

**AUGUSTA STATE UNIVERSITY  
PARTNER SCHOOL NETWORK  
Framework for the Review and Renewal Process**

The Purposes of the Partner School Network (PSN) are to:

1. create a sustainable network of schools through which the schools as full collaborating partners, with the university prepare new teachers;
2. support teaching practices that promote and assist all students achieving to high standards; and
3. sustain teaching excellence through experienced teachers' and university faculty members' continued professional development.

The PSDN works to cultivate a network of energetic learning communities, coherence across the academic and lab components of the educator preparation curriculum, and a shared commitment to educational excellence and across institutional boundaries. Since its inception, the PSN has used the NCATE Standards as a framework for its development and as a template for its self-evaluation.

During the first semester of the PSN's fourth year of operation, a formal four-year cycle of participation was adopted by its members. Just as all members are committed to teaching excellence, high academic achievement for all students, high quality collaborative educator preparation, and inquiring communities of learning, they are committed to on-going review and renewal of their work in relation to the NCATE Standards. The four-year cycle requires that each PSN formalize the review and renewal every four years. During the formal Review and Renewal year each PSN will systematically review its participation in the Network in relation to the NCATE Standards. Each PSN should use its Review and Renewal to reflect on its accomplishments, challenges, progress and processes in order to inform its decisions and its future direction as a PSN.

Each PSN should strive to maintain a catalogue of indicators related to each standard each year so that the formal R & R in the fourth year is informed by the cumulative evidence of work, challenges, and achievements. During the formal Review and Renewal each PSN should review its record comprehensively, as well as categorically in relation to each standard. The review should include all members of the PSN community, master teachers, lab teachers, building coordinator, university coordinator, administrators, and also parents, staff and students when appropriate.

Review and Renewal should address, at least, the following questions:

1. What do our indicators tell us about how well we are doing in relation to each NCATE Standard? What evidence are we using to make these determinations?
2. What changes have taken place in our school that have positively influenced our PSN efforts? What changes have posed challenges to our Progress; how are we addressing these?
3. What evidence of benefits of being a PSN do we have? Do they warrant a decision to continue in the Network?
4. What are we distinctly contributing to the PSN Network? How is the Network supporting or assisting us as a member?
5. What are our priorities for the next four-year cycle? To which of the standards are they linked? How will we go about addressing them (outline of an action plan)?

## NCATE STANDARDS

### **Standard I: Learning Community**

The PSN is a learning-centered community that supports the integrated learning and development of P-12 students, candidates, and PSN partners through inquiry-based practice. PSN partners share a common vision of teaching and learning grounded in research and practitioner knowledge. They believe that adults and children learn best in the context of practice. Learning supported by this community results in change and improvement in individual practice and in the policies and practices of the partnering institutions.

The PSN partnership includes principal and supporting institutions and individuals. The principal PSN partners are members of the P-12 schools and professional preparation programs who agree to collaborate. The supporting PSN partner institutions include the university, the school district, and the teacher union or professional education association(s). Arts and sciences faculty, other interested school and university faculty, family members, community members, and other affiliated schools are important PSN participants in the extended learning community.

### **Standard II: Accountability and Quality Assurance:**

PSN partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. They define clear criteria at the institutional and individual levels for participation. PSN Partners collaboratively develop assessments, collect information, and use results to systematically examine their practices and establish outcome goals for all p-12 students, candidates, faculty, and other professionals. The PSN partnership demonstrates impact at the local, state, and national level on policies and practices affecting its work.

### **Standard III: Collaboration**

PSN partners and partner institutions systematically move from independent to interdependent practice by committing themselves and making a commitment to each other to engage in joint work focused on implementing the PSN mission. They collaboratively design roles and structures to support the PSN work and individual and institutional parity. PSN partners use their shared work to improve outcomes for P-12 students, candidates, faculty, and other professionals. The PSN partnership systematically recognizes and celebrates their joint work and the contributions of each partner.

### **Standard IV: Diversity and Equity**

PSN partners and candidates develop and demonstrate knowledge, skills, and dispositions resulting in learning for all P-12 students. PSN partners ensure that the policies and practices of the PSN partner institutions result in equitable learning outcomes for all PSN participants. PSN partners include diverse participants and diverse learning communities for PSN work.

**Standard V: Structures, Resources, and Roles:**

The PSN partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of P-12 students, candidates, faculty, and other professionals. The partner institutions ensure that structures, program, and resource decisions support the partnership's mission. They create new roles and modify existing roles for P-12 students, candidates, faculty, and other professionals, to achieve the PSN mission. The partnership effectively uses communication for coordination and linkage with the school district, university and other constituencies and to inform the public, policy makers, and professional audiences of its work.