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PROFESSIONAL DEVELOPMENT SCHOOLS AS A MECHANISM TO SUPPORT TEACHER RECRUITMENT, PREPARATION, & RETENTION IN SOUTH CAROLINA

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ABSTRACT

The Professional Development School (PDS), at its best, is “a superb laboratory for education schools to experiment with the initiatives designed to improve student achievement” (Levine, 2006, p. 105). Analogous to teaching hospitals where senior physicians provide mentorship to more novice physicians while engaging in research in both medical practice and education, PDSs provide opportunities for direct interactions between master and novice teachers in the company of P-12 students (Goodlad, 1984). These clinical partnerships between preparation programs and schools offer opportunities for shared professional learning, engagement of professionals in research, and implementation of a “grow your own” model for teacher recruitment. Despite their power, the complexities of creating, managing, and sustaining a PDS partnership often discourage such collaborations between P-12 schools and higher education. Continued lack of resources along with “questionable structures, ambiguous purposes, or inconsistent support” feed the challenges of widespread implementation (Hunzicker, 2018, p. 3). We attest that the value of the PDS supersedes such challenges. The dedicated space to engage in simultaneous renewal for the school and the university is unmatched. This paper provides a brief history of the PDS movement, explores foundational PDS standards and structures, and highlights impact evidence from South Carolina institutions. Recommendations for future efforts build on current research toward a more comprehensive approach to supporting teacher recruitment, preparation, and retention through Professional Developments Schools.



HISTORICAL CONTEXT

John Goodlad began a conversation in 1984 with his manuscript *A Place Called School* suggesting that, in order to improve schools and the work of teachers, a relationship had to exist between institutes of public education and teacher preparation programs. In 1997, Goodlad founded the National Network for Educational Renewal (NNER) as an organization that would have at the heart of its mission the concept of simultaneous renewal. In order for schools and teacher preparation institutions to excel, they must collaborate to address challenges that impede equal access to high quality education for all children. Concurrently, the Holmes Group emerged with a focus on school-university partnerships as an avenue for developing an understanding of and practicing skills in meeting the diverse needs of students. The Holmes Group continues to focus on increasing the diversity of teacher candidates, teachers, and higher education faculty to better align with the P-12 school population (Neapolitan & Levine, 2011). While the NNER emphasizes school-university partnerships in the general sense, the Holmes Group delineated the Professional Development School (PDS) as a core initiative focused on “teacher preparation, professional development, inquiry and research, and student learning” (Hunzicker, 2018, p. 1). In 2001, the National Council for Accreditation of Teacher Education (NCATE) endorsed the partnership movement by providing five PDS “characteristics” for use in guiding institutions as they documented partnership efforts: learning community; accountability and quality assurance; collaboration; equity and diversity; and structures, resources, and roles. Establishing criteria and associated evaluation criteria was a critical step in bridging theory, practice, and accountability (Teitel, 2003).

As a member of both the Holmes Group and the NNER, the University of South Carolina began hosting a PDS conference in 2000 that, amidst annual growth and popularity, evolved into the development of a national professional organization, the National Association for Professional Development Schools (NAPDS), in 2005. With the support of other organizations emphasizing the critical nature of school-university partnerships such as the NNER and the American Association for Colleges of Teacher Education (AACTE), NAPDS presented a nine-point articulation (*Nine Essentials*) outlining PDS characteristics:

1. A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
3. Ongoing and reciprocal professional development for all participants guided by need;
4. A shared commitment to innovative and reflective practice by all participants;
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings; and
9. Dedicated and shared resources and formal rewards and recognition structures (NAPDS, 2008).

The explicit criteria helped to define a PDS and delineate between informal, often “one shot” projects (e.g. grant-funded projects that are difficult to sustain) and the uniqueness of the PDS structure. In particular, attending to the *Nine Essentials* supports the creation of processes and procedures that ensure sustainability.

CURRENT CONTEXT

As the NAPDS network was growing, accreditation agencies such as the National Council for Accreditation of Teacher Education (NCATE) developed a renewed focus on field experiences in teacher education. With its own set of recommendations, The Blue Ribbon Panel Report on Clinical Preparation and Partnerships for Improved Student Learning (NCATE, 2010) called for teacher education to be “turned upside down” by revamping programs to place clinical practice at the center of teacher preparation. This new vision of preparation required the development of partnerships with school districts in which teacher education becomes a shared responsibility between P-12 schools and higher education. Although NCATE was replaced in 2016 by the Council for Accreditation of Educator Preparation (CAEP), the emphasis on partnership such as those characteristic in PDS remains through a stand-alone standard titled “Clinical Partnerships and Practice.” Standard Two states, “The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development” (CAEP, 2016).

The endorsement of the PDS movement by leading organizations and accrediting bodies continues to fuel the interest in establishing these specialized school-university partnerships; however, the research on impact of such collaborations continues to be of questionable rigor:

“In our early research into PDS literature, we found that most of what was being written about the PDS movement was in the form of anecdotes, advocacy, and stories, as opposed to anything that could be called quantitative or qualitative research. As a result, it appeared to us that many claims of PDS effectiveness were based less on real evidence than on a sort of faith. And much of our own initial research into what has been written about school and university collaboration tended toward telling a story.”

— Breault & Breault, 2012, p. 31

Going so far as to question whether a research base for PDS even exists, Breault and Breault acknowledge such research is highly contextual making it “more difficult to conduct and disseminate” (p. 40). The scholarly endeavors become especially challenging when focusing a literature review on the three target areas of recruitment, preparation, and retention.

DATA SOURCES AND METHODS

While the collection of experimental evidence remains a challenge, a wealth of more descriptive, practice-based literature exists. Many pieces of written work highlight effective practice in establishing and sustaining PDS partnerships with the majority of “impact” research tied to teacher preparation (Snow, 2015). An entire organization exists dedicated to PDS [the National Association for Professional Development Schools (NAPDS) organizes an annual conference, publishes both a bi-annual practitioner’s journal and a special

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“themed” journal, and disseminates “stories from the field” as short excerpts of PDS experiences]. Work from NAPDS along with groups such as the American Association of Colleges for Teacher Education (AACTE) Clinical Practice Commission suggest “the incorporation of innovative, rigorous partnerships is necessary as settings prepare high-quality teacher candidates to practice in a dynamic landscape” (p 22). The review of literature for this paper focused on impact studies (scientifically-based, when available) in three target areas: recruitment, preparation, and retention. NAPDS and AACTE provided multiple “starting points” through which references lists were combed and trails followed. Internet and database searches (e.g., ERIC, Academic Search Complete, and EBSCOhost) were conducted with key terms such as “professional development school,” “school university partnership” combined with “student impact,” “retention,” “recruitment,” and “preparation.” These searches supplied additional leads, and research overviews such as Berault and Berault (2012) suggested exemplar models, many of which are included. It is obvious from the review of literature that attention is needed, especially in the areas of recruitment and retention, on rigorous, scientifically-based research with generalizable results (whether through methodology or greater sample size). As previously mentioned, what is readily available from the literature are context-specific practices that are working. These projects and practices allow those just starting in or wanting to re-envision their PDS work a multitude of resources to guide their collaborations. These practices were used to outline promising practices in South Carolina.

Considering contextual variables such as unionized states, state-wide mandates, and regional characteristics often greatly impact the work of educator preparation programs, examining within-state efforts provides more personalized PDS insight. Leaders from the 30 preparation programs in SC were contacted through an established listserv and asked if they were engaged in PDS work and could provide resources guiding such work as well as any impact studies. Three of the 30 institutions responded with information summarized in the following section.

