



Professional Development Schools Network

College of Education

UNIVERSITY OF SOUTH CAROLINA

USC Professional Development School Network

FRAMEWORK

*A Foundational Framework for
Philosophy, Organization, and Partnerships*

College of Education

UNIVERSITY OF SOUTH CAROLINA

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COLLABORATIVE RELATIONSHIPS | RECIPROCAL LEARNING | SHARED LEADERSHIP
SCHOLARLY PRACTICE | CONTINUOUS IMPROVEMENT

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USC Professional Development School Network Framework

A Foundational Framework for Philosophy, Organization, and Partnerships

Introduction

The USC Professional Development School (PDS) Network Framework documents the philosophy, organizational structure, partnership models, governance, and collaborative relationships that define the USC PDS Network.

The Framework establishes a shared understanding of how the Network functions while providing context for Partnership-Level Roles and Network-Level Roles. It serves as the foundational document for onboarding, partnership development, strategic communication, organizational decision-making, and the continued growth of the USC PDS Network.

Rather than serving as a policy manual or procedural guide, the Framework provides a shared understanding of the beliefs, structures, and relationships that shape the USC PDS Network. It explains how partnerships are organized, supported, and sustained while providing a common foundation for partners across the Network.

As a signature initiative of the USC College of Education, the USC PDS Network advances the College's strategic vision by preparing next-generation leaders, creating practical solutions through collaborative inquiry and research, strengthening partnerships that inform educational practice, and cultivating external connections that improve schools and communities. Through reciprocal partnerships, the Network also supports the College's commitment to investing in faculty and staff, fostering collaboration, and advancing research-informed educational practice. This Framework provides the philosophical and organizational foundation that enables the Network to cultivate, sustain, and strengthen those partnerships in support of the College's strategic vision.

The Framework is organized into four sections. Together, these sections describe the history, philosophy, organization, and partnerships that define the USC PDS Network.

Section I: USC PDS Network History

Purpose

The USC PDS Network History section provides the historical context that shaped the development and evolution of the USC PDS Network. Understanding this history provides a foundation for understanding the Network's philosophy, organizational framework, enduring commitment to partnerships, and strategic contribution to the mission of the USC College of Education.

Origins

For more than three decades, the USC Professional Development School (PDS) Network has served as a defining feature of the USC College of Education and helped establish its national leadership in meaningful school-university partnerships through educator preparation, professional learning, collaborative inquiry, innovation, and educational improvement. The USC PDS Network was established in 1990 during a period of growing national interest in Professional Development Schools and school-university partnerships. Guided by the work of the Holmes Group and the National Network for Educational Renewal (Goodlad, 1994; Holmes Group, 1990), colleges and universities across the country began strengthening educator preparation through more intentional collaboration with P–12 schools.

Rather than adopting a predetermined model, early Network partners worked together to define what Professional Development Schools would mean within the context of the University of South Carolina and its partner schools and districts. Through this collaborative process, the Network established a strong foundation for partnerships grounded in collaboration, inquiry, professional learning, and shared responsibility for educator preparation and school improvement.

From its earliest days, the USC PDS Network reflected a shared commitment to collaboration, innovation, and continuous learning. The relationships established among university faculty and staff, P–12 educators, school administrators, and district leaders created a culture of reciprocal learning that has remained central to the Network's identity and continues to guide its contributions to the College, its partners, and the education profession.

Growth of the Network

Since its establishment, the USC PDS Network has continued to strengthen partnerships through intentional growth, collaboration, and shared leadership. As the Network expanded,

so did opportunities for university faculty and staff, P–12 educators, school administrators, district leaders, teacher candidates, and graduate students to work together in support of educator preparation, professional learning, inquiry, and school improvement.

Throughout its history, the Network has refined its organizational structures, partnership agreements, governance, and collaborative practices to better support the needs of partner schools, districts, and the University. These refinements have strengthened the Network while preserving the relationships and shared purpose that have remained central to its work since 1990.

