



STATE PERSONNEL DEVELOPMENT NETWORK

## What have you learned about collaborating with IHEs?

**Accreditation requirements may slow course changes**

It's difficult. They often feel left out of the conversation. Their system doesn't lend itself to being involved at the district/school site level. And many are barely surviving as states provide less and less financial support.

IHEs, even public ones, must be constantly concerned with funding. They have barriers to change that may not be evident to outsiders.

Student teacher placements / philosophy of the district may not align with the IHE skills/philosophy.

when you engage in work sessions with them, it helps foster collaboration

In order to be at the "table", we need to provide the table... separate from the Accreditation standards revisions.



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## What challenges have you experienced?

Having to use out of state IHE professors for in-state training.

Finding the person at the IHE who is interested and wants to work with the SPDC.

Knowing the IHE system-what requirements faculty have

Philosophical differences. IHE personnel are doing a lot in their settings (teaching courses, participating in committees, conducting research), so their time is limited.

IHE staff are very protective of syllabi and course content.

It takes a long time to change a course!

some do not support evidence-based literacy knowledge and practice



What questions do you still have about collaborating with IHEs?