

**Rubric for Clinical Partnerships**  
 (This rubric is designed to serve as a way to assess the development of clinical partnership sites  
 with regard to specific partnership roles and components)

	<b>Casual Association</b>	<b>Emerging Partnership</b>	<b>Mature Partnership</b>
	At this level <b>one or more</b> of the elements for each category may characterize the partnership:	At this level <b>most</b> of the elements for each category characterize the partnership:	At this level <b>most</b> of the elements for each category characterize the partnership
<b>Higher Education Faculty</b>	<ul style="list-style-type: none"> <li>• Faculty are not involved in placing students for field and clinical work. This is typically done by a field experience director.</li> <li>• Faculty have expectations for field experiences associated with their courses. (checklists, etc.)</li> <li>• Faculty observe field experience candidate work in schools on a limited basis as schedules permit</li> <li>• Faculty rely on the mentor teacher for assessment of field student performance (standard evaluation forms)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty are encouraged to suggest particular teachers for field and clinical placements</li> <li>• Faculty cultivate specific schools to act as field sites for courses</li> <li>• Faculty share expectations for field experience candidate work in classrooms with mentor teachers</li> <li>• Faculty observe candidates working in classrooms at least once during the experience</li> <li>• Faculty may help to provide building level professional development if asked</li> <li>• Faculty may encourage or require candidates to assist with special programs at the school (eg. after school tutoring, school fairs, family nights organized by P-12 faculty, PTO events)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty are directly involved in pairing intern candidates and mentor teachers to ensure effective clinical experiences</li> <li>• Faculty discuss expectations with mentor teachers and may adapt expectations to individual needs of candidates or of P-12 students</li> <li>• Faculty have a high degree of visibility in the school and are in the building on a regular basis</li> <li>• Faculty collaborate with mentor teachers to evaluate field/clinical student performance</li> <li>• Faculty are involved in addressing professional development needs and assist in the design and delivery of professional development at the building level</li> <li>• Faculty are aware of the needs</li> </ul>



			<p>of students at the school and work with the school to address these needs and to address school improvement</p> <ul style="list-style-type: none"> <li>• Faculty teach portions or all of course content onsite at the partner school</li> <li>• Faculty model teaching of P-12 students at the partner school</li> </ul>
<b>Teacher Candidates</b>	<ul style="list-style-type: none"> <li>• Complete hours required for each course</li> <li>• Placements based on transportation, schedule, and willingness of cooperating teachers</li> <li>• Field students and interns (student teachers) perceive themselves as classroom/school visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates complete requirements listed for each field and clinical experience</li> <li>• Experiences connect theories and methods to practice</li> <li>• Placements are based on a school's connection with a specific course</li> <li>• Candidates engage in school activities beyond the classroom</li> <li>• Candidates may complete a year-long experience in the same school</li> <li>• Candidates participate in teacher professional duties</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates work with mentor teachers to plan and teach lessons</li> <li>• Candidates engage in co-teaching of lessons with mentor teachers</li> <li>• Candidates participate in faculty/staff development</li> <li>• Candidates model up to date skills, strategies, and technologies for building staff</li> <li>• Candidates demonstrate professional commitment to the school and its students</li> <li>• Candidates become familiar with students, their families, and the community</li> <li>• Candidates work in a cohort with other candidates and mentor teachers</li> </ul>
<b>P-12 Faculty</b>	<ul style="list-style-type: none"> <li>• Field students and interns are assigned to qualified, willing recipients</li> <li>• Faculty use field students to grade papers, make</li> </ul>	<ul style="list-style-type: none"> <li>• Field students and interns are assigned to qualified mentor teachers who are familiar with program goals and expectations</li> <li>• Faculty assist candidates in</li> </ul>	<ul style="list-style-type: none"> <li>• Field students and interns are assigned to qualified mentor teachers who are viewed as partners in setting program goals and expectations</li> </ul>



