

University-School Partnership: Feedback and Assessment

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Abstract: In this study, we aimed to reach the opinions and feedback of university-school partnership stakeholders about the university-school partnership. In this direction, the stakeholders' opinions and experiences regarding the partnership were analyzed. The study is in phenomenological research design, and semi-structured interviews were conducted with 60 participants: teachers, student teachers, lecturers, students, parents, and administrators. Content analysis results show that the feedback and assessments of the university-school partnership stakeholders were grouped under the themes of the assessment method, criticism, and expectations, and several sub-themes under each theme. In line with these findings, we tried to reveal the most crucial points in developing and maintaining university-school partnerships. In addition, at the end of the study, we indicated some suggestions such as essential quality indicators for partnerships, providing open communication channels, clearly expressed roles and responsibilities, strong relations via trust and mutual benefit, and a participatory decision-making process.

Keywords: University-school partnership, professional development, inter-organizational cooperation, phenomenology

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Introduction

It is frequently mentioned that teacher training and development in Turkey need a paradigm shift. The reorganization of teacher training programs in line with the current needs and expectations of the society and schools, the increased rate of school visits and practicum courses in teacher preparation programs, access of teacher candidates to schools, and in-service teacher training unrelated to daily practices have long been among the problematic issues discussed by Ministry of Education and the Council of Higher Education. These institutions have signed several protocols to overcome these problems (e.g., M.E.B., 2016, 2021; YOK, 1998a, 1998b, 2007, 2020). However, there are still many problems with the effectiveness and sustainability of these partnerships, and the problems have been reported in different studies (Bilgin-Aksu & Demirtas, 2006; Cakir et al., 2010; Dogan & Kılıc, 2020; Eren & Yurtseven, 2016; Saka, 2019; Secer et al., 2010; Simsek et al., 2013; Tasdere, 2014; Yalin-Ucar, 2012).

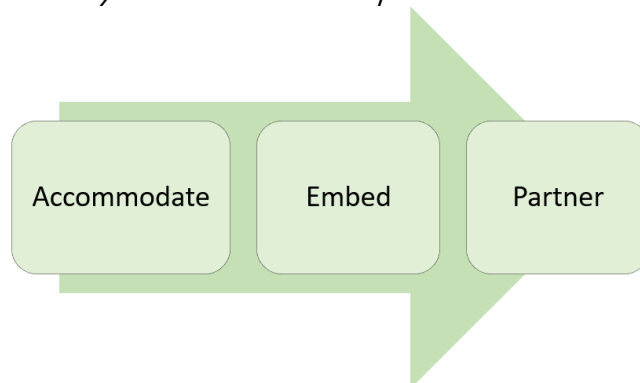
University-school partnership is regarded as a teacher professional development model that includes formal and informal learning processes that combine theory and practice for the professional development of teachers (Darling-Hammond, 2006; Farrell, 2021; OECD, 2015; Zeihner, 2010). Especially in recent years, the concept of university-school partnerships has attracted quite a lot of attention, but it is not fully understood. It is often interchangeably used with the concepts of collaboration and cooperation in different studies (Clifford & Millar, 2007; Farrell, 2021; Harford & O'Doherty, 2016). According to Goodlad (1988, p.13), on the one hand, a partnership is for the individual benefits of the organization. On the other hand, it is to seek solutions to the shared problems of all partner organizations. In university-school partnerships, two or more partners come together to achieve common goals in a mutually beneficial relationship by sharing resources (Lafler & McFadhen, 2001; cited in Wasonga et al., 2012). In this sense, these partnerships cannot be made compulsory, and mutual will is crucial. In addition, there can be no superiority or authority of one over the other in a partnership relationship. We could assume that providing comprehensive solutions from a broad perspective, eliminating concerns about common goals and problems, and acting with the principles of trust, reciprocity, and equality are the general characteristics of such partnerships (Goodlad, 1988; Kruger et al., 2009).

In line with the concept of praxis underlying the university-school partnership model, the aims of these partnerships could be to strengthen the dialectical link between students' academic learning at university and their experiences at school (Maskit & Orland-Barak, 2015). As the school representatives of the faculty, the faculty members plan the school day of the student teachers, carry out the activities to be done and specify the regulations. In addition, they conduct weekly or periodic meetings with student teachers. In these meetings, pre-service teachers are encouraged to share their experiences at school with a reflective perspective and discuss pedagogical theories with real-life examples. Copping (2015, cited in Elton-Chalcraft et al., 2020) examined the university-school partnership for pre-service teacher education in a linear model (see Figure 1), and

claimed that a third stage, the "partnership" stage, should be established for teacher education programs to be more integrated with schools.

Figure 1.