As the Network evolved, it created new opportunities for educators to collaborate, learn from one another, engage in inquiry, and share innovative practices. These collaborative experiences strengthened individual partnerships while expanding the Network's role in advancing educator preparation, professional learning, collaborative inquiry, research, innovation, and continuous improvement across partnerships, schools, districts, and the broader education community.

The USC PDS Network has also played an active leadership role in advancing Professional Development Schools at the state, regional, and national levels. Beginning in 2000, the Network hosted the annual Professional Development School Conference, bringing together educators from across the country to share ideas, strengthen partnerships, and advance the PDS movement. These national conversations contributed to the establishment of the National Association for Professional Development Schools (NAPDS) in 2005, now the National Association for School-University Partnerships (NASUP; Field et al., 2010; Field & Van Scoy, 2014; NASUP, n.d.). Additionally, University faculty and staff from the USC PDS Network also played a leadership role in the development of the original Nine Essentials, and USC continued to contribute to the revision process that informed the second edition of *What It Means to Be a Professional Development School: The Nine Essentials, Second Edition* (NAPDS, 2021).

University faculty and staff, together with P–12 partners, have continued to contribute to the profession through scholarship, conference presentations, professional service, and collaborative publications (Field et al., 2010; Field & Van Scoy, 2014; Van Buren et al., 2019). The Network has also received numerous national recognitions for exemplary partnership work and remains one of the nation's longest-standing and most established Professional Development School networks.

Throughout this growth, the Network has remained committed to thoughtful reflection and continuous improvement. As educational contexts have evolved, the USC PDS Network has continued to strengthen its partnerships and organizational framework while remaining grounded in the collaborative relationships and shared purpose that have defined the Network since 1990.

Collaborative Reimagining Process

Throughout its history, the USC PDS Network has demonstrated a commitment to thoughtful reflection and continuous improvement. As educational contexts, educator preparation, and partnerships continued to evolve, the Network recognized the importance of examining its organizational framework to ensure it remained responsive to the needs of educators, schools, districts, and the University.

Between 2024 and 2026, the USC PDS Network engaged in a collaborative reimagining process that invited broad participation from university faculty and staff, P–12 educators, school administrators, district leaders, and other Network stakeholders. Through surveys, interviews, collaborative design sessions, and ongoing dialogue, participants reflected on the Network's history, identified its strengths, and considered opportunities to strengthen the future of the Network.

The process was guided by a commitment to listening before designing. Stakeholder perspectives informed every stage of the work, ensuring that the updated organizational framework reflected the experiences, expertise, and priorities of the educators and partners who contribute to the Network. Verbalizing Visions, LLC facilitated stakeholder engagement, data collection, analysis, and organizational design throughout the process.

Rather than redefining the purpose of the USC PDS Network, the collaborative reimagining process strengthened the organizational structures that support partnerships. The resulting framework builds upon more than three decades of partnership experience while positioning the Network to continue meeting the evolving needs of educators, schools, and communities.

The Current Framework

The collaborative reimagining process culminated in an updated organizational framework that reflects the enduring values of the USC PDS Network while strengthening the structures that support partnerships. As the Network continues to evolve, this Framework provides a shared foundation for partnerships, emerging opportunities, and the advancement of the USC PDS Network's mission.

The sections that follow articulate the shared philosophy, organizational framework, and partnership structures that guide the USC PDS Network. Together, they provide a common foundation for strengthening educators, schools, and communities through meaningful district- and school-university partnerships while advancing the strategic priorities of the USC College of Education.

Section II: USC PDS Network Philosophy

Purpose

The USC PDS Network Philosophy articulates the mission, foundational beliefs, and core principles that guide the work of the USC PDS Network and define its approach to partnerships.

Introduction

The USC PDS Network is grounded in the nationally recognized principles of Professional Development Schools articulated in *What It Means to Be a Professional Development School: The Nine Essentials* (2nd ed.), originally published by NAPDS, now NASUP (NAPDS, 2021). As one of the nation's longest-standing Professional Development School networks, the USC PDS Network has both contributed to and been shaped by the continued evolution of the Professional Development School movement.

