

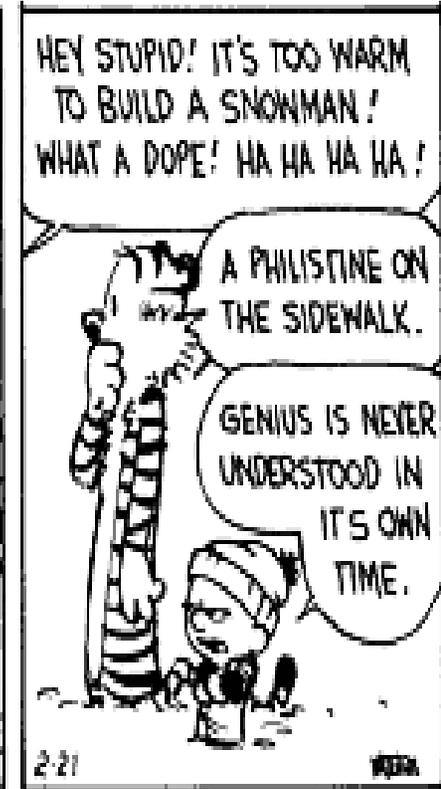
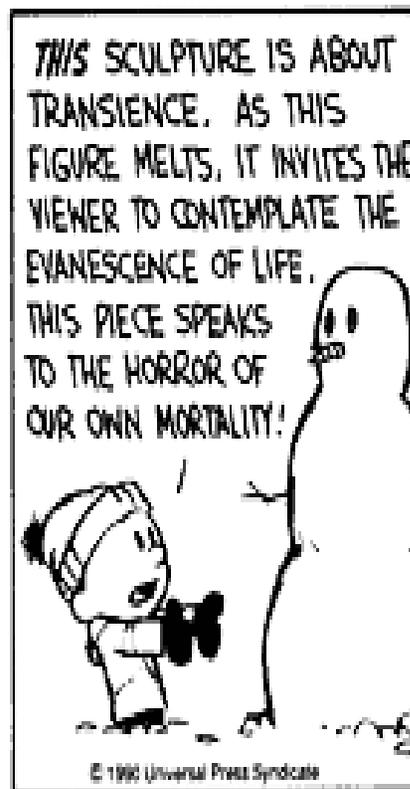
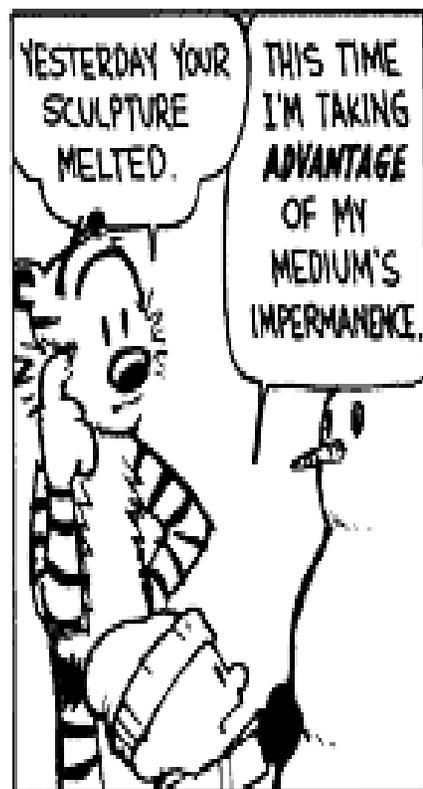
PDS: MEETING THE NEEDS OF ALL