University-School Relationship in Teacher Education



University-school partnerships could be for individual purposes, or they could be in the form of a more comprehensive and institutional structure (Teitel, 1998). For example, schools might need experts for the professional development of their teachers, and for this reason, they might prefer to connect with a university. Universities could act together with schools for activities such as new research, projects, internships, or social responsibility roles (Day, 1998; Russell & Flynn, 1992; Verbeke & Richards, 2001). The primary purposes of university-school partnerships are to contribute to the simultaneous renewal of both institutions and to initiate the necessary arrangements for change and transformation (Stephens & Boldt, 2004). In addition, at the beginning of the partnership process, official protocols between institutions, which determine the purpose and structure of the partnership, are usually signed (Catelli et al., 2000).

The most important benefit offered by university-school partnerships could be that student teachers get pieces of training with the practice-oriented master-apprentice model (Darling-Hammond, 2006; Le Cornu & Ewing, 2008). And various studies claim that it would be the most fundamental point in the training of student teachers (Harford and O. 'Doherty, 2016). Lots of studies conducted in our country also show that the contribution of school experience and practicum courses within university-school partnerships are valuable in the development and teaching experience of teachers (e.g., Aslan & Saglam, 2018; Batmaz & Ergen, 2020; Bay et al., 2020; Cetinkaya et al. Kilic, 2017). Other benefits offered by university-school partnerships could be these: Student teachers could get to know schools more and quickly find jobs when they graduate. Teachers could encounter a school-based in-service training environment and a learning-research environment together. They could have more roles in student teachers' education, take care of K-12 students more closely, and use new teaching methods. Academics could get closer to teachers, do more practical research, and experience practical knowledge and skills from teachers (Avalos, 2011; Clark, 1988; Day et al., 2021; Ginsberg & Rhodes, 2003; Ng & Chan, 2012; OECD, 2015; Sandholtz, 2002).

As emphasized by Goodlad (1988; 1994), in successful and sustainable university-school partnerships, the partners offer each other opportunity to simultaneously renew, be mutually beneficial in a symbiotic relationship, act in cooperation, and trust each other (Kruger et al., 2009; Thomson, Perry, & Mill, 2009). Theory, research, and practice should flourish together in a mutually beneficial relationship and provide a professional learning experience (Bloomfield & Nguyen, 2015; la Velle, 2019). In addition, the partnership should be carried out within the framework of clear plans (Burn & Mutton, 2015). Other features of successful partnerships could be accepting different areas of expertise and perspectives and including them in cooperation, establishing close interaction and close dialogue, adapting to circumstances, managing conflicts effectively, blending theory and practice, and being proactive and open-minded (Bernay et al., 2020).

However, the literature shows us that the different cultures and different expectations of the university and school make the sustainability of partnerships very challenging (Bloomfield & Nguyen, 2015; Corbin et al., 2017; Farrell, 2021; Goodlad, 1988; Smedley, 2001; Thornkildsen & Stein, 1996). Administrative difficulties, lack of resources, having to spare time for partnership work, prejudices of groups about each other, and working in a new context are among the struggles that partnerships frequently encounter (Martin et al., 2011; Wasonga et al., 2012; Zeichner, 2010).

According to studies that characterize university-school partnerships as the hybrid 'third field' (Bernay et al., 2020; Bloomfield & Nguyen, 2015; Grudnoff et al., 2016; Jackson & Burch, 2019; Zeihner, 2010), faculty and teachers work in a more democratic environment compared to previous models. The third field is more dynamic and egalitarian than traditional hierarchical formations and othering (Bhabha, 1994). According to this program, K-12 teachers should have a role in undergraduate education as hybrid teacher educators rather than the classical "put theory into practice" approach (Zeichner, 2010, p.90). Academics should be more active and functional in school teacher training and development (Beck, 2020).

Today, organizational partnerships in the education sector are valuable in many ways. Thanks to partnerships, institutions could be much more effective (Dhillon, 2009). In Turkey, the aim of university-school partnerships is generally gaining experience, improvement of teaching programs, in-service training of teachers, improvement of educational environments, increasing production, quality seminars and projects, and contributing to similar studies (MEMoNE, 2016, 2018; YOK, 1998, 2007). According to literature and other research, the theoretical background of university-school partnerships has not fully been established, and the research in this field is lacking (Bloomfield & Nguyen, 2015). It is noteworthy that the studies in Turkey usually address the problems experienced in university-school cooperation. To the best of our knowledge, there is no other study that qualitatively examines the assessments and feedback of a university-school partnership by reaching out to different subgroups of stakeholders. Analyzing a university-school partnership via the experiences and opinions of the stakeholders could be critical in determining the issues to be considered to develop, consolidate, and sustain such partnerships.