RECRUITMENT

Research connecting PDS models with successful teacher recruitment is sparse, at best. With the main emphasis on clinical sites for teacher preparation and professional development, the PDS often serves those already interested in and committed to education as a profession. Martin and colleagues (2004) did find an increase in teacher recruitment after high level, generalized implementation of school-university effective practices across state institutions in Texas. Aligned with what would become the NAPDS *Nine Essentials*, the authors attribute success to an emphasis on visionary and project-based leadership, willingness to change, communication, financial support, and collaborative to success. Using an adapted “Schools to Work” model, Burbank and colleagues (2005) studied the impact of a PDS Teaching Professions Academy to recruit diverse teachers specifically for urban settings. The program had four goals: (a) introduce teaching as a career, while simultaneously preparing for college success; (b) integrate course content (two-year curriculum) with the knowledge and skills used by teachers in the real world; (c) motivate high school students (specifically from underrepresented groups) to pursue teaching careers; and (d) provide experiences to support students through high school to college to career (p. 59). Burbank and colleagues presented the results as a case study of select participants. They found that while the program had grown in numbers, challenges existed in ensuring the participants have the academic skills needed to pass required exams, scheduling the curriculum around other high school mandates, and funding. Participants do, however, benefit from the community of learners established and the access to post-secondary information and help sessions provided as part of the PDS collaboration. Although the authors did not report exact recruitment data, they shared case study success stories and acknowledged the resources needed to sustain the program. The high school principal shared that the impetus of the program was a long-standing PDS relationship that had at its foundation innovative inquiry – a place where “new ideas become realities” (p. 66).

PREPARATION

Connections between teacher preparation and PDS work are the most prolific in the existing literature. This is perhaps because historically PDS partnerships originated as collaborative models for preparing teachers. The work of John Goodlad in the early 1980s illustrated the PDS as akin to teaching hospitals in which pre-service teachers could hone their craft through direct interactions with students (Goodlad, 1984). This was something the world of education understood and could implement, thus the long history of PDS partnerships aimed at supporting new teacher preparation. However, the question remains, what is the actual impact, if any, of preparation in a PDS? This is a complex question to answer due to the fact that while the literature on PDS and teacher preparation is widely available, there actually are very few publications that address impact through scientifically rigorous study. Rather, the majority of the literature is anecdotal (as described earlier) or contextual in nature with little generalizability to the wider field.

Exemplars and case studies do exist that demonstrate “the importance of design and aims” (Breault & Breault, 2012, p. 128) related to preparation of teachings in PDS settings. Ridley and colleagues (2005) questioned whether teachers prepared through PDS experiences were more effective than traditional (mainly campus-based) programs in four areas: professional knowledge, lesson planning, teaching effectiveness, and reflection. Data were collected through multiple sources during student teaching and participants’ first year of teaching. Noting the small sample size of 10-14 respondents to each task, “all four outcome variables trended higher for PDS student teachers” (p. 53) although statistically insignificant. However, first year teachers prepared in a PDS program did score significantly higher in teaching effectiveness than those from the campus-based experience. Similarly, Allsopp and colleagues (2006) found teacher candidates were better able to make theory-to-practice linkages when working in a PDS environment (when compared to non-PDS field work completed previously). Course instructors noted the distinct ability to transition more smoothly from student to professional through active engagement in a K-12 classroom. In a study of two cohorts, Castle and colleagues (2006) found statistically significant differences in PDS-prepared teacher candidates versus non-PDS peers on 10 items of a 46-item teaching evaluation (mainly in instruction, management, and assessment). For all items on which a difference was noted, the PDS-prepared candidates demonstrated higher scores. Further qualitative study indicated PDS-prepared candidates had more “ownership” of their setting and demonstrated more advanced skills in discussing and integrating the nine InTASC standards.

RETENTION

Coming in a close second to the scant available literature on PDS and teacher recruitment is PDS and teacher retention. As reported by Field (2014), a mere 13% of more than 300 presentations at the 2013 NAPDS National Conference focused on keeping teachers (versus the 47% of presentations highlighting preparation work). That said, special programs were found that indirectly impacted retention by focusing on aspects such as teacher self-efficacy, connection to professional networks, and access to resources. Hartman, Kennedy, and Brady (2016) studied the effects of a “Teaching Fellowship” as a school-university induction model for building confidence, resiliency, and effectiveness and, in turn, increasing teacher retention. Implemented with 14 new teachers at 11 PDS sites, researchers found through qualitative data analysis that self-efficacy increased in multiple categories through the first year with a significant emphasis on opportunities for collaboration. Although prior research connects high self-efficacy with teacher retention (see Tschannen-Moran & Hoy, 2007), this study was not longitudinal; thus, no direct results on retention were included. Alternatively, Lantham and Vogt (2007) examined the effects of teacher preparation in a PDS on retention of 1,000 elementary education graduates over nine years. Although limited to graduates of the researchers’ university who were employed in public schools in their home state, they found, “PDS-prepared teachers entered the teaching profession more often and stayed in it longer” (p. 163). Similar results were obtained by Fleener and Dahm (2007) who found higher retention rates in the 871 PDS-

prepared teachers versus the 1,088 from traditional campus-based programs. Overall, studies of PDS versus non-PDS prepared teachers “indicate significant differences in retention for PDS graduates” (Castle & Reilly, 2011, p. 359). Although justification for such difference varies slightly among the studies, factors such as year-long internships (and other field experiences), collaboration/community, and access to trained mentors were common.

EXISTING CHALLENGES

Few can argue with the intention of the PDS or even the essential elements with which it should operate; however, to actually put such practice into place is complex and often wrought with challenge. Since the evolution of the PDS, scholars have been quick to highlight that, while interest is high from both schools and universities to engage in a structured collaborative relationship, the roadblocks often seem insurmountable.

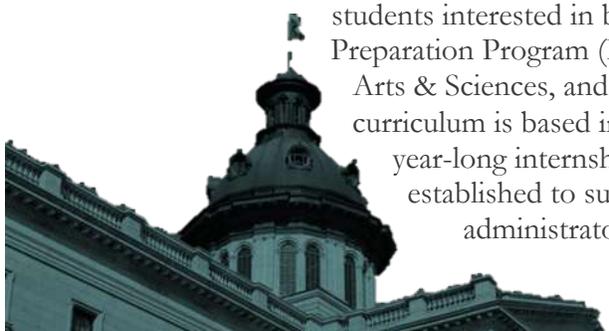
- Implementing PDS through a “top down” approach between superintendents and deans perpetuates the lack of trust between teachers and faculty (Crawford, Roberts, & Hickman, 2008).
- External standards, teacher evaluation, and accountability models can thwart innovation and creativity. Research remains scant regarding the direct impact of PDS work on student achievement; thus, making the case for establishment difficult (Ferrara, 2014).
- Institution and district support structures remain unchanged in light of PDS work at the “ground level” (Neapolitan & Levine, 2011).
- Changes in leadership and “constant shifts in political winds” continue to make sustaining PDS work susceptible to dissolution (Hartzler-Miller, 2006, p. 165).

Beyond implementation, the nature of the evidence that has been collected related to PDS impact can impede efforts toward securing resources – financial, human, or otherwise.

PROMISING PRACTICES IN SOUTH CAROLINA

Promising practices are available from three South Carolina school-university partnerships that are implementing PDS work with fidelity. Because these university-based programs are each unique in size, program strategies, and overall structures, they provide a diverse perspective that can be applied in multiple contexts throughout the state. After providing a brief overview of each institution, their PDS programs are described using the *Nine Essentials* as an organizing structure.

