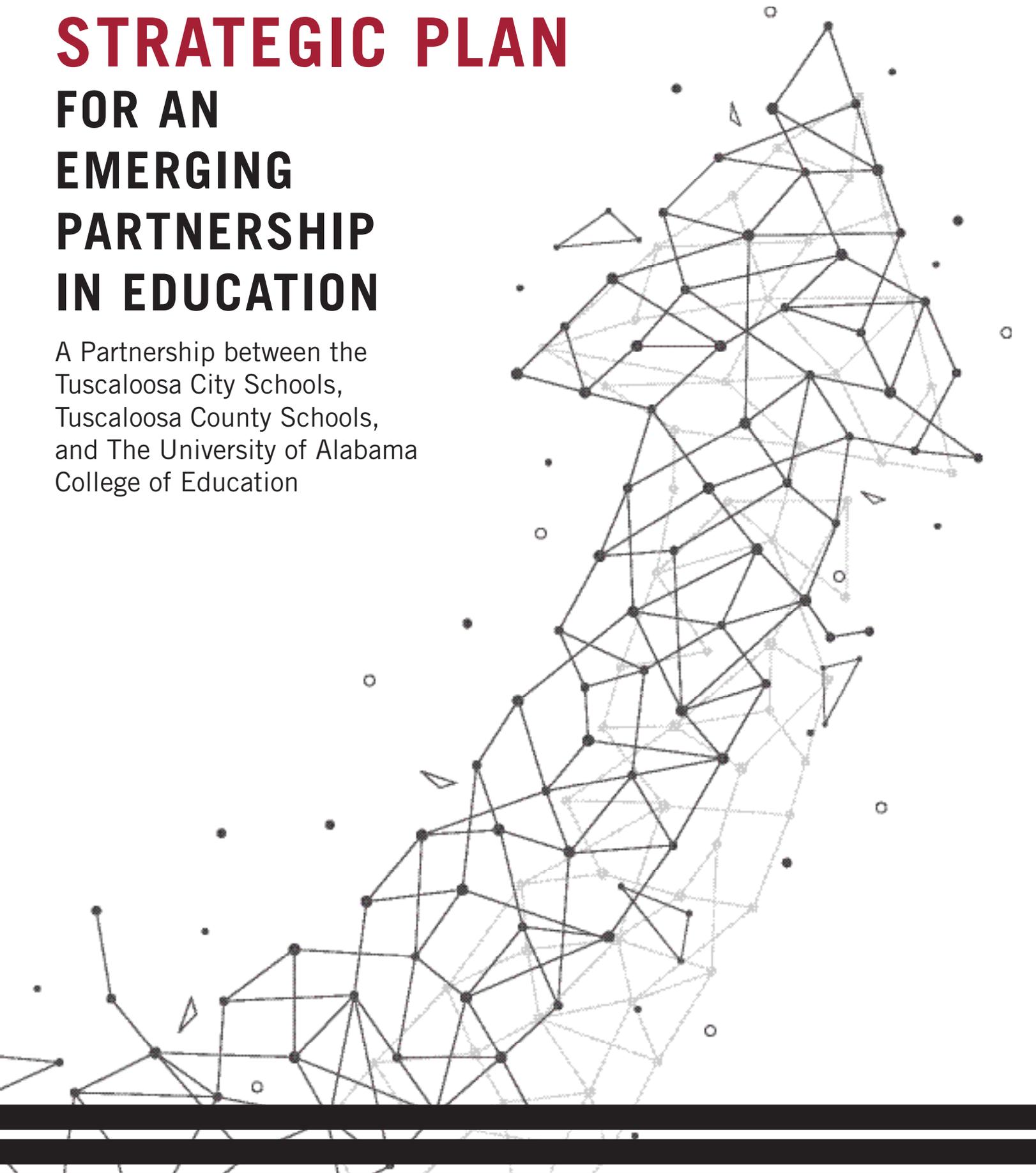


STRATEGIC PLAN

FOR AN EMERGING PARTNERSHIP IN EDUCATION

A Partnership between the
Tuscaloosa City Schools,
Tuscaloosa County Schools,
and The University of Alabama
College of Education





Background

On February 2, 2018, representatives from the College of Education at The University of Alabama met with representatives from the Tuscaloosa City Schools (TCS) and the Tuscaloosa County Schools (TCSS) to develop a draft of a strategic plan for an education partnership among the three institutions. Representatives brainstormed with the guidance of a facilitator in order to develop a collective vision as well as goals and strategies for achieving that vision. Prior to the meeting, an electronic survey was sent out to representatives from each partner institution in order to garner feedback on the partnership and provide an opportunity for input from those unable to attend the meeting. More than 350 survey responses were collected, and themes from the collected surveys served as a starting point for the strategic planning meeting held on February 2, 2018 at the central office of the Tuscaloosa County Schools. Based on the outcomes of that meeting, a draft plan of the strategic plan was created and minor edits were made, culminating in the version presented in this document. Although we recognize that faculty, students, and staff from the College of Education have long been in various partnerships with the Tuscaloosa City Schools and Tuscaloosa County Schools, as well as other education and community organizations in the surrounding area, this strategic plan serves as a more formalized and purposeful partnership among the three institutions.