*UNIVERSITY OF NORTH
GEORGIA*

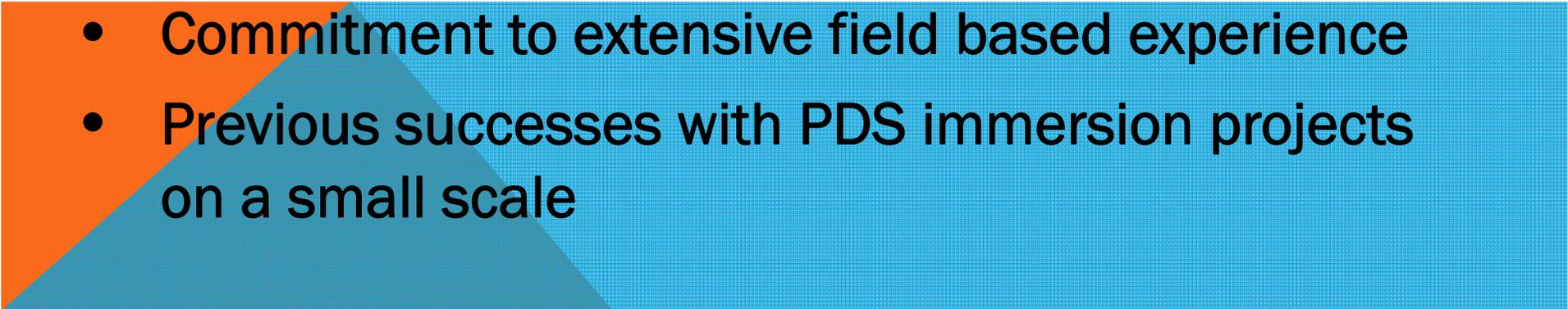
HALL COUNTY SCHOOLS

DAWSON COUNTY SCHOOLS

FORSYTH COUNTY SCHOOLS

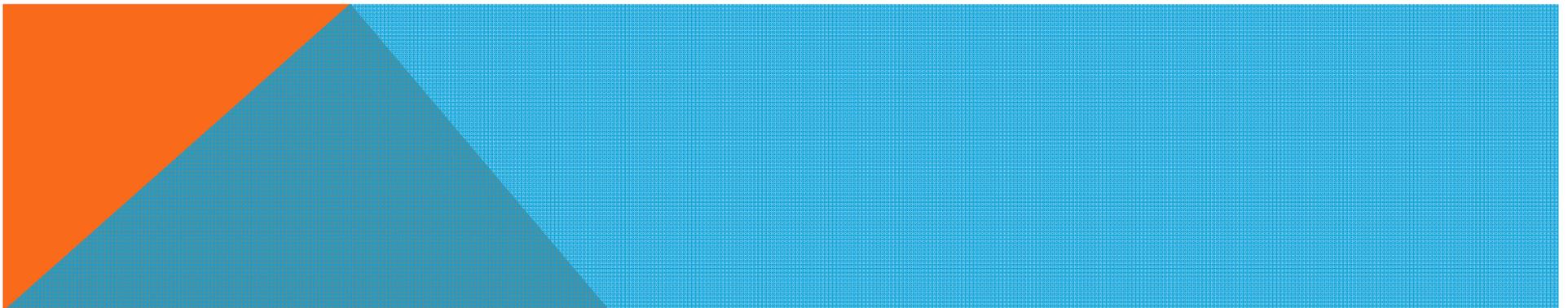


UNG SCHOOL OF EDUCATION

- Enrollment approximately 1300
 - Unique geographic location
 - Undergraduate programs in Early Childhood and Special Education (dual degree), Early Childhood Education, Early Childhood Care and Education (0-K) Middle Grades, and P-12 Secondary
 - Placed candidates in 42 districts and 228 schools in 2010
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- Commitment to extensive field based experience
 - Previous successes with PDS immersion projects on a small scale

PROFESSIONAL DEVELOPMENT COMMUNITIES

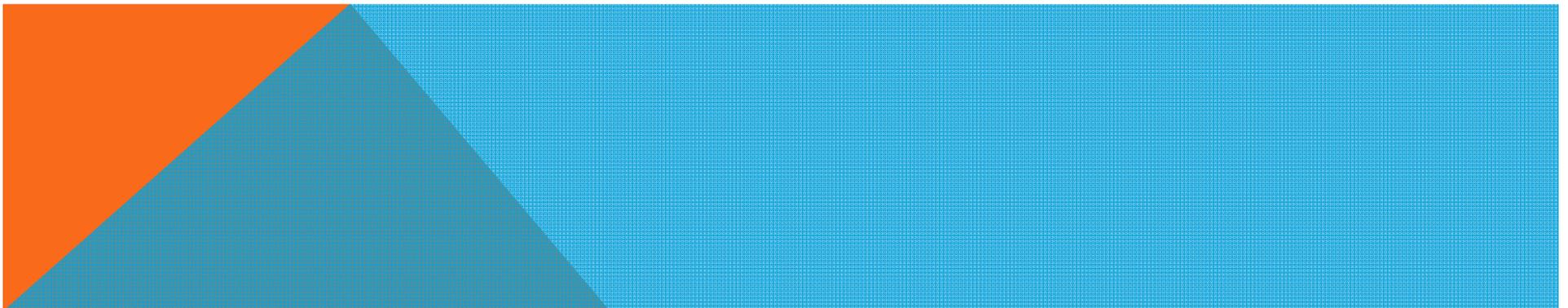
- 25 Elementary Schools in 5 Districts split into 5 PDCs
- 4 Middle Schools in three districts
- 1 High School