Building upon these principles and in alignment with the College of Education's mission and vision, the USC PDS Network cultivates partnerships that create reciprocal value for schools, districts, the University, and the broader education profession. These partnerships also serve as an important mechanism through which the USC College of Education advances its commitments to educator preparation, collaborative partnerships, research, innovation, and community engagement. Through meaningful collaboration, partners contribute their unique expertise while learning with and from one another to strengthen educator preparation, advance professional learning, research, and innovation, improve educational practice, and broaden knowledge within the profession.

The mission, foundational beliefs, and core principles that follow articulate the USC PDS Network's philosophy and provide a shared foundation for its organizational framework, partnership models, and collaborative practices. Together, they guide how partners work together to cultivate meaningful partnerships and advance the mission of the USC PDS Network.

Foundational Beliefs

The USC PDS Network is built upon the belief that meaningful school-university partnerships create reciprocal value for educators, schools, communities, and the broader education profession.

The USC PDS Network believes that meaningful partnerships flourish through reciprocal relationships in which every partner contributes expertise while learning with and from one another. Through shared leadership, collaborative inquiry, professional learning, research, innovation, and continuous improvement, partnerships strengthen educator preparation, support the ongoing growth of educators, schools, and the University, improve educational practice, and enhance learning opportunities and outcomes for students.

These foundational beliefs shape all aspects of the USC PDS Network, informing its governance, organizational framework, partnership models, and collaborative practices while providing a shared foundation for cultivating meaningful partnerships across the Network.

Mission

The mission of the USC PDS Network is to cultivate and sustain meaningful partnerships that strengthen educators, schools, and communities through innovative approaches to educator preparation, professional learning, collaborative inquiry, and research while fostering continuous improvement to advance educational practice and enhance learning opportunities and outcomes for students.

Core Principles

The following Core Principles express the philosophy of the USC PDS Network and guide how the Network cultivates meaningful partnerships, advances its mission, and contributes to the mission and vision of the USC College of Education. Collectively, these Core Principles provide the foundation for meaningful partnerships and define qualities that enable partnerships to thrive. They also represent the USC PDS Network's distinctive expression of the nationally recognized principles of Professional Development Schools and are demonstrated throughout the Framework's organization, governance, and partnership practices. The relationship between the USC PDS Network Core Principles, the mission, vision, and strategic priorities of the USC College of Education, and the Nine Essentials (NADPS, 2021) is illustrated in the Appendix.

Core Principle: Collaborative Relationships

Collaborative relationships create the conditions for educators, students, schools, and communities to learn, grow, and thrive together.

The USC PDS Network is grounded in the belief that authentic partnerships are built upon mutual trust, shared purpose, reciprocal learning, and sustained collaboration. By bringing together the unique expertise and perspectives of educators across P–12 schools, districts, and the University, these partnerships foster meaningful

relationships that strengthen educator preparation, professional practice, and student learning while creating reciprocal value for all partners.

Through these collaborative relationships, partners work together to advance educational excellence, strengthen South Carolina's educator workforce, and expand opportunities for educators, students, schools, and communities. In doing so, the partnerships reflect the USC College of Education's commitment to collaborative partnerships and community engagement while generating outcomes that benefit both the University and its P–12 partners.

Core Principle: Reciprocal Learning

Reciprocal learning values the knowledge, expertise, and perspectives that every partner contributes, enriching the learning of all.

Across the USC PDS Network, reciprocal learning occurs as teacher candidates, P–12 educators, university faculty and staff, school and district leaders, and other partners engage in shared experiences that foster reflection, dialogue, collaborative inquiry, and professional growth. By learning with and from one another, partners strengthen educator preparation, enhance professional practice, and expand the collective knowledge that informs teaching, learning, and leadership.