- The University of South Carolina - Aiken (USCA) is one of eight regional campuses that comprise the University of South Carolina system. Opening in 1961, USCA supports undergraduate and graduate degree programs in a small, friendly campus climate. The School of Education prepares candidates in six certification areas in partnership with local schools through a tiered PDS structure.
- Winthrop University (WU) is a public, comprehensive university in Rock Hill that was established in 1910 as a model K-12 school used to prepare educators. WU continues to attract post-secondary students interested in becoming teachers. The 13 certification programs of the Educator Preparation Program (EPP) are housed in three colleges: College of Education, College of Arts & Sciences, and College of Visual & Performing Arts. Pre-service teacher education curriculum is based in clinical practice beginning in students’ first year and culminating in a year-long internship. In 2009, the Winthrop University-School Partnership Network was established to support the learning of P-12 and university students, teachers, and administrators (http://www2.winthrop.edu/rex/rex/network_about.html).



- The University of South Carolina (UofSC) became the first institution in SC to seek and obtain national accreditation through NCATE and was accredited on January 1, 1961. National accreditation has been maintained since that time. Chartered in 1801 as South Carolina College, UofSC stands on its original site in Columbia, the state capital, as the State's flagship public institution. Today, UofSC is one of only 23 public universities in the nation and the only one in SC to receive the Carnegie Foundation's highest research designation and to be among the nation's leaders in providing programs that benefit and engage communities. UofSC was a national leader in beginning the PDS movement, hosting the first PDS conference and helping establish the National Association of Professional Development Schools. The PDS Network at UofSC is in its 28th year and hosts sites in five school districts and 23 schools. In addition, UofSC and a local school district have started a unique partnership called Professional Development School – District (PDS-D) which is designed to employ improvement science strategies to district-wide problems (https://sc.edu/study/colleges_schools/education/partnerships_outreach/school_partnerships/school_s.php).

IMPLEMENTING THE NINE ESSENTIALS

The *Nine Essentials* (NAPDS, 2008) provide an organizing structure for examining promising practice as well as distinguishing the PDS as a specialized school-university partnership. The principles are perhaps the most specific of the existing PDS standards sets [see Burns and colleagues (2016) for an alignment overview and what the authors suggest as “core ingredients”]. As practitioners, school leaders, and faculty consider the use of PDS as a recruitment, preparation, and/or retention strategy, snapshots of “lessons learned” support critical analysis of contextual implementation.

ESSENTIAL 1: COMPREHENSIVE MISSION

Schools as well as universities are experiencing challenges in the recruitment and retention of teachers. It is a national crisis stemming from a multitude of internal (e.g., educational agencies) and external (e.g., public, political) variables. Where the challenges may arrive from different places, the challenge itself (and thus a common goal for overcoming) remains making the creation of a shared mission critical for presenting a “united front.” Sample missions from our SC partners suggest a more general approach to the work and were created through collaborative conversations with university faculty and P-12 school partners interesting in simultaneous renewal of their institutions. We attest such a “bottom-up effort” that is “voluntary in nature” is the best approach from which to begin (Neapolitan & Levine, 2011, p. 308).

- The Mission of the PDS Network is to establish and maintain “sandboxes” for research and innovation where University and Public School Partners collaboratively investigate student learning, professional development, clinical preparation, and induction to institutionalize best practices across teacher learning contexts (UofSC).
- The Partnership Network is invested in the simultaneous renewal of its stakeholders to achieve four goals: (1) Improve P-12 student learning; (2) Improve professional learning for district and university faculty and teacher candidates; (3) Strengthen pre-service teacher education; and (4) Increase support for new teachers and leaders (WU).

ESSENTIAL 2: EDUCATOR PREPARATION

The preparation of future teachers in school communities is what most scholars suggest as the earliest stages of PDS work (Hunzicker, 2018). Regardless of path (traditional, residency, alternative), few would argue the necessity of developing new teachers through authentic practice. Where at first glance, the PDS focus on educator preparation might seem more advantageous to the university, it is the work in schools that

prepares candidates for the “real world” of teaching and thus improves the likelihood they will stay (Lantham & Vogt, 2007). At UofSC and USC-A, teacher candidates are immersed in theory to practice experiences through methods courses offered at PDS sites. Such a model provides access to teaching demonstrations, immediate application, and content area specialists. WU changed its teacher education curriculum by integrated courses and associated field experiences for English learners, students living in poverty, and students with exceptionalities. This changed occurred after conversations with school partners stressed increases they were seeing in specific diversities and the need for new teachers to be prepared for such.

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Initiatives such as residencies and year-long internships can be constructed with PDS partners in order create structures that will best prepare candidates while providing continued support needed to reduce attrition rates. WU’s year-long internship results in PDSs implementing a “grow your own teachers” recruitment model. The internship begins with teacher workdays in August and continues aligning with school district calendars until May, thus making the collaboration with PDS sites a critical part of its success. If successful in the experience and upon availability of an opening, principals appreciate having the opportunity to hire new teachers who have already spent a year in their schools.

The UofSC is providing support after graduation through the Carolina Teacher Induction Program (CarolinaTIP). CarolinaTIP supports the schools and students of South Carolina by putting teachers first. The program is designed to be a bridge for new teachers as they transition from university students to leading and teaching in classrooms of their own. The university-based program helps novice teachers grow their confidence, capacity, and resilience by providing responsive and holistic support, including targeted group training sessions, in-class coaching, and personalized, one-on-one mentoring. CarolinaTIP demonstrates the UofSC’s dedication to the success of its graduates and determination to positively impact teacher retention in SC.

ESSENTIAL 3: PROFESSIONAL DEVELOPMENT

In considering Essential 3, a PDS model works to re-consider teacher preparation as a continuum versus two distinct and separate institutions (Feiman-Nemser, 2001). Traditional roles that perpetuate an “ivory tower” mentality must be replaced by what Burns and colleagues (2015) term deep-level changes that recognize the expertise offered by each partner. For WU, this means having a space for professional learning events in which teachers, faculty, candidates, and others participate together in building new knowledge and skills (http://www2.winthrop.edu/rex/rex/professional_learning.html). These events are not just university-driven but are also scheduled by other schools and/or districts, community organizations, or the Partnership Network as a whole. For example, a partner district was hosting an event related to working with students and families in poverty and allotted space for faculty from the university to participate, considering the emphasis of a specific course/experience in the preparation curriculum. Faculty can engage in learning and conversation about district needs and initiatives and integrate into preparing teachers for such contexts. A pervasive conversation regarding the emotional resilience needed by teachers today resulted in a shared professional learning event for schools and the university community as a whole (inviting units such as student affairs) acknowledging the challenge of such resilience for young adults, in

general. With significant implications for recruitment, preparation, and retention, school districts and the university will share a learning experience with implications for future collaboration on strategy implementation (in addition to the benefit of sharing the cost of high-priced consultants).

