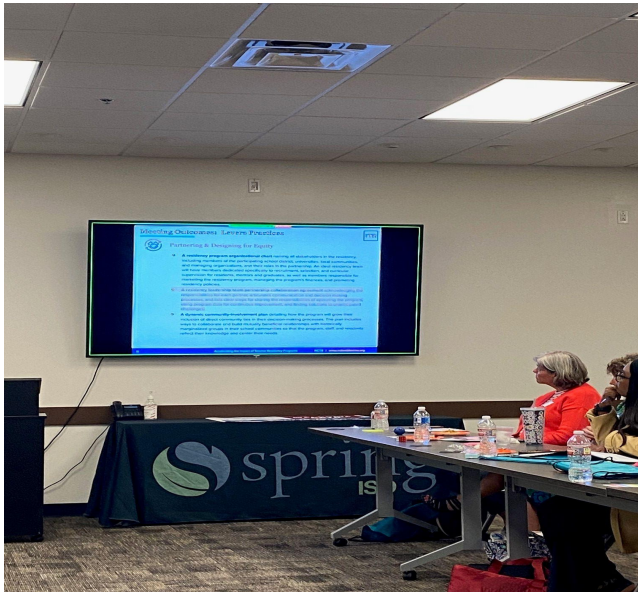


- Commitment to sharing data and ensuring this is done effectively

Design Work



Establishing New Partners



- Capacity to support partnerships
- Increase desire for partnerships (why now?)



So where are we now?

Creating new and revising current MOU's

Learning Tour

Professional Development

[PVAMU/Aldine/Royal Learning Tour](#)

2023



Self-Study

Needs assessment
Data Collection

Focus on Authentic
Partnerships.





Next Steps:

- Follow up with Focus Groups by end of November.
- Write up final results and discussion.
- Utilize what we have learned thus far to structure our MOU.

Questions







THANK YOU



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