The Purpose of the Study

This study aims to analyze a university-school partnership, which has been put forward as one of the modern teacher professional development models, by referring to the opinions and experiences of the partnership stakeholders' feedback and assessments about the partnership. What is stated as feedback and assessment in the study are the statements of stakeholders on the situation shaped as a result of the works and operations made in the university-school partnership process with their views and perceptions, making positive or negative judgments and making explanations. The feedback and assessment of the stakeholders about the partnership could reveal the issues crucial for partnership development, consolidation, and sustainability. The study would contribute to school development, teacher training, and in-service teacher development policies.

In phenomenological studies, phenomena that we know but do not have a deep understanding of and cannot fully understand (Yıldırım & Simsek, 2011) are analyzed by focusing on the opinions and experiences of individuals who have experienced these phenomena (Creswell, 2007; van Manen, 1990). In this respect, the research aimed to reach the opinions of the said university-school partnership stakeholders on the feedback and assessments of the university-school partnership phenomenon. The main question of the study was as follows:

- What is university-school partnership stakeholders' feedback and assessment about the partnership?

The following sub-research questions were asked to answer the main question:

1. Which method or methods did the university-school partnership stakeholders use to assess this partnership and provide their feedback?
2. What are the criticisms of the university-school partnership stakeholders towards this partnership?
3. What are the expectations of university-school partnership stakeholders from this partnership?

Methodology

Research Design

The study is in transcendental phenomenological design. According to Creswell (2007, p.57), phenomenological research explains the essence of a phenomenon via the perspectives of various individuals. The researcher aims to explore and describe the views and experiences of individuals (Henriques, 2014). For this purpose, this research has tried to reach the common meanings attributed to the university-school partnership from feedback and assessment points of view. In phenomenological studies, the data source is the individuals or groups who have experienced the phenomenon and can



reveal or reflect on this experience. And the particular data collection tool is the interview (Creswell, 2007; van Manen, 1990).

Participants

Purposeful sampling methods are usually preferred in phenomenological research to reach deeper and richer data (Merriam, 2009, p.77). Participants are homogeneous to form a distinct subgroup. In addition, all interviewees must have previous experience with the phenomenon. For this reason, criterion sampling, which is among the purposeful sampling strategies, is frequently preferred (Creswell, 2007; Patton, 2014).

Situations or participants should meet the predetermined criteria of the research in the criterion sampling strategy. The participants of this research were all stakeholders of the partnership between a foundation university, a public secondary school, and a private secondary school in Istanbul. This partnership has been going on since 2014. The participants were 60 people who were teachers (N=14), students (N=11), school administrators (N=6), district education administrators (N=2), academics (N=8), student-teachers (N=11), and parents (N=8).

The university-school partnership explored in the research is one of the long-standing institutional partnerships between educational institutions in Turkey. In this cooperation process, the official protocol signed by the Istanbul Directorate of National Education and the foundation university designed the boundaries of the partnership. Student-teachers could have a chance to get to know the teaching profession in the partner schools. Academics could experience an authentic school environment by co-teaching or working as professional teachers. They also provided guidance services through meetings with parents at the public secondary school. Student teachers helped the public secondary school students whose socio-economic level is low and did volunteer tutoring under the coordination of the relevant student club.

Data Collection and Analysis

In the phenomenological research design, the interview is the most typical and preferred method for data collection. An interview is a good tool that allows people to describe and understand their perceived experiences, reality, and any phenomenon or life event. (Creswell, 2007; Moustakas, 1994; Polkinghorne, 1989). Semi-structured interviews offer the researcher opportunities for in-depth dialogues. In this type of interview, while the participant feels the freedom to take the chat in new but relevant directions, the researcher has the opportunity to control the direction and content of the interview (Given, 2008). In this study, the data were obtained by semi-structured interview strategy, considering that it is the most appropriate data collection tool for the phenomenological research design. A semi-structured interview form was prepared for six different participant groups taking into account the relevant literature. Three experts-a professor and two assistant professors- assessed the interview form. 'How do you find the university-school partnership? Have you had any communication difficulties? If so, can

you tell? Do you have any criticism about the university-school partnership? Could you tell?' are some of the questions on the interview form.

In the phenomenological research design, analysis is perhaps the most challenging part of the research. Familiarity with the data could be possible by reading and re-reading the deciphered data and analyzing repeatedly. Later, content analysis was carried out following the phenomenological analysis method suggested by Moustakas (1994, pp.120-121). The coded data were grouped under sub-themes and themes.