ESSENTIALS 4 & 5: INNOVATIVE & REFLECTIVE PRACTICE SHARED WITH & BEYOND PARTNERS

Much of the PDS literature begins (and often ends) with acknowledging the PDS as the underlying crux for innovative practice. Being part of a PDS often gives participants the “permission” needed to take risks and reflect upon results and can occur with individual teachers, through departments or small groups, or at a whole-school level. At WU, faculty assigned to a PDS engage in action research with teachers who want to “try” something new. The faculty support the process, conduct a literature review, and guide implementation so the teacher can continue... well... teaching. Results are examined to determine if the chosen strategy was effective and can be used to share with others as well as to support accreditation standards if involving program graduates. Similarly, USC-A uses annual PDS surveys to determine collaborative action research possibilities. PDS sites through UofSC study student achievement data as reflective practice. For example, one PDS found that African American students were under-performing in Algebra I; the PDS liaison, math faculty, and administrator worked together to develop a plan resulting in increased Algebra I completion rates for racially diverse students. Essential 5 is why the PDS literature is rich with context-specific projects and practices. The public sharing of collaborative investigation and innovative programs is foundational to the larger PDS community. This can be done through journals and newsletters as well as presentations at events including (but not limited to) the annual WU Partnership Conference for Educational Renewal, the NAPDS annual gathering, the PDS South East Regional Vision for Education (SERVE) Conference or the UofSc PDS Network annual conference (Inquiry Matters).

ESSENTIALS 6 & 7: FORMAL AGREEMENT & SHARED GOVERNANCE

Successful PDS work, at a minimum, requires buy-in and agreed upon contributions from each partner. This is most often obtained through a collaboratively crafted Memorandum of Understanding/Agreement (see Appendix A for examples from two institutions). Within established agreements or solidified roles (see Essential 8), PDS work requires ongoing governance, reflection, and collaboration. For UofSC, this includes a formal MOU signed by both the district and the university, a coordinating council with three educators representing each of the 21 schools, an elected co-chairs committee to drive the direction of the coordinating council, and formal job descriptions for each role in support of the partnership. Because WU has a structure that includes both PDS and Partner Schools, shared governance primarily occurs through a Partnership Advisory Council (PAC). The PAC meets approximately six times per year to manage various efforts such as networking schools and faculty, advising on pre-service curriculum, reviewing roles/guidelines, and facilitating professional learning opportunities (for more information and sample meeting minutes, visit <http://www2.winthrop.edu/rex/rex/council.html>). In addition to the PAC, specific meetings are held with PDS stakeholders to discuss action research, innovative practices, and leadership opportunities. Similarly, USC-A maintains PDS sites at two “tiers” allowing for varying levels of commitment focused on teacher preparation (Tier 2 for pre-professional, observation-based work and Tier 1 for pre-professional, professional, and site-based methods work).

ESSENTIAL 8: ESTABLISHED ROLES

Two critical roles support PDS efforts at WU: School Liaisons and Winthrop Faculty-in-Residence (WFIR). Both serve as conduits between the university and the school engaging in leadership activities that include, but are not limited to, high quality teacher preparation, professional development, educational renewal, and

addressing educational challenges through inquiry and research. As primary members of the PAC, the School Liaisons and WFIR play a critical role in managing the Partnership Network and making decisions about teacher preparation and professional learning. Both roles are compensation-based with the WFIR receiving a one course “reassignment” and the School Liaison receiving a stipend from the university. For all three institutions, a primary university leader facilitates the PDS work requiring a commitment from the university related to human resources. Where the PDS collaborations are mutually beneficial, any such structure requires a “hub” from which communication and organization emit (and most sensible for the institution as the “common denominator” for multi-PDS partnerships). At UofSC, there are three critical roles in support of the work taking place in schools: University Liaison, Clinical Adjunct and Administrator. These all come together to form the PDS Coordinating Council. Role descriptions for all roles mentioned are available in Appendix B.

ESSENTIAL 9: RESOURCES & REWARDS

Establishing and sustaining impactful PDS structures takes both time and resources (financial and otherwise). This can occur through varying models of implementation but should be carefully planned (and imbedded) so as not to have PDSs dependent upon a specific person or grant that will eventually change or diminish. UofSC utilizes a cost sharing model to fund the PDS Network. Each school contributes a partnership fee of \$5,000 per year. In some districts, this fee is paid by the district, and in others it is paid by the individual schools. The college then matches the amount contributed by each school and often contributes additional funds per school beyond the minimum \$5,000 agreement. This funding allows the Network to cover the stipend of the university liaisons, clinical adjuncts, and provide a \$1,000 mini-grant to each school for supplies, materials, or needs in support of PDS goals. These funds are also used to send PDS partnership teams to local, regional, and national conferences. In addition, the funding supports a local educational inquiry conference and an annual PDS Network writing retreat to further encourage scholarship between K-12 and University PDS Network members. To reward outstanding accomplishments, UofSC also has instituted a PDS Exemplary Achievement Award that is given annually to one of its partnership schools.

WU has embedded the costs of operating their network within existing budgets. This includes a director position, reassigned time for WFIR, and stipends for School Liaisons. Additionally, the College of Education established the Rex Institute for Educational Renewal and Partnerships through which support for shared professional learning and collaboration is supported (functionally and financially). Recognition of efforts are made publicly through banners displayed at partnering schools, social media highlights, and programs established through the PAC (e.g., a Twitter contest through which mentor teachers share their “why,” from which three submitters received gift cards).

PROFESSIONAL DEVELOPMENT SCHOOL (PDS) IMPACT IN SC

Generalizing PDS impact is difficult due to the countless variations that exist in how the PDS is defined, structured, and utilized. However, taken in context, research from SC institutions suggests PDS models can (1) positively impact student achievement and (2) provide opportunities for pre- and in-service teacher learning. Tables 1 and 2 below highlight the impact of research with individual teachers, small groups, and entire schools. Impact on student learning, illustrated in Table 1, is occurring in PDS partnerships and often is the result of teachers and schools identifying a program and leveraging their university partnership for both research and implementation support. This aligns with what the National Network for Educational Renewal posited as the crux of PDS work to find “solutions to problems in P-12 schooling while simultaneously renewing higher education” (Neapolitan & Levine, 2011, p. 315).

TABLE 1. SAMPLE RESEARCH RELATED TO STUDENT IMPACT

Topic/Title	Context	Intervention/ Strategy	Impact Results	Resources
Teachers attitudes toward and impact of co-teaching on student achievement in a partnership school	Suburban Partnership Network middle school with 615 students (12.9% with identified disability); intervention ELA and mathematics classes in 6th, 7th, and 8th grades paired with control classes of similar demographics	Implementation of a full inclusion co-teaching model to answer the question, will students with learning disabilities and their peers served in co-taught language arts and mathematics classrooms make greater gains on a standardized test of academic achievement than their counterparts served in non-co-taught classrooms?	Significant gains for all students in co-taught ELA classes; larger gains in mathematics than non-co-taught classes Increased positive responses from teachers Time remains most prevalent concern	Leach, D., Johnson, L, Blumhardt, F., & Bush, C. (2014). Utilizing a university-school partnership to improve the academic achievement of middle school students (including those with special needs) by instituting school-wide co-teaching. In J. Ferrara, J. Nath, & I. Guadarrama (Eds.), <i>Creating Visions for University-School Partnerships: A Volume in Professional Development School Research</i> (pp. 231-244). Charlotte, NC: Information Age Publishing, Inc.
De-tracking ninth grade algebra: A teacher leadership success story from a PDS	Suburban PDS high school with 1,600 students (48% black, 46% white, 3% Latino, 1% Asian, and 2% other; 49% students recommended for developmental math were identified as living in poverty)	Examine effects of de-tracking efforts using teacher collaboration and efficacy in ninth grade Algebra I College Prep courses for effectiveness to improve the achievement in mathematics of students who enter high school without pre-algebra skills	Increased teacher buy-in and self-efficacy over five years Increased scores on end-of-course testing for all students	Jeffries, R. (2018). De-tracking ninth grade algebra: A teacher leadership success story. In J. Hunzicker, (Ed.), <i>Teacher leadership in professional development schools</i> (pp. 59-74). Bingley, UK: Emerald Publishing Limited.
Implementing Universal Design for Learning Principles Using Mobile Technology	Rural Partnership Network elementary school with 428 students (87% poverty)	Application of the Universal Design for Learning elements in a mathematics class to study the impact on student achievement and engagement	Significant difference in treatment and control groups when controlling for other variables Over 90% of students expressed high positive motivation and engagement regarding technology use	Shields, C., Harris, L., Hedgpath, E., & Cate, C. (2014). <i>Implementing Universal Design for Learning principals using mobile technology</i> . <i>MathMate</i> , 36(2), 42-46. Available at http://www.sctm.org/resources/Documents/MathMates/May2014Issue.pdf
Action Research in Peer-Assisted Learning	Rural Partnership Network School with 469 students (60% poverty; 18% students identified as students with a disability)	Impact of teacher-designed action research project titled "Math Buddies." Program strategically paired students and provided tailored learning materials and for each pair along with training for class related to positive learning conversations.	Improved scores on Measures of Academic Progress (MAP) Increase in students' attitudes toward mathematics	Highlighted in Winthrop University-School Partnership Network newsletter (fall, 2011). Beth Csizer (teacher) and Linda Picket (Winthrop Faculty-in-Residence); Available at http://www2.winthrop.edu/rex/rex/network_about.htm

