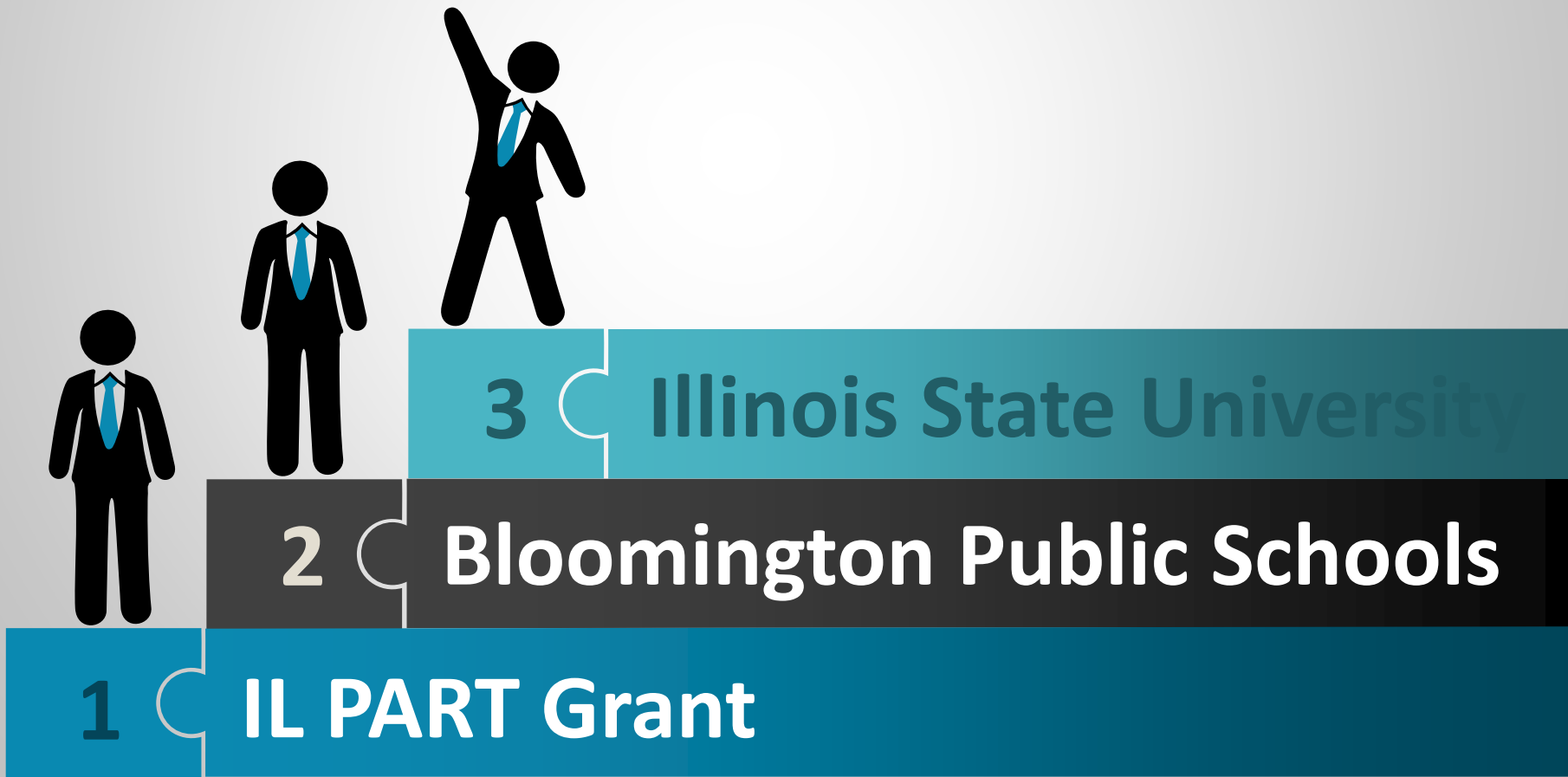


# Partnerships



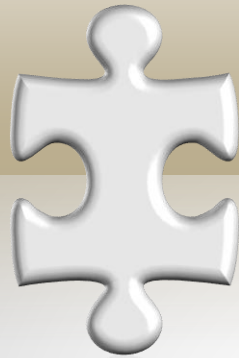
University - School District

# The Players





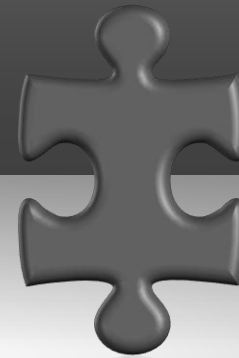
**Funded**  
**Position**



**District**  
**Advisory**  
**Committee**



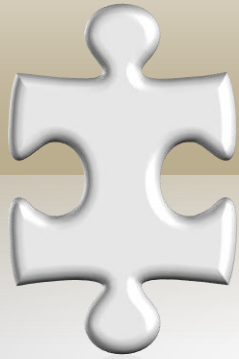
**Adjunct**  
**Professors**



**Visiting**  
**Professionals**



**P-12**  
**Department**  
**Meetings**



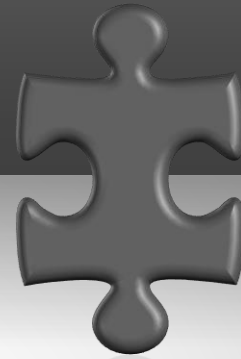
**Coaching  
Model**

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**Principal  
PD**

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**Recruitment**

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## Table Talk: Unique Partnership Activities

Do you do something similar, but with a unique twist?

1

Do you have additional partners or partnership activities?

2

What formal planning supports continued partnership development?

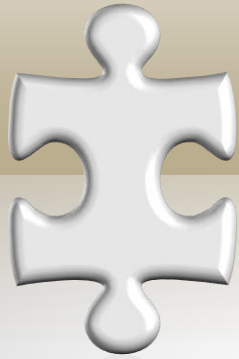
3

What structures or strategies might improve the partnerships activities shared today?

4

Are you aware of a specific university/school district partnerships that provide a good model for others?

5



**SREB**  

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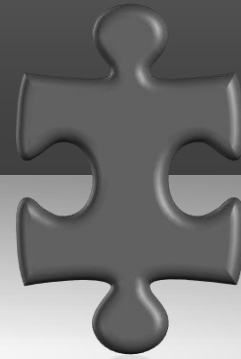
**Module**



**SREB**  

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**Enabling  
Conditions**



**Sample**  

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**MOU**

# SREB University - District Partnerships

## Module Summaries

### ***Developing Collaborative University-District Partnerships to Prepare Learning-Centered Principals***

#### **What can you expect to get from this module?**

The purpose of a university-district partnership for the preparation and development of principals is to provide all schools leadership that results in improved student learning. In order to be successful, both parties in the partnership will have to relinquish control over areas which have traditionally been the sole responsibility of one of the parties.

Successful university-district partnerships have the *potential* to leverage the collective capacity of both organizations *if* they are both willing and able to work together to develop — within a formal structure — a shared vision, a shared sense of urgency, mutual accountability, and shared inquiry, and *if* both parties benefit and align their work with their missions.

#### **Who should take this training?**

This module is designed to be taught to forming or existing university-district partnerships. Decision makers and other stakeholders from both organizations must be present at the workshops.

#### **Other SREB Leadership Curriculum Modules that support this module:**

There are no formal prerequisites for this SREB module. However, some participants may find it helpful to follow up this training with *Developing Internship Programs for School Leaders*.

#### **What will you have to do to get the most from this module?**

Participants must have the right team of people present — those that have the authority and knowledge to develop a partnership between a university and a school district. Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments, attending two separate follow-up days, and completing a Partnership Agreement.