Reliability and Ethics

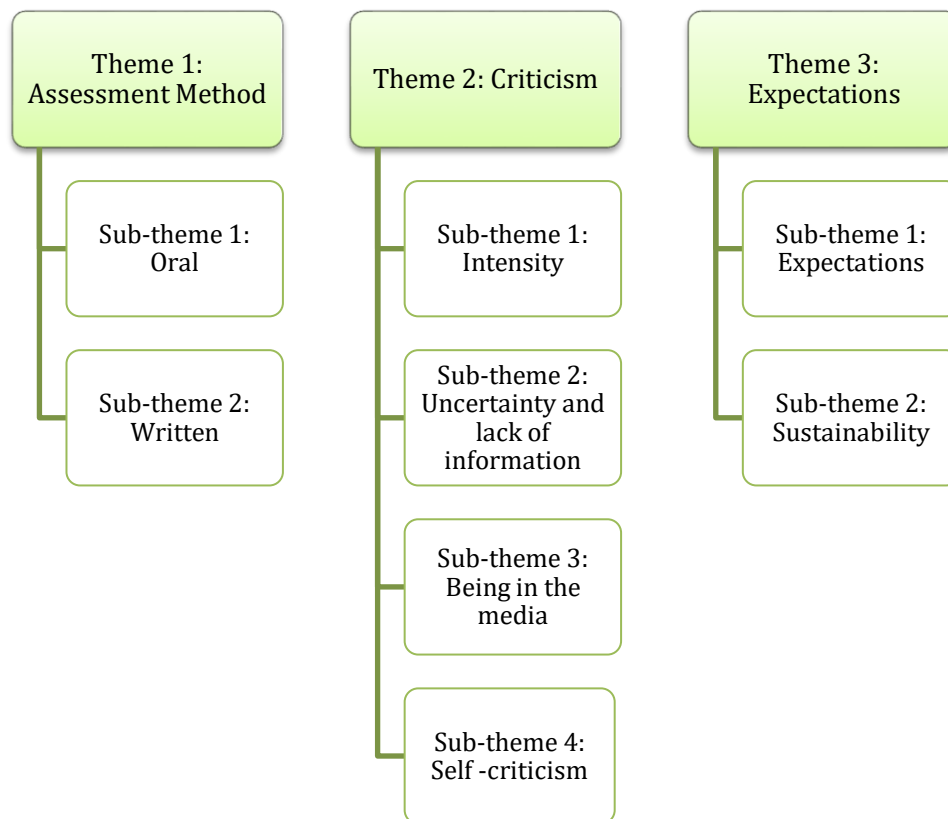
The governorship of Istanbul and the Directorate of National Education approved the research data collection. Ethical approvals were also taken. In addition, researchers gave general information about the research and shared the participant information and consent form with the volunteer participants. To ensure a more democratic environment and make the participants feel comfortable, the interviews are held in an empty classroom or hall at the school or the university, at the academics' or the Directorate of National Education offices. Interviews lasted an average of 50-60 minutes and were completed in approximately 6 months. All but one interview was audiotaped. This was because one participant did not allow audio recording. The choice of qualitative research method in the study brought some limitations arising from the nature of the research. In qualitative research, the researcher is the primary research tool (Creswell, 2007; Patton, 2014). This situation comes from the data collection and the analysis process, as they all need the researcher's perspective and interpretation (Moustakas, 1994). Again, due to the nature of qualitative research, the results cannot be generalized to a larger community (Lincoln & Guba, 1985). The participants were limited to the stakeholders of a university-school partnership located in Istanbul. Unfortunately, private secondary school students and their parents could not be participants as the parents did not permit interviews.

The research was in line with research ethics principles and ethics committee permissions. The document numbered 2017-2/3 (institution of the ethical committee: Marmara University Social Sciences Research Ethics Committee; date: 2017, number: 2017-2/3) was obtained.

In addition, official permissions from the Istanbul Directorate of National Education (number: 59090411-44-E.3451775) and Istanbul Governorship (number: 59090411-20-E.3415251) were taken to collect the data.

Results

The themes (1) assessment method, (2) criticism, and (3) expectations grouped the statements of university-school partnership stakeholders regarding their feedback and assessment of the partnership. Figure 2 shows the themes and sub-themes that are the results of the analysis:

Figure 2*Themes and Sub-themes***Theme-1: Assessment method**

This theme examined the things conducted to assess the university-school partnership. The assessment method theme consists of two sub-themes: (1) oral and (2) written assessment. The statements of the participants about the oral assessment process are as follows:

K31: We always hold reflection and planning meetings among ourselves, or we come together from time to time and share things. That's how our assessment mechanism works right now. That's how we either share our problems or share our experiences. (An academic)

K13: We usually talk at meetings, and as I said, the master-apprentice-foremen relationship continues. Apart from this, there was not any assessment survey. (A private secondary school teacher)

K41:... there had not been any reporting process, but we will make a report at the end of the three years. And we will have an opinion on this assessment process. At the end of these three years, we will prepare, and do an assessment then, but we have one-to-

one personal meetings from time to time. (An administrator from the district education directorate)

Some of the participants have statements about written assessments:

K7: It happens at certain stages, hmm, sometimes we write it down; usually, at the end of the semester or the end of the year, we write reports to our instructors. At the end of last year, there were surveys about the course content at the university. This survey is like what you said. (A student teacher)

The statements of a faculty member who stated that they applied a survey to evaluate the partnership are as follows:

K26: ...last summer, we gathered information from faculty members, contributing university students, secondary school management, and secondary school teachers through questionnaires. And besides, we asked their opinions with open-ended questions. They evaluated both the model and the teacher. But the assessment perspectives were based on five main objectives. They actually tested and commented on which ones were completed or not completed. (An academic)

The statements of a district education directorate administrator about written assessment and report are as follows:

K40: They keep annual reports, we get those reports and archive them, but we could not visit and observe their work. If we decide to continue in the future education years... how can we do this? The principal could inspect the lesson. For example, we can assign an observer, or another teacher could observe. I do not know them because to get the result of it, I have to have someone watch the lesson. He has to give me a report. (An administrator from the district education directorate)

Theme-2: Criticism

Under the theme of criticism, participants stated their critiques and assessments of the university-school partnership. The criticism theme consists of sub-themes of intensity, uncertainty, and lack of information, being in the media, and self-criticism.

The statements of the participants who talked that their involvement in the university-school partnership made them busy are as follows:

K10: ...our course load here is too high. It occupies us in that sense. It is a bit too much because it seems like we have to allocate three and a half days here. When we go to an internship for a day and a half, we are busy at that time, and we are tired. (A student

K30: Maybe it should not be this busy or not, how many hours it should be, how should the arrangements be, whether it is in public or private schools, maybe... these could be discussed and discussed... (An academic)

K32: *There is a renewal of experiences every three years, then ...I teach here as well, then you change your mind because you know very different worlds. In those days, for example, we used to go to class in the morning. My classes were very early, they started at 07.20. I came here at 09.30 and changed my hat, but that transition took a long time. A cup of tea or coffee. It is the reality there, the reality of life is very different, you know there you deal with children in 5th grade, and then you come here and here with university students... you have to shape it. (An academic)*

Another sub-theme is uncertainty and lack of knowledge. The opinions of the participants stating that there were uncertainties about the university-school partnership and that there were stakeholders who did not know anything about this partnership are under this theme.

K4: *The things that I criticize, actually, parents need to be informed more... A child from a private school, and you cannot touch that child; you cannot show love to them, such a thing. For example, we did not know this. For example, when you get angry with the child or shout or touch the child, you might be misunderstood, and when the child tells this to his family, you might have problems because you did not think of such a thing. Meetings with parents could be more in number, or there could be some announcements that parents see and sign, that way, they could get information about us. (A student teacher)*

A teacher working in the public secondary school stated the following about the lack of knowledge:

K21: *...how will the project progress, what will they do, how much can they achieve, what are the shortcomings of the school, they could share with us, frankly... the things I criticize, not informing us about the project too much, you know, with our fellow teachers, we thought at first whether they were doing an internship because we did not know for what purpose they came here. (A public secondary school teacher))*

Some participants expressed that the news in the media was like an advertisement. These expressions are under the sub-theme of taking place in the media. The statements of an academic were as follows:

K28: *...here are the photos and stuff. Journalists, this should not be for advertising purposes; frankly, something like this would not be advertised. This was how it happened. Then there were the statements 'even the teacher did not know English' and the teachers also heard them, it's not nice... the university and the dean see this model as an advertising tool. (An academic)*

Teachers working in the public secondary school stated the following about being in the media:

K18: *After that, news appeared in the papers as this university took mathematics courses, so success increased. This could not be the only factor. This was not achieved by the university only, and they did not analyze whether there was an increase in success or*

not. For instance, the background had an impact on the success. (A public secondary school teacher)

An administrator from the district education directorate stated the following about taking part in the media:

K41: Just as a concern, I can say that projects turn into advertisements very easily, so we need to be able to get rid of the advertising anxiety in the advertising part. (An administrator from the district education directorate)

The last sub-theme of the criticism theme is self-criticism. The opinions of the participants who expressed the negativities in the university-school partnership relationship with self-critical expressions are as follows:

K22: Maybe we were the problem. Frankly, I did not start this job willingly. Maybe that's why I was always biased. Maybe this had an effect ... So what I liked about it was that it was planned, university instructors put a lot of effort into making it successful, but they were also aware that they were tired, we know more or less, so some things did not work. Maybe the problem was the school because of our lack of interest. Maybe this could have been different if the both parts had wanted, or if we had done different activities, more activities. (A public secondary school teacher)

K28: ... as the department, maybe we have something wrong with it... there is a mistake, I mean, we didn't examine the school you chose, we didn't take care of their needs, maybe we could leave this school to the next stage and choose schools with more willing teachers who accept the partnership. (An academic)