As illustrated in Table 1, a study by Leach and colleagues (2014) found positive impact on student achievement through co-teaching. While the study focused on inclusion, the university adopted the co-teaching model as foundational for teacher preparation field experiences. Jeffries (2018) worked with PDS staff to change structures for tracking students in mathematics. Results indicate increased student achievement based upon the collaborative efforts that also impact how future mathematics teachers are prepared. Table 1 includes further research at various levels (classroom, school-wide, specific grade levels, etc.) highlighting the positive impact a PDS can have on students through collaborative inquiry between university and school faculty. Additionally, such research is used in adapting teacher preparation curriculum (infusing Universal Design for Learning as a differentiation model) and field experience (implementation of a project-based learning unit).

Table 2 examines PDS impact from the targeted institutions related to the three focus areas: recruitment, preparation, and retention. Not unlike the general review of literature, research favors teacher preparation over recruitment and retention.

TABLE 2. SAMPLE RESEARCH RELATED TO TEACHER IMPACT

	Topic/Title	Context	Intervention/ Strategy	Impact Results	Resources
Initial Preparation	Studying the impact of methods courses with embedded field experiences designed to offer systematic opportunities for teacher candidates to theorize from practice	Artifacts from multiple PDS sites where site-based methods courses are taught were analyzed to observe key elements that impacted the implementation of high-quality instructional practices.	Researchers collected artifacts and conducted interviews with classroom teachers and administrators on the constraints and affordances of site-based methods course designs on both candidate and student learning.	PDS Site-based methods courses: a) legitimize instructional practices by observing them work with real children in real classrooms; b) center student learning on thinking; and c) simultaneously position teacher candidates as teachers and learners	Hodges, T.E., Mills, H.A., Blackwell, B., Scott, J. & Somerall, S. (2017). Learning to theorize from practice: The power of embedded field experiences. In D. Polly & C. Martin (Eds.) Handbook of Research on Teacher Education and Professional Development. Hershey, PA: IGI Global.
	Examination of candidate perceptions of culturally sustaining pedagogy and how such teaching emerges in diverse PDS sites	The researchers sent out 65 survey invitations to UofSC interns during the semester in which they took a course focused on social justice and culturally relevant pedagogy to help determine their partnership school placement. In addition, researchers conducted a case study with five interns to further explore the topic.	The exploratory study grew out of the desire to examine the alignment between classroom experiences in the partnership schools and the culturally sustainable pedagogy (CSP) theory and methods presented in the undergraduate program.	The study found that a) Teachers who employ culturally relevant practices tend to also employ techniques and strategies that are quite different from teachers who consciously or inadvertently reinforce cultures of power through their practices and b) despite CSP, social justice and critical thinking serving as cornerstones for the elementary program and embedded in all courses, the desired impact is still not being achieved in classrooms. Findings warrant the careful consideration and intentional placement of interns to provide a seamless alignment of theory and practice.	Martin, C. & Myers, M. (in press). Examining culturally relevant pedagogy through intentional internship placements within partnership and PDS schools. In Global Issues and Urban Schools: Strategies to Effectively Teach Students in Urban Environments around the World. Charlotte, NC: IAP Publishing Inc.

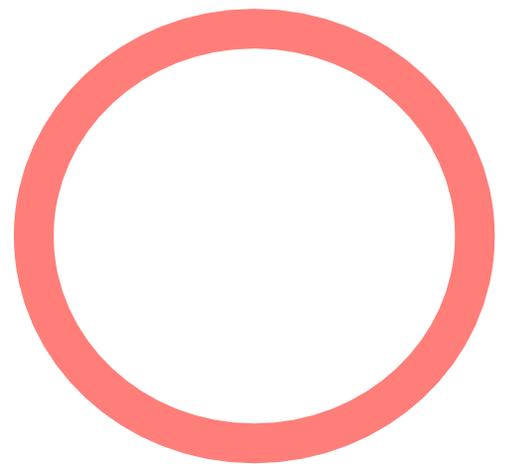
Retention	Responsive Professional Development: Building on Teachers Feedback and Experiences to Guide Writing Instruction at a PDS	Rural Partnership Network School with 469 students (60% poverty; 18% students identified as students with a disability)	Teachers requested support in helping students communicate through writing after seeing success teacher candidates had in using Step Up to Writing program	Increased teacher knowledge of and confidence in teaching writing Increased student ownership of writing process	Barger, B.P., Pickett, L., Allan, A., Mader, C. (2017, Spring). Responsive professional development: Building on teachers' feedback and experiences to guide writing instruction at a Professional Development School. PDS Partners. (12)3, 21-23.
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NOTE: No research available on Recruitment.

University faculty often work as both practitioner and scholar, integrating research efforts with the teacher preparation courses they teach (including supervision during field/internship experiences). This “scholarship of teaching” (Boyer, 1990) should be commended as an avenue for evaluating the effectiveness of various curriculum approaches in educator preparation. Hodges and colleagues (2017) studied the impact of methods courses with embedded field experiences and found that PDS Site-based methods courses: a) legitimize instructional practices by observing them work with real children in real classrooms; b) center student learning on thinking; and c) simultaneously position teacher candidates as teachers and learners. Although perhaps not an explicit study on PDS and teacher retention, Barger and colleagues (2017) investigated what they term “responsive professional development,” through which opportunities are guided (and constantly changing) based upon teachers’ needs and requests. This effort of using the PDS as a structure for facilitating teacher ownership can have a tremendous impact on developing teacher leaders and decreasing attrition (Burns, 2018).

CONCLUSION AND RECOMMENDATIONS

It is often said that getting started is the most difficult part of any new initiative. This adage holds true for PDS work. There are ivory towers to tear down and trusting relationships to build up – this takes time, effort, and dedicated resources. This paper maintains the PDS model is a best practice for teacher recruitment, preparation, and retention as highlighted by three diverse SC institutions. However, where the NAPDS Nine Essentials are evident in these and other models nationwide, the availability of rigorous, scientific study that produce data continues to fall behind. The work highlighted in Table 1 and Table 2 above showcase what is possible; however, in order to convince institutional and community leaders, grant funders, and legislators that the PDS model is, indeed, a best practice, more longitudinal results are needed. Additionally, research will need to expand from a focus on teacher preparation to include the various possibilities PDS models hold for recruitment and retention. How can PDS structures cultivate the next generation of teachers? Do PDS teachers have lower rates of attrition? Where is the added value in a PDS to justify resource allocation? Obviously, the work is complex, requiring relationships built upon trust AND inquiry; however, “the fate of PDSs may ultimately lie in scientifically based, rationalized truths and cost-benefit analyses” (Berault & Berault, 2011, p. 162; Galassi et al., 2001).