CHARACTERISTICS OF UNG PDC

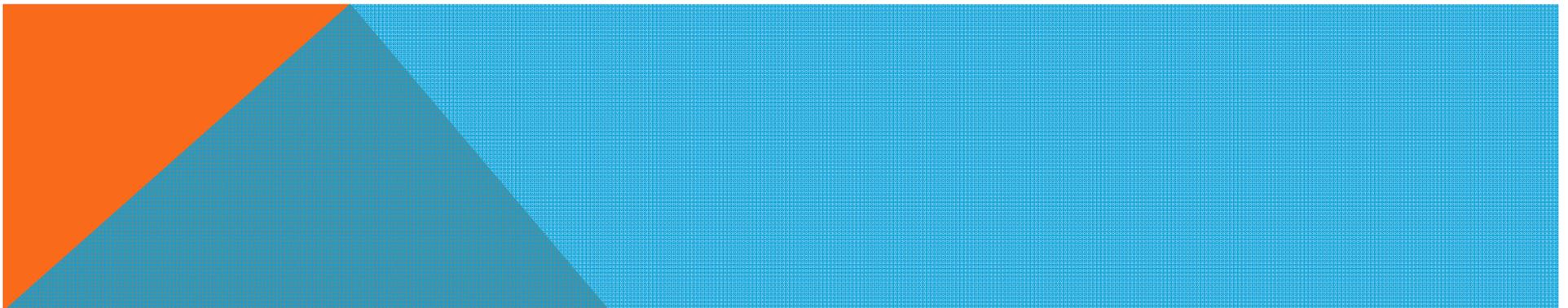
- Year long assignment to one school usually with multiple placements within that year
 - Candidate participation in pre-planning, professional development and most faculty activities
 - Reciprocal professional development
 - One faculty member associates with a school to support communication
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- School district participation in curriculum planning, resource contributions, professional development goals and program evaluation
- All ECE/SPED candidates classes are offered at PDC sites
- Middle/Secondary PDC classes offered at closest campus site
- All programs are cohorted to ensure coherent and progressively rigorous performance demands



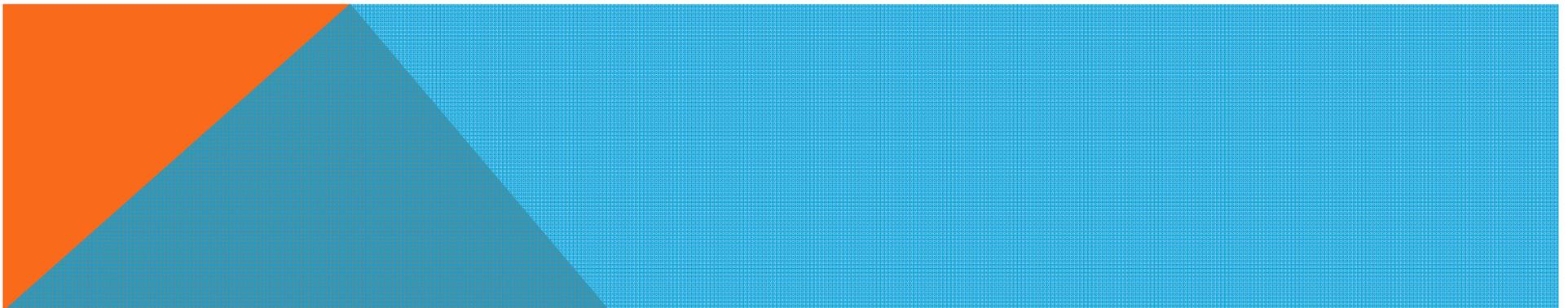
CURRICULUM

- Faculty program curriculum committees create common standards based assessments/assignments (minimum 1 per course)
- Collaborative planning of schedules for course offerings
- Livetext data allows for analysis of program and PDC strengths and weaknesses