Theme-3: Expectations

Under the last theme, expectations, the participants' statements about the possibilities in the university-school partnership were analyzed. The expectations theme consists of two sub-themes, (1) expectations and (2) sustainability. A teacher working in the public secondary school stated that she did not have any financial intention from the university-school partnership, but she expected her efforts to be appreciated:

K22: ... we did not demand any additional course fees. This is a very different formation. I still haven't overcome my prejudices. I didn't expect anything like that. I approached it positively if it would help... My logic is just to let them carry out their projects if it also benefits our school. It could be beneficial. We will not benefit from it, but definitely not. We do not have any financial expectations... This is what hurts us. We don't want anything material, but nobody says, you did it too; thank you for your efforts... That was our biggest problem, if we also work, we should be seen, not that only one part, r in those photos, only one person is not doing this job. (A public secondary school teacher)

An administrator from the public secondary school stated that they expected financial aid:

K37: *To be frank, since this partner is a foundation university, foundation universities have huge budgets that we cannot imagine... Instead of transferring these budgets to their schools to create equal opportunity in education, for example, they can fix the doors of school classes or can buy computers. If they can't do it at all, they can afford a few clothes or shoes for poor students.* (A public secondary school administrator)

Another teacher working in the public secondary school stated that she expected more open communication and wanted to take part in the project:

K25: *Of course, if they came to me and explained that these were our aims, why wouldn't I take part? But I do not want to do their job. I want to work beside them and with them. For example, I could have taken part in that group counseling.* (A public secondary school teacher)

A faculty member at the foundation university explained his expectations as follows:

K32: *I persistently co-taught, but I was not very happy at the beginning; let me tell you that. Now there are a few things that need to be improved. For example, some children... may have behavioral problems... so the guidance counselor needs to be supportive, and something better has to happen. If I aim to teach there, let me do that. Because then you are insatiable, I go there to teach something. There needs to be such an environment. I need support. Well, things like that, for example... It was a problem, it didn't happen, but when we look at the overall big picture, maybe it could have been improved. But too many things are on the table because it is a public school.* (An academic)

Another sub-theme is sustainability. Among the participants who expressed their opinions about the possibility of permanent and continuous university-school partnerships, some find the partnership sustainable. Some find it difficult, thanks to certain conditions such as a sufficient number of counselor teachers and internship schools, zero budget, and the administrator's discretion.

The statements of a private secondary school teacher who finds the university-school partnership sustainable are as follows:

K12: *... I think it will always be sustainable and beneficial because they have visionary plans. Even those rubrics, as I said, we understood each other, expectations and such, but if you do not write down, some students will come next year, and two years later... the expectations of the school and the university. Gradually, whether those designs are rubrics or procedures, we will implement them. I think we will see the pros in a year or two, maybe when they graduate.* (A private secondary school teacher)

An administrator working in the public secondary school states that they continue to cooperate:

K36: *Of course, we continue; right now, for example, we will contact again; we have 8th graders, we will talk to the coordinator again for individual tutoring, and we will demand.* (A public secondary school administrator)

A private secondary school administrator states that they provide sustainability with correct communication considering the needs of the teachers in the school. Otherwise, they may have an unpleasant period.

K38: Of course, how you present is vital. If you present it as a workload, they will express it that way. ... for example, we did not give mentoring work to our new teachers. Because they were getting to know the school, they were getting to know the students. They needed to be in a free and authentic environment to express themselves. In the first term, we said we wouldn't make you responsible. We considered their needs. It's not like it is top-down, you know. We ask who can mentor teachers this term. And who will be in the second term... considering their needs. There was no such thing as not accepting, but if we had ignored those needs, we could have had a very unpleasant situation between the mentor teacher and the candidate teacher. (An administrator of the private secondary school)

Some state that it is difficult or unnecessary to maintain the university-school partnership. One of the participants stated that with the increase in the number of novice teachers, it would be hard to arrange internship schools:

K9: Now, when we are three students, they can easily organize it. Here are the places where we will do our internship, but I can't be sure about the school, for example, it takes sixty people in a year... I am not sure how sustainable it is to find an internship school for so many students. (A student teacher)

A university instructor stated that there must be ministry regulations. Otherwise, sustainability is not possible.

K28: This partnership ends when the official protocol does not exist. That's why the Ministry of National Education has to announce that this will continue for a certain time with a certain program. So that the district education directorate and both schools accept this; in other words, they need to talk about all of these a lot, so if this does not happen, I do not think it will be sustainable. In other words, I think it will continue as an enthusiasm. The faculty departments, student teachers, school students here, and all stakeholders should have a great deal of information. (An academic)

Another academic stated that the current structure could not be sustainable:

K29: University-school partnership is a very beneficial thing, I think. It will always continue, I hope, in healthier conditions and not with monopoly but with commissions, consciousness, theory, and practice, a program where many people come together and put these together. They should stop the thing they practice now as soon as possible. (An academic)



Discussion and Conclusion

The statements of university-school partnership stakeholders regarding their feedback and assessment of the partnership are under the themes (1) assessment method, (2) criticism, and (3) expectations.

