



Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Element 1.3 – Collaboration: *The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.*

The College of Education regularly engages the participation and input of our school district and community college partners in decision making regarding our educator preparation programs. We have affiliation agreements with over 120 LEA partners, with whom we work closely in placing our education candidates for clinical practice. Additionally, our partners engage in program and curriculum development, research and grant partnerships, shared professional development, and advisory roles with the College and its programs.

At the College level, the Dean has a [Community Advisory Committee](#) comprising of district superintendents, community college leaders, and partners from non-profits and mental health clinics that she meets with each semester. This advisory group receives regular updates on College programming, enrollments, research and grant activities, clinical practice, credentialing, and other initiatives and efforts. They provide regular feedback on current needs in the field and give input on program effectiveness.

Our Office of Clinical Practice also organizes semesterly [meetings with our district partners](#) to inform and solicit their input on program updates, procedures for clinical placements, staffing needs, etc.

Our Associate Dean, Outreach Coordinator, and Liberal Studies Department Chair meet each semester with our [Community College partners](#) to discuss issues related to course curriculum and articulation, clinical practice, credentialing, advising, and other pertinent topics that allow for a seamless transition of transfer students to our undergraduate and credential programs.

We also work closely with community partners at the College and department levels, through taskforces and advisory groups established to target key areas such as diversifying the educator workforce (e.g., the [Teachers for Urban Schools Committee](#)), and outreach and recruitment initiatives (e.g., the [Education Leadership Department Community Advisory Committee](#)).

College faculty are regularly involved in multi-constituent committees, as outlined in the [College constitution](#). Additionally, [faculty are actively involved with practitioners in schools](#) through their research and service. Many practicing educators also teach our classes and work on curriculum innovation and professional learning efforts with program faculty. Our program [coordinators meet with site-based practitioners](#) who support clinical practice and offer workshops and professional learning opportunities for them. For instance, our coordinators of initial credential programs work with site-based mentor teachers offering orientations and intensive calibration trainings on the use of observation and evaluation rubrics adopted by these programs.