TRIUMPHS

- Principals are hiring UNG graduates
- Candidates recognize the value of the increased clinical requirements
- Faculty work with candidates daily in school contexts allowing rapid responsiveness to needs for curricular changes

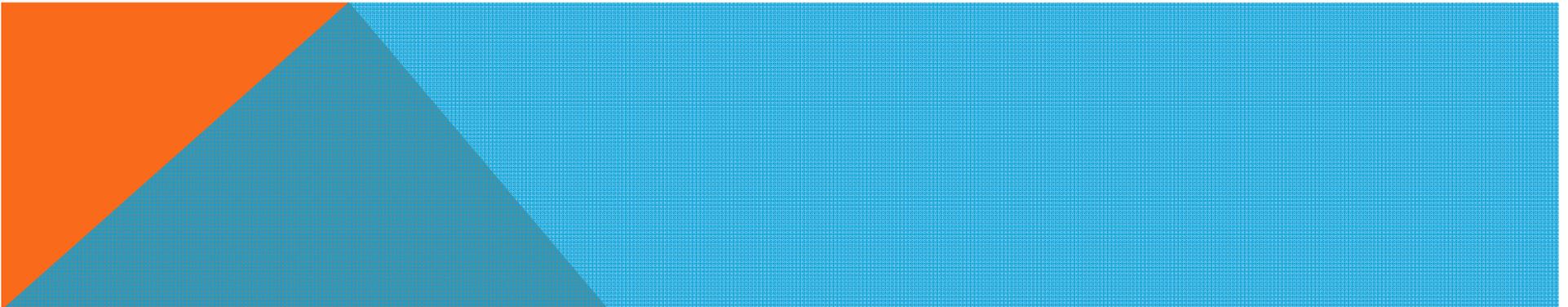


LESSONS LEARNED

Time must be blocked for curricular planning across PDC's to maintain consistency of expectations and share intellectual capital

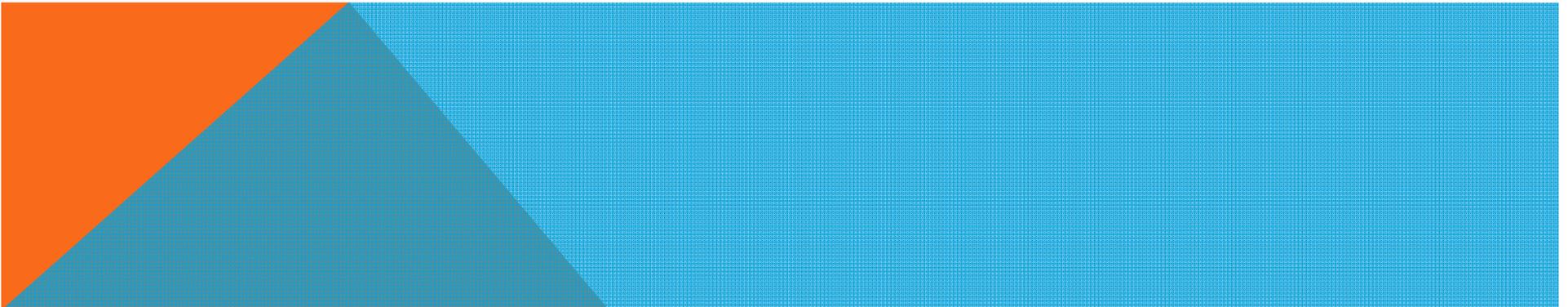
Keep discussions of assessments and archiving systems separate

