Evaluate district partnerships using the Standards for Professional Learning

While partnerships exist for a variety of purposes (implementing community schools, establishing mentors, developing communications, etc.), the most valuable ones serve multiple purposes, including advancing professional learning for all educators.

Use this tool to see if you are getting everything you want and need from current or future district partnerships.

LEARNING COMMUNITIES

- How does the partnership help advance the expertise of the educators?
- Does the partner benefit from and contribute to the learning team?
- Does the partner share responsibility for the success of the students in the school or team?
- Are the partner objectives and purposes aligned to that of the district and/or schools?

LEADERSHIP

- Does the partnership offer opportunities to develop leaders at classroom, school, and system level?
- How do the leaders of the partnership efforts create a culture of trust based on the norms of high expectations, shared responsibility, mutual respect, and relational trust?
- How do the partnership leaders advocate for professional learning and demonstrate its link to student learning?
- Where do the partnership leaders actively establish organizational systems and structures that support effective professional learning?

RESOURCES

- What kinds of resources are demanded by the partnership?
- What resources are provided?
- Does the partnership offer time, funding, or expertise to support the professional learning priorities of the system, school, team, or individual?

DATA

- Does the partnership provide data that is useful for defining individual, team, school, and system goals for learning?
- Does the partnership provide data to monitor and assess progress against established benchmarks?
- Does the data from the partnership allow you to monitor implementation of professional learning and its effect on educator practice and student learning?

LEARNING DESIGNS

- Is your partnership based on underlying frameworks and assumptions that are supported by research?
- Does the selection process for the partnership start with student needs, move to the subsequent intended outcomes, and then include how to determine the best method for selecting a solution?
- Does the partnership promote active engagement and collaboration of learners to achieve change in educator practice and student learning?

IMPLEMENTATION

- Does the partnership offer ongoing and extended professional learning to support implementation?
- Is that support based on research about frameworks for supporting and sustaining implementation for long-term change?
- Is the partnership's learning and implementation process supported with formative assessment that assesses practice, establishes expectations, and adjusts practice to align to those expectations?

OUTCOMES

- Is the partnership based on established standards that guide preparation, assessment, practice, and evaluation?
- Are the partner's outcomes based on student learning outcomes?
- Is the partnership part of a coherent and seamless system that builds on previous knowledge, includes more advanced knowledge at a later point, and becomes part of a learning continuum that aligns with expectations for effectiveness?