Winthrop University-School Partnership
School-Based Reflection, Assessment, and Goals

The Partnership Network promotes simultaneous renewal of schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty. Four goals provide the foundation for work in Professional Development Schools (PDS) and Partner Schools (PS):

1. Improve P-12 learning through innovative and reflective practice.
2. Improve quality of educator preparation through active engagement of pre-service teachers in the school community.
3. Provide school and university faculty ongoing and reciprocal professional development.
4. Increase support and retention of new teachers.

The School-Based Reflection, Assessment, and Goals form is completed annually by Professional Development and Partner Schools as a collaborative effort between school administrators, liaisons, and WFIR (if applicable) as they work to achieve the four stated goals. Completed forms are due to the Partnership Network Office through an electronic survey submission by May 15 each year. Data from all schools are compiled and analyzed by the Partnership Advisory Council.

School –
Principal –
Liaison –
WFIR (if applicable) –
Date form completed –
Names of faculty/staff completing form –
According to the scale below, assess your school’s performance according to each section description. Then, provide qualitative reflection that supports the assessment rating including any comments/questions for Partnership Network staff. Finally, craft 1-2 goals for each section that will guide your school’s Partnership work in the next year.

1 – Difficulty      2 – Improving      3 – Acceptable      4 – Significant

Section I - Whole school community understanding of Partnership Network goals, initiatives, and opportunities: A shared understanding of and commitment to the Partnership Network is held by multiple stakeholders including school administration, teachers, staff, students, and parents/caregivers. School leaders are actively involved in Partnership initiatives and encourage the same from the teachers and staff. Pride in Partnership Network membership is shown through the school’s website, vision/mission, newsletters, PTO/SIC discussions, etc.

a. Assessment rating (1, 2, 3, or 4)

b. Rating reflection
   i. Evidence of performance (limit 100 words – data points, links to websites/information, description of activities completed, etc.)
   ii. Areas for growth and support needed (limit 50 words)

c. Reflection on last year’s goals (limit 100 words – will not occur until 2015-2016)

d. 1-2 goal(s) for upcoming year related to whole school community understanding (limit 50 words each)

Section II - Participation in a collaborative learning environment: School faculty and staff establish an active learning/professional development climate within the Partnership Network. Utilizing the professional learning portal on the Partnership Network website, the school posts events at the school that others can attend. The school provides expertise as needed to other schools and to university instructors. The school liaison is a strong contributor to the Partnership Advisory Council and the school has a strong constituent at the annual Partnership Conference.

a. Assessment rating (1, 2, 3, or 4)

b. Rating reflection
   i. Evidence of performance (limit 100 words – data points, links to websites/information, description of activities completed, etc.)
   ii. Areas for growth and support needed (limit 50 words)

c. Reflection on last year’s goals (limit 100 words – will not occur until 2015-2016)

d. 1-2 goal(s) for upcoming year related to whole school community understanding (limit 50 words each)

Section III - Dedication to teacher candidate development: Teacher candidate development is perceived as a responsibility of all faculty and staff, even those not formally identified as a host/mentor. The school environment is a welcoming space for teacher candidates to advance as future educators at various levels in their pre-service tenure. If hosting year-long interns (either for one semester or two), the school
makes a commitment to their “junior faculty members” by making them part of the school community (names on doors, spirit wear, school email address, etc).

a. Assessment rating (1, 2, 3, or 4)

b. Rating reflection
   i. Evidence of performance (limit 100 words – data points, links to websites/information, description of activities completed, etc.)
   ii. Areas for growth and support needed (limit 50 words)

c. Reflection on last year’s goals (limit 100 words – will not occur until 2015-2016)

d. 1-2 goal(s) for upcoming year related to whole school community understanding (limit 50 words each)

Professional Development Schools ONLY – address Sections IV – VI

Section IV- Leadership in collaborative inquiry with WU and other Partnership Network schools: Professional Development Schools (PDS) take the lead in developing and investigating critical questions. Through strategies such as action research, control-group investigations, and pre/post measures, the PDS community contributes to a greater body of knowledge that impacts teacher and learning. Dissemination of results occurs through publications, presentations, discussions, and more.

a. Assessment rating (1, 2, 3, or 4)

b. Rating reflection
   i. Evidence of performance (limit 100 words – data points, links to websites/information, description of activities completed, etc.)
   ii. Areas for growth and support needed (limit 50 words)

c. Reflection on last year’s goals (limit 100 words – will not occur until 2015-2016)

d. 1-2 goal(s) for upcoming year related to whole school community understanding (limit 50 words each)

Section V- 75% of eligible faculty have applied as and are actively hosting/mentoring teacher candidates: Considering the critical aspect of developing the next generation of teachers, PDS sites are committed to actively engaging the majority of eligible faculty in hosting and mentoring. Since it is not expected that 75% of faculty engage as hosts or mentors simultaneously, the school develops a rotation system while also developing the host and mentoring capacity and skills of new teachers. (Note: Sites should calculate the 75% excluding non-teacher/leader preparation areas such as business.)

a. Assessment rating (1, 2, 3, or 4)

b. Rating reflection
   i. Evidence of performance (limit 100 words – data points, links to websites/information, description of activities completed, etc.)
   ii. Areas for growth and support needed (limit 50 words)
c. Reflection on last year’s goals (limit 100 words – will not occur until 2015-2016)

d. 1-2 goal(s) for upcoming year related to whole school community understanding (limit 50 words each)

**Section VI - Significant presence of Winthrop teacher candidates in various experiences exists:** A PDS is an active environment for teacher development. During any given semester, multiple experiences are occurring from freshman to senior year (as appropriate). The PDS has developed faculty and staff understanding of the co-teaching model. Communication with Winthrop faculty and staff (beyond the Partnership office) occurs on a regular basis.

a. Assessment rating (1, 2, 3, or 4)

b. Rating reflection
   i. Evidence of performance (limit 100 words – data points, links to websites/information, description of activities completed, etc.)
   ii. Areas for growth and support needed (limit 50 words)

c. Reflection on last year’s goals (limit 100 words – will not occur until 2015-2016)

d. 1-2 goal(s) for upcoming year related to whole school community understanding (limit 50 words each)