Maintain sensitivity to individual school needs and strengths



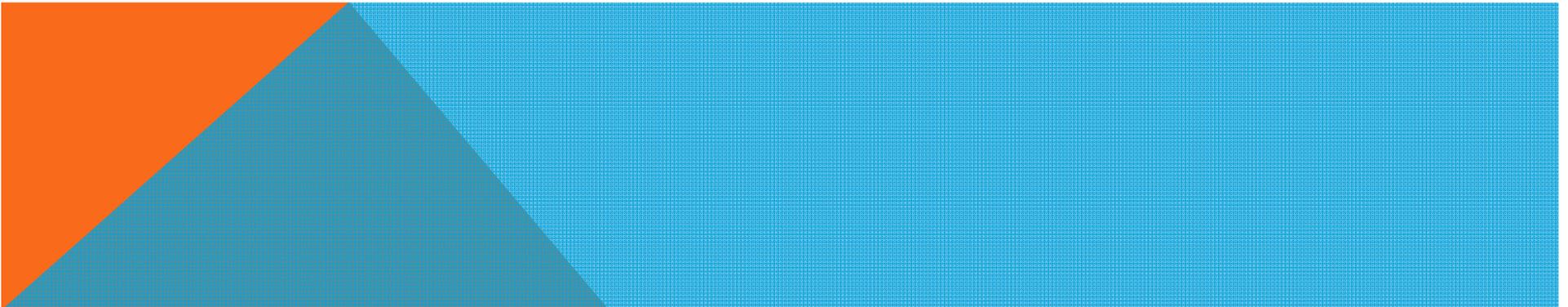
PDC CHALLENGES FOR UNG

- Maintaining common understanding of curriculum progression and assessment
- Developing more shared faculty for supervision and program development
- Flexibility, courage, identity
- Reorganization
- Funding
- Assessment and evaluation
- Shifting vision of faculty from “visitors” to “collaborators”



PDC CHALLENGES FOR FACULTY

- Tolerance for ambiguity in a rapidly and continually changing environment
- Commitment to teamwork, consensus and collaboration
- Sensitivity to the needs and culture of each school
- Time



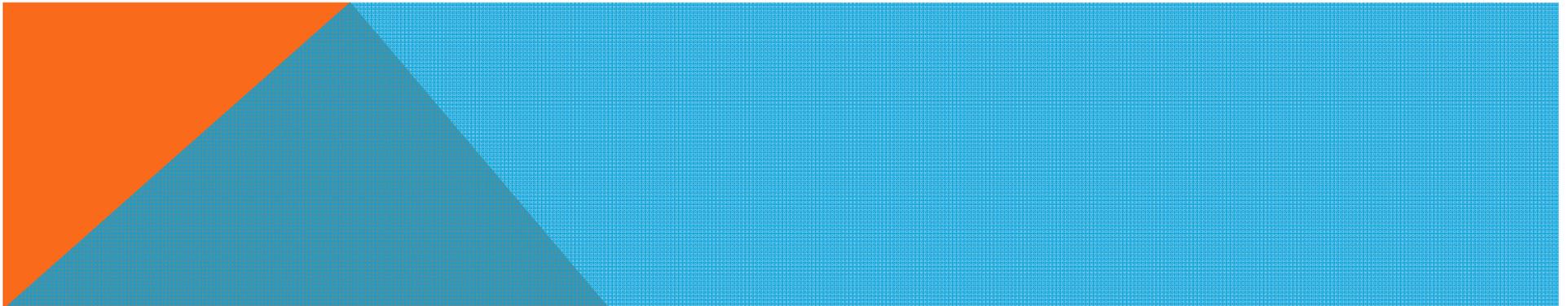
PDS CHALLENGES FOR SCHOOLS

- Shift in view of candidates as “junior faculty”
- Develop comfort in constructive communication with UNG faculty and candidates
- Identify how candidates and UNG faculty can be utilized to achieve instructional goal