	<p>copies, and help with teacher tasks</p> <ul style="list-style-type: none"> <li>Faculty believe that having an intern means turning the class over to a student teacher</li> </ul>	<p>completing all requirements for the field or clinical experience</p> <ul style="list-style-type: none"> <li>Faculty demonstrate an understanding of benefits of collaboration with interns</li> </ul>	<ul style="list-style-type: none"> <li>Faculty co-teach with teacher candidates/interns</li> <li>Faculty collaborate with the delivery of on-site teacher preparation courses</li> <li>All eligible teachers at the partner site are willing to work with field and intern candidates</li> <li>Faculty view higher ed faculty and interns as colleagues</li> </ul>
<b>P-12 Students</b>	<ul style="list-style-type: none"> <li>Students view interns as temporary school visitors</li> </ul>	<ul style="list-style-type: none"> <li>Students view interns as additional teachers in the classroom and perhaps as co-teachers</li> </ul>	<ul style="list-style-type: none"> <li>Students make measurable learning gains</li> <li>Students view interns as professionals who are part of their school</li> </ul>
<b>Decision-Making</b>	<ul style="list-style-type: none"> <li>Goals for the teacher education candidates are the responsibility of the college</li> <li>Determining whether candidates should continue is the responsibility of the college</li> <li>Placement of field students and interns (Student Teachers) is up to the principal or a district designee</li> <li>Interns are placed in schools based on willingness of schools to take students and intern's</li> </ul>	<ul style="list-style-type: none"> <li>College seeks feedback on the teacher education program, which is used to modify program goals</li> <li>Partners serve on an advisory board as key stakeholders</li> <li>Field and internship placements are suggested by the college</li> <li>Teachers are invited to make suggestions for candidate involvement</li> <li>Teachers are actively involved in assisting with the assessment of candidates</li> </ul>	<ul style="list-style-type: none"> <li>School partners make ongoing suggestions for program revision</li> <li>Field and internship placements grow out of thoughtful discussion between the building leadership and the college</li> <li>Teachers and college faculty jointly work together to determine candidate activities for the field or internship experience</li> <li>Faculty, building leadership, and teachers consult with each other when making program decisions</li> <li>Faculty, building leadership,</li> </ul>



	<p>prior experiences</p> <ul style="list-style-type: none"> <li>• Teachers decide the level of involvement field students and interns will have</li> </ul>		<p>and teachers consult with each other to determine candidate progress in the program</p>
<p><b>Programs and Curriculum</b></p>	<ul style="list-style-type: none"> <li>• College plans professional development programs based on faculty interest or current trends</li> <li>• School plans special programming then seeks teacher candidate participation</li> <li>• College decides the teacher ed curriculum</li> <li>• School decides the school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• College delivers professional development programs based on building or district needs</li> <li>• College faculty and candidates work to plan and deliver special programming</li> <li>• Faculty work to familiarize teacher candidates with the school's curriculum</li> <li>• Faculty input on curriculum matters is requested</li> </ul>	<ul style="list-style-type: none"> <li>• Higher ed faculty are involved in professional development of teachers to address school and classroom needs</li> <li>• Professional development for P-12 faculty occurs both formally and informally with higher ed involvement</li> <li>• College faculty, teachers, and building leadership work together to plan programming and/or curriculum to address building needs and involve teacher candidates</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• College does not permit candidates to take equipment or supplies off campus to use in field classrooms</li> <li>• District donates unwanted curriculum materials to the college</li> </ul>	<ul style="list-style-type: none"> <li>• College and partner site borrow resources from each other to address needs of teacher candidates or students</li> </ul>	<ul style="list-style-type: none"> <li>• College and partner site share resources and/or develop joint resources to address student learning needs</li> <li>• College and partner site share resources for professional development of teacher candidates and school faculty</li> <li>• College maintains support for graduates hired as new teachers in partner schools</li> </ul>