Through reciprocal learning, partnerships bridge research and practice, generate knowledge that benefits both the University and its P–12 partners, and advance educational practice across diverse learning environments. In doing so, they reflect the USC College of Education's commitment to preparing skilled practitioners and scholars while fostering innovation, collaboration, and continuous learning.

Core Principle: Shared Leadership

Shared leadership strengthens partnerships by fostering collective responsibility, shared expertise, and collaborative decision-making.

Shared leadership is cultivated throughout the USC PDS Network by relationships built on mutual trust, respect, and shared accountability. Partners work together to establish priorities, make informed decisions, solve challenges, and guide the continuous growth of their partnerships by drawing upon the unique expertise and perspectives of P–12 educators, university faculty and staff, school and district leaders, and other stakeholders.

Through shared leadership, partnerships build leadership capacity across schools, districts, and the University while fostering collective ownership of partnership goals and outcomes. In doing so, they reflect the USC College of Education's commitment to developing collaborative leaders who are prepared to address complex educational challenges through shared responsibility, innovation, and meaningful engagement.

Core Principle: Scholarly Practice

Scholarly practice informs teaching, learning, and leadership by bridging theory and practice through collaborative inquiry, research, reflection, innovation, and professional learning.

The USC PDS Network cultivates scholarly practice through collaborative inquiry and shared reflection that engage partners in examining educational practice, exploring new ideas, conducting research, and applying evidence to address authentic challenges. By bridging theory and practice, partners learn with and from one another, generate new knowledge, and strengthen educator preparation, professional practice, and student learning.

Through scholarly practice, partnerships create, apply, and share knowledge that informs teaching, learning, and leadership while benefiting both the University and its P–12 partners. In doing so, they reflect the USC College of Education's commitment to research, innovation, and evidence-informed practice while contributing to the continuous advancement of teaching, learning, leadership, and the education profession.

Core Principle: Continuous Improvement

Continuous improvement strengthens partnerships through ongoing reflection, responsiveness, and a shared commitment to learning, growth, and excellence.

Within the USC PDS Network, continuous improvement is cultivated through ongoing reflection, meaningful feedback, collaborative evaluation, and evidence-informed decision-making. Partners regularly examine their practices, assess progress toward shared goals, and adapt their work to strengthen partnerships, improve outcomes, and respond to the evolving needs of educators, students, schools, and communities.

Through continuous improvement, partnerships sustain a culture of learning, responsiveness, and growth that strengthens educators, schools, and the University while adapting to the evolving needs of students and communities. In doing so, they reflect the USC College of Education's commitment to continuous growth, innovation, and educational excellence while ensuring the Network continues to evolve in ways that benefit all partners and advance the education profession.

Section III: USC PDS Network Organization

Purpose

The USC PDS Network Organization describes how the USC PDS Network is organized to cultivate, support, and sustain partnerships.

Organizational Overview

The USC PDS Network is organized as a collaborative network of partnerships supported through shared leadership, governance, and Network-wide resources. Partnerships serve as the foundation of the Network, bringing together university faculty and staff, P–12 educators, school administrators, district leaders, teacher candidates, graduate students, and other partners in pursuit of shared goals. The organizational structure is designed to cultivate reciprocal relationships, strengthen collaboration, and support continuous improvement across the Network.

The USC PDS Network intentionally distributes leadership through Partnership-Level Roles, Network-Level Roles, and Network governance. Each component contributes unique expertise and responsibilities while working collaboratively to strengthen partnerships and advance the mission of the Network.

Governance provides strategic direction and stewardship while ensuring that Network priorities remain aligned with the strategic vision of the USC College of Education. Partnership-Level Roles cultivate and sustain partnerships within local contexts. Network-Level Roles expand access to professional learning, inquiry, scholarship, leadership development, and other resources that strengthen partnerships across the Network. Together, these interconnected structures create an organizational system that supports both local partnership needs and the collective success of the USC PDS Network.