Audit and assessment are significant elements in management processes. In the partnership process, the foundation university implemented a stakeholder evaluation questionnaire to get written feedback. Data from this evaluation would contribute to the development and sustainability of the partnership. Evidence-based inspection and assessments are required to decide whether partners achieve the intended targets or how far they are from the ideal. These assessments could enable the deduction of new strategies to reach the targets (Wasonga et al., 2012). Especially in the U.S.A., university-school partnerships are assessed based on quality indicators and standards (for example, the most well-known and comprehensive of them is the Professional Development School Standards (NCATE, 2001)). The main lines of these quality indicators are shared responsibility, open communication, mutually beneficial cooperation, a shared vision, leadership, accountability, sustainability, sensitivity to social problems, and a system approach (King, 2014).

In a study, a new assessment method, based on Engestrom's Activity Theory, which enables an analysis of qualitative data to make sense of complex human interactions, has been proposed to evaluate university-school partnerships based on concrete data (Yamagata-Lynch & Smaldino, 2007). In this assessment method, people arrange complex information/data that are difficult to analyze on a chart. The aim is to perceive the relationship between the data more clearly and reveal the conflicting situations between the data. And if there is a problem, the main reasons for this problem are analyzed by separating it from other data.

Based on this information, university-school partnerships should be evaluated periodically. Besides, people should apply basic quality standards to make university-school partnerships more accountable. The quality standards also help develop, improve and maintain partnerships by clearly revealing existing problems.

The second theme is criticism theme. Negative critiques and assessments about the university-school partnership are under this theme. In the university-school partnership process, teachers, instructors, and student teachers state that they are busy and have limited time (Allen et al., 2013; Bartholomew and Sandholz, 2009; Cozza, 2010; Hamza et al., 2018). As in the studies (Hamza et al., 2018; Smedley, 2001), teachers and instructors cannot get any material and moral rewards in return for the effort and time they spend due to the limited budget allocated to partnerships or the disruptions in the plans. For this reason, administrators should always consider stakeholders' workload, and working people should get rewards- whether physical or symbolic.

Under the uncertainty and lack of information sub-theme, the participants stated the vagueness about the university-school partnership, and some stakeholders did not have



any information about the process. Many problems of university-school partnerships are due to the lack of open communication channels and the lack of satisfactory communication (Allen et al., 2013; Allen & Peach, 2007; Cozza, 2010; Green et al., 2020; Lai, 2010; Yamagata-Lynch & Smaldino, 2007; Zeichner, 2010). In the partnership relationship, the stakeholders do not often share a vision or mission. And they do not know much about the objectives. Administrators with this information and authority on the aims are generally not people who actively participate in partnership activities. Therefore stakeholders fail to communicate in line with the partnership aims and a mutually beneficial relationship (Yamagata-Lynch & Smaldino, 2007). However, effective communication can lead to well-defined stakeholder roles and responsibilities; and a smoother and more seamless workflow. Accordingly, the communication process should be written down. All stakeholders could be informed about the developments and be present in the partnership process. In addition, the partnerships' ability to be in close communication with each other and their motivation for this is also related to the allocation of sufficient resources to the partnership relationship (Bullough et al., 1997). For this reason, strategic plans to provide ample resources and have solutions to the problems are recommended.

Another sub-theme is taking part in the media. Some participants considered the news about the partnership as a tool of advertisement, and they indicated their opinions. Administrators from the district directorate of national education, teachers, and administrators working in the public secondary school were against the media news concerning the partnership project. This situation could result from suspicion of school and district education directorate administrators; and problems of sincerity, trust, and belonging.

Many teachers distrust researchers and instructors and cautious (Barnett et al., 2010). For example, in one study, teachers state that instructors steal their time and use their students (Lewison & Holliday, 1997; cited in Barnett et al., 2010). This distrust between school and university makes it difficult for stakeholders to establish a mutually beneficial relationship (Day et al., 2021; Green et al., 2020; Rice, 2002; Teitel, 2003). This insecurity could be two-dimensional. On the one hand, people criticize universities for not conducting research on teacher practice and student achievement; on the other hand, although they research practice and student success, they cannot provide a systematic practice strategy for teachers to adapt this research results to their lessons (Blumenfeld et al., 2000; cited in Yamagata-Lynch & Smaldino, 2007). Instructors, on the one hand, aim to bring theory and practice together thanks to university-school partnerships, and on the other hand, they aim to increase their academic careers by making new publications (Yamagata-Lynch & Smaldino, 2007). Positive emotions and relationship skills need to be reinforced for a successful partnership. Although different expectations and especially insecurity and suspicion at the beginning of the partnership (Rice, 2002) make this situation difficult, it can be said that positive emotions can be reinforced with constructive conflict management strategies. In particular, administrators should not see conflict as a negative thing but as an opportunity that organizations need at a certain level as a prerequisite for efficiency (Karip, 2003).

