

UW-Madison School of Education  
**Partner School Network**  
**REVIEW PLAN** (Five Year Elective Review)  
 October 2015



### **PSN OVERVIEW**

The Partner School Network (PSN) represents cooperative relationships among area teachers, schools and districts, and the University of Wisconsin-Madison's School of Education. The Network currently consists of 24 schools across four local districts connecting with a range of partners within the School of Education.

While a key function of the PSN is to prepare pre-service educators and to secure consistent, high-quality sites for clinical experiences, partnerships are established so that the School of Education plays a greater role in strengthening school communities and improving student outcomes. There is a reciprocal flow of expertise within and between institutions that results in more collaborative and effective teacher preparation.

The PSN also provides educational research and professional development activities that are connected to the needs of the schools, with the School of Education directing over \$30,000 toward these initiatives each year.

### **PSN FOUNDATIONS**

1. The PSN represents a commitment to the **high achievement of all students**, enhancing our mutual commitment to **inclusive, equitable education**.
2. The PSN exists to **prepare pre-service educators** and to **strengthen school communities**.
3. The PSN secures **consistent, high-quality sites for clinical experiences** that reflect effective practices grounded in the School of Education's teacher education standards.
4. The PSN promotes **reciprocity and collaboration**; expertise flows among and between institutions, valuing and furthering the work of all professionals.
5. The PSN requires a commitment to the **continual pursuit of excellence among partners** through inquiry-based professional learning and reflective practices.
6. The PSN **honors the strong relationships** that currently exist between area schools and the School of Education, while fostering **new and stronger relationships** that build an identity that is unique to the partnership, but still reflects the individuality of the schools and programs.

### **CONTEXT FOR REVIEW**

School-university partnerships have existed in the greater Madison area for over 25 years. In the spring of 2009, a UW-Madison Partner School Network was proposed by Prof. Ken Zeichner. Based upon an existing set of eight partner schools and other national models, he drafted a

rationale for an expanded set of partnerships. UW educator preparation programs were ultimately supportive of the partnership proposal. The subsequent transition and expansion of the partnership (to approximately 25 schools) meant a reallocation of resources and a redefinition of roles. This transition was largely influenced by the three documents/processes:

1. 2008 Proposal  
**The Rationale for Developing a Network of Partner Schools: Discussion Paper** by Ken Zeichner and Jack Jorgensen, December 13, 2008.
2. 2010 Design Team  
**Design Team Feedback** from various stakeholders from within the School of Education and in the greater Madison educational community, April, 2010.
3. 2011 Evaluation conducted by Prof. Peter Miller and his team  
**School-University Partnering for Teacher Preparation: Examining the Madison Context** by Peter Miller, Michael Kopish, and Rebecca Lowenhaupt, August 2011.

The **goal for this review** is to revisit key aspects of these artifacts to determine the degree to which PSN goals have been achieved, which critical proposed elements have not been attained, and if those elements remain critical/viable. Feedback from current partners on and off campus will be gathered to contribute to the review process.

## **REVIEW QUESTIONS**

### GENERAL

- Based on the current functioning of the PSN, do the Foundations for Partnership developed by the 2010 Design Team appear to guide the PSN program development? Do the Foundations need to be updated?
- How does the PSN work with other parts of the UW School of Education? How effective are these collaborations? Which other collaborations should be explored?

### SCHOOLS

- Some schools are more or less active partners. What compels them to engage with the UW or forgo working more closely?
- How does the school-university partnership impact outcomes for K-12 learners?
- Do cooperating teachers at a UW partner school have a stronger relationship with the UW than any other teacher education programs?

### UW PROGRAMS

- Do most faculty in the UW School of Education know about the purpose of the PSN? How do faculty that work in a partnership with schools benefit?
- Is the experience of a UW student placed in a partnership site different than that of a student placed at a non-partnership site?

**DATA TO BE COLLECTED**

- List of partner schools and principal/SBC
- Grant summaries
- Academic Services Support Agreement
- Collaborative initiatives with partner schools
- Placements of practica and student teachers over time
- Participation in various UW professional learning opportunities (WSRA with CC-L, HHH, other EOP efforts)
- Connections made for engaged research
- Number of faculty/cohorts involved in partnership work
- Crosswalk design team and rationale
- Affiliation with NNER or other organizations
- Relationships – Field Partners

**BUDGET/TEAM**

**Cathy Compton-Lilly (Chair)**

*Current El Ed cohort leader and UW-Madison faculty*

Meals (Two lunches at \$10) \$20  
Total **\$20**

**Jennie Allen**

*Former partner school principal and MMSD central office admin., Edgewood College staff*

Honorarium \$500  
Meals \$68  
Total **\$568**

**Becca Lowenhaupt**

*Boston College Faculty, former PSN research team member with Pete Miller*

Honorarium \$500  
Transportation \$760  
Lodging \$148  
Meals \$68  
Total **\$1,476**

**Ken Zeichner**

*University of Washington faculty, former UW-Madison faculty, PSN mastermind*

Honorarium \$500  
Transportation \$760  
Lodging \$148  
Meals \$68  
Total **\$1,476**

**Total Budget = \$3,540**