Governance

The USC PDS Network is guided through a shared governance structure that provides stewardship, strategic direction, and collaborative leadership for the Network. Governance supports the continued growth of partnerships while ensuring the Network remains aligned with its mission, foundational beliefs, and core principles.

Network Leadership Team

The USC PDS Network is led by a Network Leadership Team that provides strategic leadership, organizational coordination, and stewardship. Led by the Co-Directors and

supported by the PDS Network Administrative Coordinator, the Network Leadership Team cultivates the conditions that enable partnerships to develop, flourish, and evolve across the Network.

Through strategic planning, organizational coordination, partnership development, and ongoing support, the Network Leadership Team advances the mission of the USC PDS Network while fostering collaboration, communication, and continuous improvement.

Advisory Board

An Advisory Board provides strategic guidance and broad representation from across the USC PDS Network. Composed of university, school, district, and other educational partners, the Advisory Board offers diverse perspectives that inform Network priorities, strengthen collaboration, and support the continued growth and responsiveness of the Network.

Through its advisory role, the Board helps ensure that the USC PDS Network remains grounded in the experiences and expertise of its partners while advancing its mission, strengthening partnerships, and supporting the long-term success of the Network.

Partnership Structure

Partnerships are the foundation of the USC PDS Network and serve as the primary organizational unit through which the Network fulfills its mission. Through these partnerships, the Network advances educator preparation, professional learning, inquiry, innovation, and continuous improvement while strengthening educators, schools, districts, and communities.

While each partnership reflects its unique context and the needs of its participating partners, all partnerships are grounded in the Network's shared philosophy, organization, and commitment to collaboration. This balance of local flexibility and Network-wide coherence enables partnerships to respond to the needs of their schools, districts, and communities while advancing the collective mission of the USC PDS Network.

The organizational structure of each partnership reflects the Network's commitment to shared leadership, reciprocal learning, and meaningful collaboration. Through distributed leadership, Partnership-Level Roles and Network-Level Roles work together to cultivate, support, and sustain partnerships while connecting local partnership efforts to broader resources and opportunities across the USC PDS Network.

Distributed Leadership

The USC PDS Network intentionally distributes leadership to strengthen partnerships through shared responsibility, complementary expertise, and collaborative leadership. Distributed leadership reflects the understanding that partnerships are strengthened when

educators, administrators, university faculty and staff, and other partners contribute their unique knowledge, experience, and perspectives in pursuit of shared goals.

By recognizing and valuing the expertise of diverse partners, the Network creates opportunities for reciprocal learning, shared decision-making, and meaningful engagement that strengthen both individual partnerships and the USC PDS Network as a whole.

Distributed leadership is expressed through complementary Partnership-Level Roles and Network-Level Roles that work together to support local partnerships while connecting them to the broader resources, expertise, and collaborative opportunities available across the USC PDS Network.

Partnership-Level Roles

Partnership-Level Roles provide the leadership, coordination, and collaboration necessary to cultivate and sustain partnerships while supporting the unique needs and priorities of each partnership.

These roles are intentionally designed to foster collaboration among school, district, and university partners while strengthening communication, professional learning, educator preparation, inquiry, and continuous improvement. Together, individuals serving in Partnership-Level Roles cultivate reciprocal relationships, coordinate partnership activities, and connect partners with the people, expertise, and resources available through the USC PDS Network.

Partnership-Level Roles create the organizational capacity needed to support partnerships while maintaining the flexibility to respond to local contexts and evolving partnership priorities. Although responsibilities vary according to partnership context and partnership model, these roles reflect a shared commitment to collaboration, reciprocal learning, and the collective success of the partnership.

Network-Level Roles

Network-Level Roles expand the capacity of partnerships by connecting educators and partnerships with the expertise, resources, opportunities, and collaborative supports available across the USC PDS Network.

In collaboration with Partnership-Level Roles, Network-Level Roles strengthen professional learning, inquiry, scholarship, leadership development, communication, and other Network initiatives that extend the work of individual partnerships. These roles cultivate connections across the Network, encourage collaboration among partners, and create opportunities to share knowledge, expertise, and effective practices.