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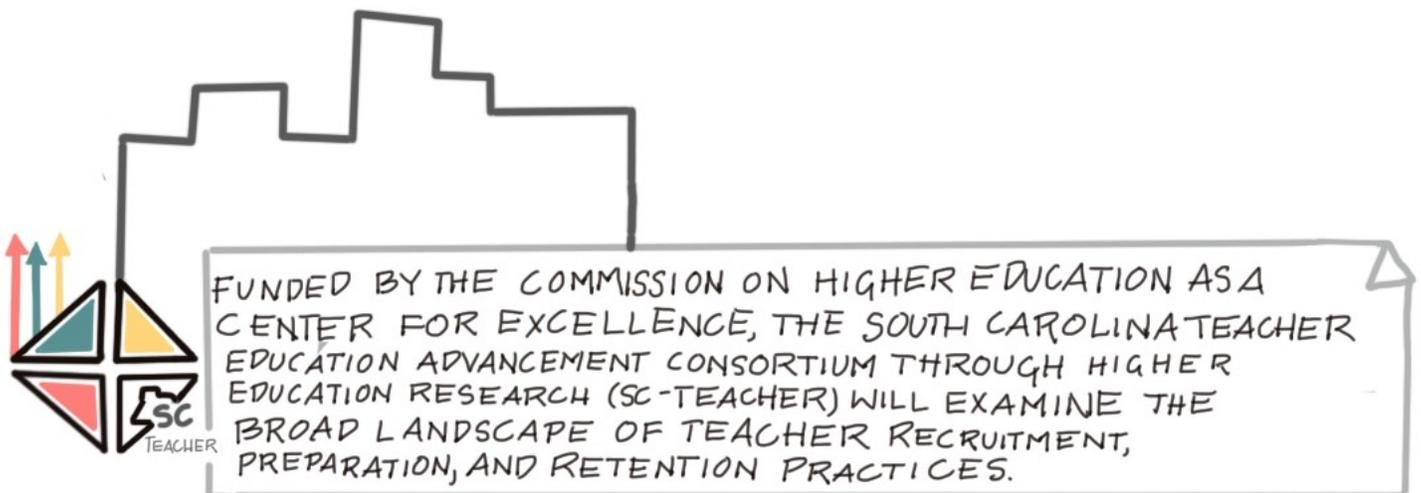
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APPENDIX A

Sample Memorandums of Understanding/Agreement

1. University of South Carolina – Columbia
2. Winthrop University

STATE OF SOUTH CAROLINA

AGREEMENT

COUNTY OF RICHLAND

THIS AGREEMENT (“Agreement”) is made as of June 1, 2019 by and between the University of South Carolina, an educational institution and an agency of the State of South Carolina (“UofSC”), acting by and through its College of Education (“College”), and Lexington School District #4 (“District”).

WITNESSETH:

WHEREAS, the parties desire to designate Lexington Four Early Childhood Center and Sandhills Middle School (“Schools”) as Professional Development Schools (“PDS”) and a members of the College’s Professional Development School Network (“PDS Network”); and

WHEREAS, in recognition of the Schools’ membership in the College’s Professional Development School Network (“PDS Network”), the parties desire to jointly support specified personnel and activities at the School in accordance with the terms and conditions set forth herein;

NOW, THEREFORE, in consideration of the mutual promises contained herein, the parties mutually agree as follows:

1. **Term.** This Agreement shall be effective as of June 1, 2019 and shall remain in full force and effect until July 31, 2020 unless earlier terminated in accordance with the provisions of Paragraph 2 herein.
2. **Termination.** This Agreement may be terminated upon ninety (90) days advance written notice.
3. **Duties and Responsibilities.** During the term of this Agreement, the parties agree to the following duties and responsibilities:
 - (a) Each school will have three individuals committed to PDS Network work – 1) a building administrator, 2) a University Liaison and 3) a School Liaison. Each individual is expected to be an active participant on the Coordinating Council.
 - (b) Co-Chairs of the Coordinating Council will be elected annually and will include at least one person representing each position above.
 - (c) Each School will provide a critical mass of School faculty to work with UofSC education candidates throughout their College academic program. It is anticipated that at least 20% of the teachers in a PDS school will be trained as coaching teachers.
 - (d) The School will host on-site, whenever possible, pre-service courses for USC education candidates designed to enhance the application of academic coursework to actual teaching practices.
 - (e) The School and the College will collaborate in identifying a University Liaison and a School Liaison to provide services at the School, including teacher induction support services. The College will provide training sessions/discussion about the responsibilities of the various roles within the PDS Network.

- (f) The University Liaison will work with the School serving as a support person for the School's professional development activities. The University Liaison should be involved in the development of the school's professional development goals and in helping the school achieve at least one of those goals.
- (g) The School Liaison (called Clinical Adjunct) will be a P-12 faculty member or administrator who will provide coordination services related to UofSC education candidates and collaborate with the University Liaison in guiding PDS initiatives.
- (h) The School will provide a dedicated physical space within the School for use by the University Liaison.
- (i) The College will provide, when possible and upon request of the school, an on-site professional development course or other professional development experience, with the topic to be identified by School faculty and staff in collaboration with the UofSC Liaison and the Clinical Adjunct. The cost of the course/experience will be borne by the College.
- (j) The College will provide free training for School faculty on mentoring beginning teachers and on the South Carolina Teaching Standards 4.0 Observation Rubric.
- (k) The College will provide priority consideration for School faculty to participate in paid practicum and internship experiences, grant-funded initiatives, and teaching and committee assignments in the College.
- (l) The College in its sole discretion will financially assist a limited number of School faculty to attend the National Association of Professional Development Schools National Conference. In order to be eligible for this assistance, the School faculty who attend must submit a proposal to present at the conference.
- (m) The College will provide an option for the School to assign reduced tuition course credits from School coaching teachers for use by School teachers working with UofSC interns in other roles.
- (n) The School and College will jointly commit to conduct one (1) research or demonstration project in collaboration with an appropriate university-based faculty member.
- (o) The School will provide survey and student growth data concerning the performance of UofSC graduates employed at the School to the appropriate University personnel for accreditation purposes. The School will work the University Induction Coordinator during the Inaugural Year of the Carolina Teacher Induction Program.
- (p) The PDS Coordinating Council, in conjunction with the COE Office of Assessment and Accreditation, will evaluate each relationship within the network with a focus on measurable outcomes and data collection. Emphasis will be placed on the impact of the PDS Network on student learning. The College will provide the PDS Administrator with evaluation data on coaching teachers.
- (q) Wherever possible, the PDS Network will seek more collaboration between the PDS School and the College of Education.

4. **Financial Contribution.**

- (a) The District agrees to remit to the College the sum of Seven Thousand Five Hundred (\$7,500) Dollars to support the work of the PDS Network per school. The District agrees to make payment in full on or before June 30, 2019.
- (b) The College agrees to contribute sufficient funds to support the work of the PDS Network, including salaries and stipends for the University Liaison and School Liaison, School participation in the PDS National Conference, and costs related to professional development, events and collaborative research.