Participants for the development of the strategic plan, as drafted in February 2018, include the following representatives from the three partner institutions.

Tuscaloosa City Schools

Jamesia Armistead
Denise Arrington
Lindsey Blevins
Britton Cherry
Mike Daria
Nakelya Mullins
James Pope
Nancy Reed
Shandra Shaw

Tuscaloosa County Schools

Amanda Cassity
Walter Davie
Cheryl Fondren
Bea Nichols
Kelsie Owens
Deanna Poe
Justin Ray
Abby Rushing
Cynthia Simpson
David Scott
Carolyn Welsor
Maria Wesson

College of Education

Joy Burnham
April Caddell
Julianne Coleman
Carol Donovan
Melisa Fowler
Peter Hlebowitsch
Miguel Mantero
Brenda Mendiola
Kagendo Mutua
Karen Spector
John Myrick
Kathy Wetzell
Elizabeth Wilson

Vision

A collaborative partnership between the Tuscaloosa City and Tuscaloosa County Schools and the College of Education at The University of Alabama that is built upon open, reciprocal communication, shared responsibility, and mutual resources for overall student success and well-being.

Goals and Strategies

A PROGRESSIVE COLLABORATION

To engage in an innovative, ongoing collaboration with transparent expectations, well-defined outcomes, and a commitment to accept and respond to changing needs.

Strategies

- Have set times to meet and ongoing, regular check-ins across the College of Education and schools systems.
- Conduct face-to-face meetings between UA faculty and teachers.
- Create model classes and co-teaching labs.
- Conduct facilitation through technology.
- Co-construct expectations (e.g. CMT Institute).
- Conduct joint informational sessions with LEA and UA about multiple pathways in education careers.
- Collect data and needs assessment, followed by planning sessions based on those needs.
- Designate a point person for disseminating current information (i.e. a directory).
- Celebrate success together.
- Create incentives with National Board Certification workshops.
- Define the roles of each partner.

Next Steps

Based on feedback following the February 2018 meeting, the strategic plan has been finalized, and a strategic planning education partnership council has been created in order to maintain the momentum of the emerging partnership and oversee implementation.

TEACHER AND LEADERSHIP DEVELOPMENT AND PEDAGOGY

To establish authentic and research-based professional development and leadership experiences for both pre-service and in-service teachers and school leaders across the professional continuum.

Strategies

- Place pre-service teachers in early and purposeful placements informed by horizontal communications.
- Allow P-12 teachers to visit UA classes to learn about pedagogy for a reciprocal relationship since UA students are able to visit school classrooms.
- Revive the Practitioner Advisory Committee, or something similar, for grades P-12.
- Administer a needs-based assessment to determine the professional development needs of teachers at various stages of the career trajectory—early career, mid-career, and late career.
- To avoid redundancy, ask schools what professional development content they have addressed.
- Address the importance of rural education and the specific needs of students and school in rural settings.
- Administer a community needs-based assessment and ask community leaders what they need for industry
- Contextualize and share research, including the practice-based evidence from P-12 teachers.
- Inform interns about the content requirements specific to the district, to the extent possible, and include interns in these conversations.
- Conduct school-specific professional developments for interns with cooperating teachers.
- Open UA courses to teachers and leaders for CEUs (ELLs, differentiation, RTI, and restorative justice).

ADDRESS STUDENT ACHIEVEMENT GAP AND STUDENT OPPORTUNITIES

To develop the whole student, we will align the talent, expertise, and resources of all partners to provide students varied and purposeful opportunities that will close all dimensions of the achievement gap.

Strategies

- Identify the talent, expertise, and resources from all organizations (partners and stakeholders).
- Develop a framework for communicating those talents, expertise, and resources.
- Identify the achievement gaps by subgroup, subject area, and grade level.
- Identify factors contributing to these achievement gaps.
- Develop task forces and interest groups for aligning talent, expertise, and resources with identified needs.
- Develop an online, searchable community where ideas and opportunities can be shared among the three partners—an electronic newsletter for the partnership, a central website with difference pages and sections.
- Partner between College of Education and schools to have family nights hosted at the school sites.

VALUE ALL VOICES

To provide opportunities for open communication where all stakeholders' perspectives are valued in order to promote a stronger partnership

Strategies

- Conduct surveys to determine interests, talent, involvement, and evaluation of practices and policies, and outcomes.
- Have an educational town hall, task forces, and focus groups.
- Determine the most effective forms of communication, including the use of social media.
- Publish a newsletter common to the College of Education, Tuscaloosa City Schools, and Tuscaloosa County Schools.

RECOGNITION AND SHARING OF RESOURCES

To purposefully recognize and share all relevant fiscal, cultural, and educational resources in order to serve all students, teachers, and community stakeholders

Strategies

- Conduct an inventory of the various resources among the partners.
- Collectively establish a framework for sharing these resources.
- Conduct a needs-based assessment from each partner with includes community stakeholders.
- Identify and apply for grants.
- Survey for specific areas of expertise as a resource.
- Develop a College of Education, Tuscaloosa City Schools, and Tuscaloosa County Schools directory of contacts of expertise.
- Develop partnerships with community organizations for cultural awareness.
- Conduct tutor sessions between UA students and high school students.
- To recruit future teachers into the profession, have “educational interns” where high school students shadow elementary and middle school teachers.