By expanding access to Network-wide resources and expertise, Network-Level Roles strengthen individual partnerships while contributing to the collective growth, innovation, and continuous improvement of the USC PDS Network.

Organizational Relationships

The organizational strength of the USC PDS Network lies not only in its individual organizational components but in the collaborative relationships that connect them. Governance, partnerships, Partnership-Level Roles, and Network-Level Roles function as an integrated organizational system that advances the Network's mission through shared leadership, reciprocal learning, and meaningful collaboration.

Within this organizational system, each component contributes distinct expertise and responsibilities while remaining connected through a shared commitment to partnerships. Governance provides stewardship and strategic direction. Partnerships serve as the foundation of the Network's work. Partnership-Level Roles cultivate and sustain local partnerships. Network-Level Roles expand the capacity of partnerships through Network-wide expertise, resources, and collaborative opportunities. Together, these complementary relationships strengthen individual partnerships while advancing the collective work of the USC PDS Network.

Relationships are the defining characteristic of the USC PDS Network. The organizational structures described throughout this section exist to cultivate, support, and sustain relationships among educators, schools, districts, the University, and other partners. Through these relationships, the Network creates the trust, collaboration, and shared responsibility that enable partnerships to flourish while advancing educator preparation, professional learning, inquiry, innovation, and continuous improvement.

Section IV: USC PDS Network Partnerships

Purpose

The USC PDS Network Partnerships section describes how partnerships are cultivated, supported, and sustained through collaborative practices that advance the mission of the USC PDS Network.

Partnership Overview

Meaningful partnerships are the foundation of the USC PDS Network, and the primary means through which the Network fulfills its mission. Built upon shared purpose, reciprocal learning, and collaborative leadership, partnerships create opportunities for educators, schools, districts, and the University to learn with and from one another while strengthening educator preparation, professional learning, inquiry, innovation, and continuous improvement.

Recognizing that schools and districts have different strengths, priorities, and goals, the USC PDS Network offers partnership models that provide flexible pathways for collaboration. While each partnership reflects its unique context, all partnerships are grounded in the Network's shared philosophy, organization, and commitment to strengthening educators, schools, and communities through partnerships.

Rather than prescribing a single approach, the USC PDS Network encourages partnerships to build upon local strengths while engaging in collaborative practices that create value for participating partners, the Network, and the broader school-university partnership community.

Partnership Models

The USC PDS Network offers two partnership models that provide flexible pathways for cultivating partnerships. While each model reflects a distinct emphasis, both are grounded in the Network's shared philosophy, organizational structure, and commitment to strengthening educators, schools, and communities through collaboration.

Collaboration Lab

The Collaboration Lab model is designed for partnerships that seek to strengthen educator practice through professional learning, mentoring, collaboration, and educator development. These partnerships engage educators and university partners in collaborative learning experiences that strengthen

teaching, learning, leadership, and professional practice while building the capacity of educators, schools, and the partnership.

Inquiry Lab

The Inquiry Lab model is designed for partnerships that seek to address authentic problems of practice through collaborative inquiry, research, and innovation. These partnerships engage educators and university partners in systematic inquiry that generates new knowledge, informs educational practice, and strengthens continuous improvement within the partnership, the USC PDS Network, and the broader school-university partnership community.

Although each partnership model reflects a distinct emphasis, both are designed to cultivate partnerships that advance the mission of the USC PDS Network. Partnerships select the model that best aligns with their goals, priorities, capacity, and desired outcomes while remaining connected through the Network's shared philosophy and organizational approach.

Partnership Practice

Meaningful partnerships are strengthened through intentional reflection, collaborative action, and the creation of value for participating partners and the broader educational community. Across both partnership models, the USC PDS Network organizes partnership practice around three interconnected dimensions: Context, Collaboration, and Capital. Together, these dimensions provide a shared framework for planning, implementation, reflection, and continuous improvement.