#### **Big Ideas in This Module**

- The goal of redesigned programs is to better prepare school leaders to lead schools effectively and improve student achievement.
- Neither universities nor districts can single-handedly provide the breadth of experiences needed to adequately prepare school leaders.
- Partnering provides a way to design and deliver leadership preparation grounded in current calls for leadership qualities, better field experiences and more supportive learning structures.
- Mutual respect, understanding and trust can be built when all partners acknowledge their self-interests in light of the partnership's goals.
- Joint screening by university and school system leaders helps select the future leaders the district needs.
- Partnerships should tap potential leaders with demonstrated knowledge of curriculum and instruction.
- Program redesign should emphasize curriculum, instruction and student achievement.
- Field-based experiences should be a high priority and integrated throughout principal preparation.
- School leaders should participate in continuous learning activities closely aligned to school improvement.
- University and district partners need ongoing discussions on program results.
- Partnerships can succeed when both parties identify and develop enabling conditions that further their work.
- Well-written Partnership Agreements help to avoid barriers and remove them when present.
- Clear measures for evaluation drive improvement.

# SREB Enabling Conditions

Need to Change	Willing to Change	Able to Change	Indicators	Consistently Evident	Sometimes Evident	Seldom Evident	Don't Know
<b>Condition U1:</b>			University leaders recognize and support a mission of outreach and service to local school districts.				
			A. The university's vision, mission or belief statements describe outreach to the local community, its schools and students as a significant value for the organization.				
			B. The university's public communications describe the outreach and services offered to local school districts.				
			C. University leaders meet regularly with local school district leaders to discuss the system of leadership preparation and results expected for student achievement.				
			D. University leaders respond quickly and decisively to requests for support from local school districts.				
<b>Condition U2:</b>			A successful history of collaboration and partnering positively influences the organization's commitment to the development process.				
			E. University leaders acknowledge previous collaborative initiatives as partnerships between organizations without "ownership" by any one staff member.				
			F. Previous collaboration experiences are regularly profiled in public communications and reports as evidence of an ongoing commitment of the university to local school districts.				
			G. University leaders draw from the experiences of previous collaboration attempts to develop even more successful and sustainable partnerships with local school districts.				
			H. Representatives of partnering organizations are invited to serve in volunteer leadership positions (e.g. advisory councils) at the university in order to deepen the university's commitment to local school districts.				
<b>Condition U3:</b>			The university recognizes and supports the resources that are necessary to begin developing partnerships.				
			I. University leaders allocate appropriate financial resources for program staff to cultivate individual relationships and develop organizational partnerships.				
			J. The university leaders recognize that the return on				



# Sample MOU



*The Illinois Board of Higher Education and  
The Illinois State Board of Education:  
Working Together to Prepare Illinois School Leaders*

## **Creating a School/University Partnership Memo of Understanding**

Kathleen Sullivan Brown, Illinois Education Research Council  
Alicia Haller, Illinois State Board of Education

### *Introduction to the Sample MOU*

Each school/university partnership is unique. Partners seldom have a blueprint or roadmap to guide their efforts. Learning to work in new ways means that the member organizations of the partnership cannot simply continue to do business as usual. Partnership work, therefore, is labor-intensive, creative, and messy. It takes time to iron out the bugs. Often the urgent daily work of creating excellent schools demands that school districts and universities rely on the tried-and-true methods because these methods are well known and it is tempting to fall back on what is familiar. The important thing is to *get the job done*.

However, evidence is mounting that “getting the job done” with these methods is not accomplishing what we want (SREB, 2009). Thus, there must be a strategic investment of time and resources to craft a new process. This is exactly what the new guidelines for preparation of Illinois school leaders are designed to do: create a new environment of partnership so that universities, school districts, and other stakeholders may learn to work in new ways to prepare transformative school leaders of the future.

“Joint productive work” (Murrell, 1998) means working out the details of partnership without a blueprint or template to guide these deliberations. However, partnerships can learn from the work of others who have been doing this type of work in their communities in recent years. Lessons learned in their beginning efforts can inform the work in other places while each partnership faces their own unique local challenges.

The following document “Sample Memorandum of Understanding” is intended to offer guidelines for thinking, talking about and establishing local partnerships. The sample MOU is

# Partnerships



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