

**CENTRAL SAVANNAH RIVER AREA P-16 COUNCIL
PROFESSIONAL DEVELOPMENT SCHOOL INITIATIVE
A COLLABORATION AMONG
BURKE, COLUMBIA, JEFFERSON, MCDUFFIE, WARREN, RICHMOND
COUNTY SCHOOLS
&
AUGUSTA STATE UNIVERSITY**

INTRODUCTION

The Professional Development School initiative is intended to create a coherent, completely collaborative and comprehensive entity through which both initial and advanced study for educational professionals is provided. The educator preparation programs encompassed by this initiative include initial teacher certification programs for early childhood, middle grades, special education, secondary English, history, mathematics, sciences, and social studies, and P-12 foreign language; advanced professional study for teachers at the master's degree and specialist degree levels. The collaborating partners in this initiative include six area school districts: Burke, Columbia, Jefferson, McDuffie, Warren and Richmond County, Augusta State University, and the members of the Central Savannah River Area P-16 Council.

GOALS

The Professional Development School Initiative has four overarching goals:

- I. Implementing curriculum undertaken in the school of education.**
The curriculum have been collaboratively developed and are built around the Instate New Teacher Assessment and Support Consortium (INTASC) standards for initial certification programs, and the National Board of Professional Teaching Standards (NBPTS) principles for certifying teachers and teacher leaders.
- II. Collaboratively create a sustainable network of Professional Development schools within the partner districts.** The development of the PDS network is taking place within the framework of the functions and attributes of Professional Development Schools as identified by National Council for the Accreditation of Teacher Education (NCATE).
- III. Create a viable decision-making process that includes representatives of all collaborating partners (at school and institutional levels) and that will be responsible for implementation, evaluation and refinement of the initiative.** Each Professional Development School has identified master teachers, administrators, or professional staff member as its building coordinator who works with a similarly assigned university coordinator and the school's administration on such tasks as the assignment of educator preparation students, selection of master teachers, coordination of seminars and workshops, acquisition of materials for the professional development school library, identification of issues and concerns arising from the initiative's implementation. Each partner school district has identified a district level administrator to shepherd the

initiative; these administrators and the department chair of teacher development at the university meet regularly to address institution level issues. Periodically, these groups meet to review implementation, and share insights, concerns, issues, ideas.

- IV. Create a comprehensive communication network through which collaborating partners convey information, jointly pursue academic and professional development, model varied uses of technology for instructional and professional development purposes, provide to members of the collaboration data and insights related to student performances and achievement, link up with state, national, and international resources and colleagues.**

CURRENT STATUS

The Professional Development School initiative includes forty-eight schools from the six participating districts, including twenty-nine elementary schools, seven middle schools, and eight comprehensive high schools. These schools represent the socio-economic, ethnic, cultural and demographic diversity of the Central Savannah River Area. The Professional Development School initiative is a wholly collaborative and emergent undertaking through which the partners are continually defining, designing, implementing and refining themselves. The Professional Development Schools strive to represent best practice in assisting all students to achieve to high academic standards, as those are identified in the Georgia Quality Core Curriculum, Georgia Performance Standards, national content standards, district and school level expectations. Teachers' best practices in the Professional Development Schools also demonstrate reflective, well informed, varied instructional and assessment practices, a collegially supportive atmosphere that encourages teachers and university faculty to stay current in the applications of professional research, and to model professional commitment to life-long learning.

The Professional Development Schools are collaborative partners with Augusta State University in designing and delivering the field/lab components of the various educator preparation programs offered through the university. Master teachers in the Professional Development Schools supervise and evaluate teacher education students' culminating apprenticeship experience, coordinate with ASU faculty the reflective seminars that are taken in demonstration lessons in teacher preparation courses. Educator preparation students who are completing their coursework are assigned to the faculties of the Professional Development Schools for the intensive five week lab component of their courses. Along with the university faculty, the Professional Development School faculties serve as reviewers of teacher education students' comprehensive portfolios which are designed to demonstrate both progress throughout the program and best products of accomplishment.

AUGUSTA STATE UNIVERSITY PROFESSIONAL DEVELOPMENT SCHOOL

FUNCTIONS:

- Pre-service Teacher Preparation
- Staff Development
- Research
- Support for Children's Learning

At its core the PDS is about the integration of these functions. This integration creates new kinds of work for all participants who share the roles of teachers, learners, researchers, and teacher educators.

ATTRIBUTES OF THE PDS:

- **Learning Community:** The PDS is a learning-centered community characterized by norms and practices which support adult and children's learning. Indications of a learning-centered community include: public teaching practice; integration of apprentice and teacher learning with school instructional program; collegiality; inquiry; and dissemination of new knowledge. Opportunities to learn are equitably supported.
- **Collaboration:** The PDS is characterized by joint work between and among school and university faculty directed at implementing the mission. Responsibility for learning is shared; research is jointly defined and implemented; all participants share expertise in the interests of children's and adults' learning.
- **Accountability and Quality Assurance:** The PDS is accountable to the public and to the profession for upholding professional standards for teaching and learning and for preparing new teachers in accordance with these standards.
- **Organization, Roles, and Structures:** The PDS uses processes and allocates resources and time to systemize the continuous improvement of learning to teach, teaching, learning, and organizational life.
- **Equity and Diversity:** The PDS is characterized by norms and practices which support equity and learning by all students and adults.

**AUGUSTA STATE UNIVERSITY
PROFESSIONAL DEVELOPMENT SCHOOL INITIATIVE**

Professional development schools are learning environments that support student, teacher, and faculty development within the context of student achievement. Our goals are to initiate and maintain a strong, professional development framework among our existing P-12 teachers, pre-service teachers, and our local area school districts to ensure success in our schools.

The Professional Development Schools network (PDS) is a learning-centered community that supports the commitment of the school, school district and the university to a basic mission emphasizing integrated learning and development of P-12 students, teacher candidates, and PDS partners through inquiry-based practices. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge.

Fostering collaboration among school systems, parents, teachers, the University and the community at large is critical to the field of education. We believe that all participants will benefit in this collaboration, beginning with our children in the schools. Your school has been highly recommended to us, and we would like for you to join us in this initiative.