Context

Context focuses partnership work on the unique needs, priorities, strengths, and opportunities of participating schools, districts, and the University. By understanding the local educational environment and aligning partnership efforts with authentic goals and challenges, partnerships establish a shared purpose that guides their work and informs decision-making.

Collaboration

Collaboration reflects the shared leadership, reciprocal learning, and collective responsibility that define partnerships. Through collaborative planning, professional learning, mentoring, inquiry, communication, and ongoing engagement, partners work together to strengthen educational practice while leveraging the expertise of diverse perspectives and experiences.

Capital

Capital represents the value created through partnerships. As partnerships engage in collaborative work, they generate knowledge, resources, relationships, leadership, and

innovative practices that strengthen participating partners while contributing to the continued growth of the USC PDS Network and the broader partnership community.

Annual Partnership Cycle

Meaningful partnerships are strengthened through an ongoing cycle of planning, implementation, reflection, and continuous improvement. Throughout the academic year, partnership teams engage in intentional opportunities to establish shared priorities, assess progress, reflect on accomplishments, and identify opportunities for continued growth.

The annual partnership cycle provides a consistent process for applying the shared dimensions of **Context, Collaboration, and Capital** throughout the life of the partnership. By revisiting these dimensions over time, partnerships remain responsive to evolving needs, strengthen collaborative practice, and contribute to the collective learning and continuous improvement of the USC PDS Network.

Appendix

USC PDS Network Core Principles Crosswalk

The crosswalk below illustrates how the USC PDS Network Core Principles provide the philosophical foundation for the Framework, how those principles are expressed throughout the Framework's major sections, how they contribute to the strategic vision and priorities of the USC College of Education, and how they reflect the nationally recognized Nine Essentials (NAPDS, 2021). The relationships shown are intentionally integrative rather than one-to-one, recognizing that individual Core Principles may reflect multiple Nine Essentials while simultaneously advancing multiple priorities of the USC College of Education.

Table 1. Core Principles Alignment

USC PDS Network Core Principles	Framework Expression	USC COE Strategic Alignment	Related NAPDS/NASUP Nine Essential(s)
Collaborative Relationships	Governance; Partnership Structure; Partnership Models; Organizational Relationships	Collaborative Partnerships; Community Engagement; External Connections	Essential 1 – A Comprehensive Mission Essential 6 – Articulated Agreements Essential 7 – Shared Governance Structures Essential 8 – Boundary-Spanning Roles Essential 9 – Resources and Recognition
Reciprocal Learning	Partnership Practice; Collaboration; Partnership Models; Annual Partnership Cycle	Educator Workforce Development; Next-Generation Leaders; Skilled Practitioners and Scholars;	Essential 2 – Clinical Preparation Essential 3 – Professional Learning & Leading Essential 4 – Reflection and Innovation Essential 5 – Research and Results Essential 8 – Boundary-Spanning Roles

		Collaborative Learning; Professional Growth	
Shared Leadership	Governance; Network Leadership Team; Advisory Board; Distributed Leadership; Partnership-Level Roles; Network-Level Roles	Leadership Development; Collaborative Leadership; Shared Responsibility	Essential 1 – A Comprehensive Mission Essential 6 – Articulated Agreements Essential 7 – Shared Governance Structures Essential 8 – Boundary-Spanning Roles
Scholarly Practice	Collaboration Lab; Inquiry Lab; Professional Learning Hub; Research Liaison; Partnership Practice; Annual Partnership Cycle	Research & Innovation; Practical Solutions; Evidence-Informed Practice	Essential 2 – Clinical Preparation Essential 3 – Professional Learning & Leading Essential 4 – Reflection and Innovation Essential 5 – Research and Results
Continuous Improvement	Organizational Relationships; Partnership Practice; Annual Partnership Cycle; Inquiry Lab	Educational Excellence; Organizational Responsiveness; Continuous Growth	Essential 4 – Reflection and Innovation Essential 7 – Shared Governance Structures Essential 9 – Resources and Recognition

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