5. **Miscellaneous.**

- (a) Each party agrees to be responsible for the acts of its employees while acting within the scope of official duties consistent with the waiver of immunity from liability afforded by the South Carolina Tort Claims Act, Section 15-78-10 et seq. of the Code of Laws of South Carolina (1986), as amended. Nothing in this Agreement should be construed as creating a partnership or joint venture between the parties.
- (b) This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior understandings, oral or written, regarding such matters. This Agreement may only be amended or modified by the mutual written consent of the parties.
- (c) This Agreement shall be governed by and construed in accordance with the laws of the State of South Carolina, and the laws of the State of South Carolina shall govern the validity, performance and enforcement of this Agreement.
- (d) No act by either party regarding this Agreement shall be construed as a waiver of that party's sovereign immunity or immunity under the Eleventh Amendment of the United States Constitution.
- (e) No waiver by the parties hereto to any default or breach of any covenant, term or condition of this Agreement shall be deemed to be a waiver of any other default or breach of the same or any other covenant, term or condition contained herein.
- (f) Any notice or other communication which may be or is required to be given under this Agreement shall be in writing and shall be deemed to have been given on the earlier of the day actually received or on the close of business on the fifth (5th) business day next following the day when deposited in the United States Mail, postage prepaid, registered or certified, addressed to the party at the address set forth after its name below or such other address as may be given by such party in writing to the other:

- (a) If to UofSC or the College:
Dr. Jon Pedersen
Dean
College of Education
University of South Carolina
Columbia, SC 29208

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement on the dates below written:

RICHLAND DISTRICT TWO

UNIVERSITY OF SOUTH CAROLINA

By: _____
Superintendent

By: _____
Dean

Date: _____

Date: _____

And: _____
Chief Financial Officer

And: _____
Secretary
Board of Trustees

Date: _____

Date: _____

Memorandum of Understanding
Winthrop University-School PARTNERSHIP NETWORK
Professional Development School (PDS)

This memorandum of understanding is entered between the Winthrop University Richard W. Riley College of Education and associated education unit and _____ for the 2018 - 2021 school years.

Vision of the Partnership Network

To create a dynamic and sustained university-school district partnership network that will promote simultaneous renewal of the university and schools with a focus on student learning and educator preparation through the engagement of collaborative learning communities involving district and university students and faculty.

Mission

The mission of the Winthrop University-School Partnership Network is simultaneous renewal and support of P-16 (preschool through college) education, practicing educators, and educator preparation.

Goals

1. Improve P-12 student learning.
2. Improve professional learning for district and university faculty and teacher candidates.
3. Strengthen pre-service teacher education.
4. Increase support for new teachers and leaders.

University

- Maintain a college and university commitment to a **three-year partnership**.
- Create Partnership Network **promotional materials**.
- Identify a faculty member to serve as **Winthrop Faculty in Residence** with reassigned course time dedicated to the school site.
- Support implementation of Network goals and objectives at individual school site.
- Provide access to Partnership Network staff to **facilitate communication and collaboration**.
- Support **mentor/host teacher** training and development (online and face-to-face).
- Support **research and inquiry** (action research) opportunities for school and university faculty to implement and gather data on research-based practices that support instructional improvements.
- Assess needs for and facilitate delivery of **school-based professional development**.
- Collaborate to determine extent to which the Partnership Network is working and **report annually** to both university and school stakeholders.
- Solicit engagement from school faculty on a consistent basis to participate on program advisory committees, act as co-teachers, review curriculum, etc.
- Provide orientation materials for new liaisons.

Professional Development School

- Maintain a school-wide commitment to a three-year Professional Development School partnership. This commitment includes at least 2/3 of faculty willing to serve as mentor or host teachers as well as participate in other Partnership Network initiatives.
- **Educate entire school community** on the goals and initiatives of the Partnership, incorporating the vision into the everyday work and mission of the school.
- Ensure **Winthrop Faculty in Residence is fully integrated into the school culture** (provide

office/classroom space, include in faculty meetings, invite to participate in professional development at the district, school, and/or grade levels, etc.).

- Facilitate diverse **clinical experiences** focusing on students as English language learners, students with special needs in the general education classroom, students living in poverty, and/or students identified as academically gifted.
- **Respond to Partnership staff by posted dates** to maintain effective Network communication.
- Provide an identified School Liaison (teacher or school leader) to help facilitate partnership-related activities such as serving on the Partnership Advisory Council, assisting with placements and supervision of Winthrop students, and communicating with school and university faculty.
- Participate in **action research** projects to improve education.
- **Support teacher and leader professional development** (e.g., release time to attend training(s), participation in needs assessment, host trainings, etc.)
- Support, supervise, and assess **preservice teachers** in clinical experiences throughout the educator preparation program.
- Collaborate to determine extent to which the Partnership Network is working and report annually to both university and school stakeholders.
- Encourage and allow teachers and teacher candidates to **implement data-based, innovative practice** to meet the needs of diverse learners in the school.
- **Share** effective practice, action research, and other initiatives through venues such as digital media, summer Partnership conference, hosting professional learning opportunities, etc.

Terms of Agreement and Termination

This agreement addresses cooperation in the Winthrop University-School Partnership Network between the undersigned Professional Development School and the Winthrop University Richard W. Riley College of Education and associated education unit.

This agreement is in effect for three years (2018-2021) and subject to annual review. Termination of the agreement may be initiated by either party through written notice at least 45 days prior to the end of the school district semester and is subject to completion of the entire semester.

_____	Date	_____
Professional Development School Principal		
_____	Date	_____
District Superintendent or Designee		
_____	Date	_____
Associate Dean and Partnership Network Director, Richard W. Riley College of Education		
_____	Date	_____
Dean, Richard W. Riley College of Education		

APPENDIX B

Sample Role Description

1. School Liaison
2. Winthrop Faculty-in-Residence
3. UofSC University Liaison
4. UofSC Clinical Adjunct
5. UofSC Administrator

Winthrop University-School Partnership Network Professional Development/Partner School/Content Area Assembly Liaison

The Professional Development/Partner School/Content Area Assembly Liaison is a site-based staff member (teacher or school leader) committed to the goals, mission, and vision of the Winthrop University-School Partnership Network. The primary responsibility of the liaison is to serve as a facilitator and conduit between the university and school educators, most particularly to individual classroom teachers in coordination with the Rex Institute staff. The liaison supports the networking of their school and/or teachers to other partnering Professional Development Schools and/or Partner Schools. The liaison provides leadership and support in partnership efforts including, but not limited to, high quality teacher preparation, professional development, educational renewal, and addressing educational challenges through inquiry and research at the building level.