The last sub-theme of the criticism theme is self-criticism. Self-criticism; is defined as a form of negative self-judgment and self-evaluation (Gilbert, 2007) that a person creates for his various characteristics. Especially in recent years, harsh and dysfunctional self-criticism is associated with negative emotions such as anger, disgust, and contempt and is considered a psychological mood disorder (McIntyre et al., 2018; Luyten et al., 2007).

In university-school partnerships, stakeholders should prefer reflectively rather than self-criticism. Because reflection and reflective thinking are valuable thinking processes in university-school partnerships (Cobb, 2001; cited in Via, 2008). University-school partnerships should reinforce the reflective thinking culture with the research and action research culture (Bubank & Kauchak, 2003). In particular, the development of reflective thinking in student teachers would reinforce the development of self-directed learning skills and become teachers who are lifelong learners and researchers (Ng & Chan, 2012). Teachers who support the development of student teachers in the partnership process and provide a kind of mentorship also state that they could reflect thanks to the student teachers (Cheng & Tang, 2003; cited in Ng & Chan, 2012).

The last theme of the study is expectations. The expectations of the participants are under this theme. According to the results, teachers do not expect any financial reward from the university-school partnership instead they want to feel that their efforts are appreciated. Teachers do not have any financial expectations because the teaching profession is considered sacred, and its spiritual pleasure is high in Turkey (Murat et al., 2010; Tasdemir and Unisen, 2020). Teachers want student teachers to acquire pedagogical expertise, and they want to help them (Ledoux & McHenry, 2008) and expect to have a role as much as the instructors have (Bernay et al., 2020; Day et al., 2021; Snow-Gerano, 2008).

University-school partnerships cannot meet expectations and lead to despair when not sufficiently supported in terms of budget and resources or when the support is limited (Bartholomew & Sandholtz, 2009; Verbeke & Richards, 2001), because two different systems and cultures have come together. It is important to reward those who make efforts and spend time for university-school partnership in different ways and to satisfy their expectations in this respect, to bring these two cultures together, and enable them to produce together.

An administrator from the district directorate of national education stated that they did not enter the partnership with an expectation. They supported this partnership as an institution. This situation shows different perspectives concerning the function and role of the teacher who shapes the partnership philosophy. In a study, the biggest problem in many university-school partnerships, unlike logistical issues such as time, resources, and rewards, is the different perspectives on the role of the teacher and the dilemmas that affect the goals and activities of the partnership (Bartholomew & Sandholtz, 2009). According to university instructors and the academy, teachers are learners who research, criticize, learn from their experiences; and repeatedly design and implement thinking processes and actions to improve themselves in this cycle and deepen their field. However, according to the results, administrators from the district directorate of national

education cannot conceive of teachers as such on the contrary, they perceive teachers as mere practitioners.

The last sub-theme of the expectations theme is sustainability. It is difficult for two different cultures to come together and maintain this unity efficiently for a long time. As seen in the literature, while it is difficult to maintain effective communication alone, it is much more difficult for two different organizations to operate together for a long time around the same goals (Cozza, 2010; Day, 1998; Martin et al., 2011; Yamagata-Lynch & Smaldino, 2007). According to some studies, the partnership cannot be sustainable due to budget and resource constraints (e.g. Allen et al., 2013; Bloomfield and Nguyen, 2015; Rice, 2002; Teitel, 1998). The partnership examined in this study did not have any financial expenses. However, the public secondary school in a low-socioeconomic status region expected financial support from the university. Administrators should not have ignored this expectation. However, in the partnership process and sustainability, besides fiscal and physical resources, perhaps more importantly, human resources should also be considered (Yamagata-Lynch & Smaldino, 2007). University-school partnership; aims to create collaborative research, learning, development, and transformation environment. Change and transformation would definitely take time. In this process, resistance to change and conflicts might appear. Trust between university and school, relations within the understanding of mutual benefit, and the heterarchy climate and the decision-making processes are the critical factors of sustainable partnership (Burn and Mutton, 2015; Day et al., 2021; Kruger et al., 2009; Ng and Chan, 2012).

The study was in a phenomenological research design. We analyzed the feedback and assessments of the partnership stakeholders about the partnership. Future research could use quantitative or mixed methods and examine university-school partnerships with larger sample groups. The effectiveness of partnerships, administration processes, partnerships as a learning organization, leadership approaches in partnerships, feeling of trust, and professional learning communities could be research topics in new studies.

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