- Support the implementation and assessment of the Partnership Network
 - Serve on Partnership Advisory Council
 - Communicate with and respond to Partnership staff and other liaisons in an efficient manner.
 - Assist in data collection and analysis to determine the effectiveness of the Partnership on student learning and teacher quality
 - Engage in self-evaluation
- Collaborate with Partnership staff in determining and coordinating a process of professional development that meets the needs of teachers and university students
 - Hold regular meetings with and/or direct study groups for Winthrop students
 - Collaborate with school and University faculty on action research endeavors
 - Encourage expert teachers in the school/district to share their strengths with others
 - Utilize the enthusiasm, energy, and expertise of Winthrop students to improve instruction at the school or within the specified content area
- Assist in the implementation of clinical experiences for Winthrop candidates
 - Identify potential host teachers and mentors within the liaison's school or content area
 - Assist with matching host and mentor with Winthrop candidates
 - Become acquainted with Winthrop students at school or within the content area
 - Serve on exit interview committees and/or create end-of-year surveys for teacher candidates
- Act as first level of support for host and mentor teachers and Winthrop faculty and students
 - Connect Winthrop students with resources at the school level (not applicable to CAA liaisons)
 - Connect teachers at the school with University resources
 - Assist Winthrop faculty with implementing field experience requirements and aligning course content with sound pedagogical practice
 - Observe and provide formal and informal feedback regarding teacher candidate performance

Winthrop University-School Partnership Network Winthrop Faculty in Residence

The Winthrop Faculty in Residence (WFIR) is a University faculty member assigned to work with a particular PDS to fulfill the goals of the Partnership Network. The WFIR assists in the networking of affiliated Partner Schools with the PDS. The WFIR has the overall responsibility of providing leadership and support in the partnership efforts, including, but not limited to, high quality teacher preparation, professional development, educational renewal, and in addressing educational challenges through inquiry and research. The faculty member must have some level of expertise in a least one of the identified areas of need/interest expressed by the assigned PDS. **(R) = Required action.**

- Support the implementation and assessment of the Partnership Network
 - Serve on Partnership Advisory Council **(R)**
 - Engage with other WFIR on special projects, discussions, PN initiatives, etc. **(R)**
 - Collaborate with PDS colleagues to complete the school Annual Reflection Plan **(R)**
 - Submit WFIR report through Annual Report system **(R)**
 - Support PDS Networks with Partner Schools through collaboration with PN Coordinator
 - Assist in data collection and analysis to determine the effectiveness of the Partnership on student learning and teacher quality
 - Provide article for bi-annual newsletter regarding PDS events
- Collaborate with the Partnership Network Coordinator in determining and coordinating a process of professional development that meets the needs of teachers and University students
 - Communicate with liaison and administrators to determine the strengths/needs of PDS **(R)**
 - Assist Rex Institute in organizing professional learning events at PDS **(R)**
 - Share expertise with PDS and other Network schools.
 - Establish collaborative action research endeavors
 - Encourage expert teachers in the school/district to share their strengths with others
- Support clinical model of teacher preparation and new teacher induction
 - Collaborate with Office of Field and Clinical Experiences to identify potential host and mentor teachers within the PDS **(R)**
 - Assist in supporting candidates and host teacher in early clinical experiences **(R)**
 - Provide input on matching mentor and host teachers with teacher candidates
 - Support induction year teachers assigned to the PDS
 - Serve on exit interview committees for teacher candidates
- Act as first level of support for Winthrop students and faculty and PDS teachers and administrators
 - Connect teachers at the school with university resources **(R)**
 - Observe and provide feedback/support for teacher candidates and teachers **(R)**
 - Communicate expectations of Winthrop teacher education program curriculum
 - Develop Professional Learning Communities with teacher candidates in the Partnership Network
 - Engage in models of support such as coaching and co-teaching in PDS and Partner Schools and classrooms

University of South Carolina PDS Liaison Position Description 2019 - 2020

Each school will have three individuals committed to PDS Network work – 1) a building administrator, 2) a University Liaison and 3) a Clinical Adjunct. Each individual is expected to be an active participant on the Coordinating Council.

The PDS Liaison is an educator who serves as the agent or broker between a Professional Development School and the University. The liaison may be a full-time university faculty member whose role as a liaison is calculated into his/her load or overload or an adjunct who works closely with university faculty. Any UofSC faculty or other educator hired as a liaison in a school will be committed to a shared partnership between the school and the university and adhere to the following expectations:

Liaison Roles:

- Liaisons facilitate sustained (regular, ongoing) professional development and shared scholarly activity at the school.
- In the role of Liaison, it is expected that the following roles will be in effect:
 - active involvement in the development of the school's professional development goals
 - supporting the school in achieving at least one of these goals
 - teaching university classes in the school, if applicable
 - supporting teachers and administrators as needed by modeling best practice
 - strengthening the partnership between the school and UofSC
 - actively engaging in completing the end-of-year reflection summary, three self-assessments and re-applications and any other evaluations
 - communicating and collaborating with the Clinical Adjunct, Administrators, University Supervisors, and Coaching Teachers to solidify the partnership
 - serving as a broker between the School and University as needs arise that are not within the realm of expertise of the Liaison

Based on the UofSC Roles and the description above, I understand my role as a University of South Carolina PDS Liaison.

University of South Carolina PDS Clinical Adjunct Position Description 2019 - 2020

Each school will have three individuals committed to PDS Network work – 1) a building administrator, 2) a University Liaison and 3) a Clinical Adjunct. Each individual is expected to be an active participant on the Coordinating Council.

Clinical Adjunct Roles:

- Enhance the experience of UofSC interns in the school to include:
 - Communicate and collaborate with the PDS administrator, PDS Liaison, University Supervisors, Coaching Teachers and the College of Education to solidify the partnership
 - Train and acclimate interns to campus and culture of the school
 - Serve as on-site contact for needs of interns
 - Assist administration in recruiting coaching teachers and placing interns
 - Serve as mediator between coaching teachers and interns
 - Conduct SCTS 4.0 observations of interns when needed
 - Arrange for mock interviews with administration
 - Work closely with PDS liaison to ensure success for interns/coaching teachers
- Coordinate the use of tuition reimbursement with Beneisha Johnson in Gamecock EdQuarters
- Be actively involved in the development of professional development goals
- Develop joint scholarly activity projects with UofSC and school faculty when possible and practical
- Host visitors from other universities as requested by UofSC
- Place additional university students in observation settings for coursework
- Serve as needed on search committees and accreditation work in the COE
- Assist with presentation preparation for NAPDS conference
- Actively engage in completing the end-of-year reflection summary, three self-assessments and re-applications and any other evaluations
- Attend all PDS meetings and professional development sessions. Arrange a substitute representation for the school if clinical adjunct cannot attend a meeting personally, and be in charge of insuring that the information from each meeting is communicated to the principal, even if someone else attended in their place

Based on the UofSC Roles and Description above, I understand my role as a University of South Carolina PDS clinical adjunct.

University of South Carolina PDS Administrator Position Description 2019 - 2020

Each school will have three individuals committed to PDS Network work – 1) a building administrator, 2) a University Liaison and 3) a Clinical Adjunct. Each individual is expected to be an active participant on the Coordinating Council.

Administrator Roles:

- Hold regular meetings (at least one per quarter) to communicate and collaborate with the PDS team including the Liaison, the Clinical Adjunct and any others that take part in the work
- Communicate regularly about the PDS network and relationship with the whole school through electronic communications such as an email or newsletter of activities
- Work with the Clinical Adjunct to enhance the experience of UofSC interns in the school
- Conduct mock interviews for interns and advise them on the hiring process
- Oversee the development of professional development goals
- Develop joint scholarly activity projects with UofSC and school faculty when possible and practical
- Host visitors from other universities as requested by UofSC
- Place additional university students in observation settings for coursework
- Serve as needed on search committees and accreditation work in the COE
- Assist with presentation preparation for NAPDS conference
- Actively engage in completing the end-of-year reflection summary, three self-assessments and re-applications and any other evaluations
- Attend all PDS meetings and professional development sessions. Arrange substitute representation for the school if administrator cannot attend a meeting personally, and be in charge of insuring that the information from each meeting is disseminated as appropriate
- For 2019-2020, support the involvement of induction teachers in the Carolina Teacher Induction Program

Based on the UofSC Roles and Description above, I understand my role as a University of South Carolina PDS administrator.