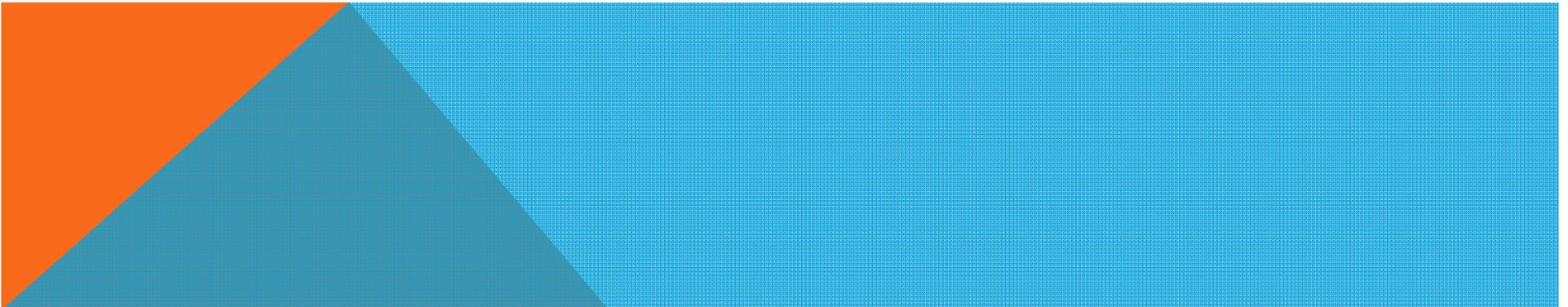
PDC CHALLENGES FOR STUDENTS

- Time management
- Maturity
- Putting professional demands before college activities
- Communicating
- Working as part of a school team



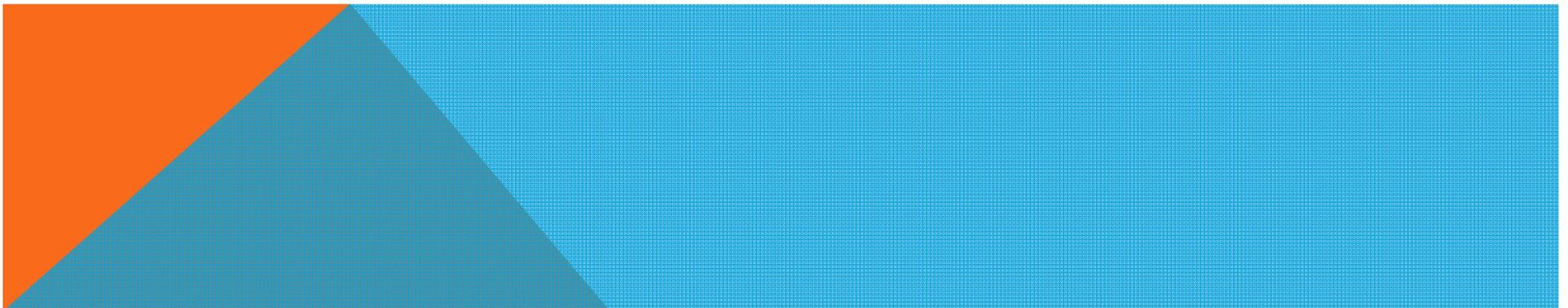
FIELD EXPERIENCE MANAGEMENT SYSTEM

- Real time access to student progress from multiple perspectives
- Transparency
- Archive of data for program improvement

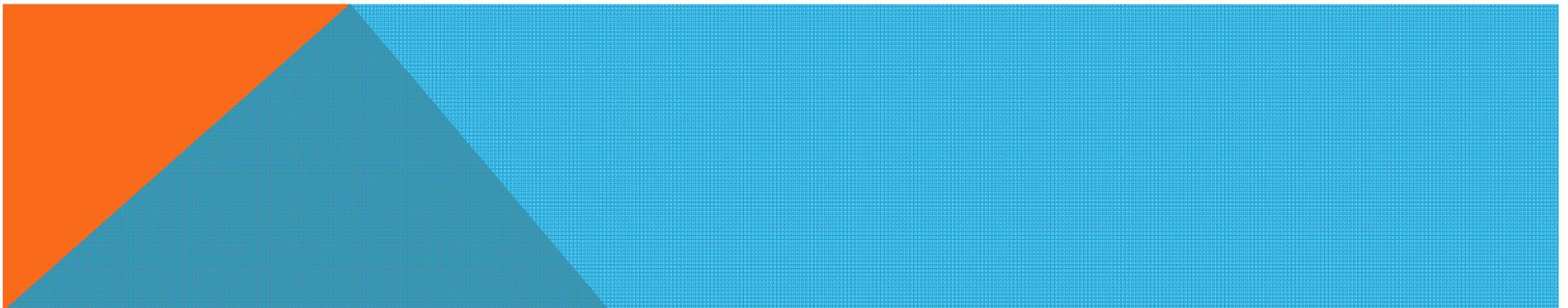


NEXT STEPS.....

- Continued identification and development of shared faculty
- Expand PDC model further in middle and secondary settings
- Engage candidates, faculty, cooperating teachers and administrators in development of shared assessment systems (edTPA, learner growth protocols)

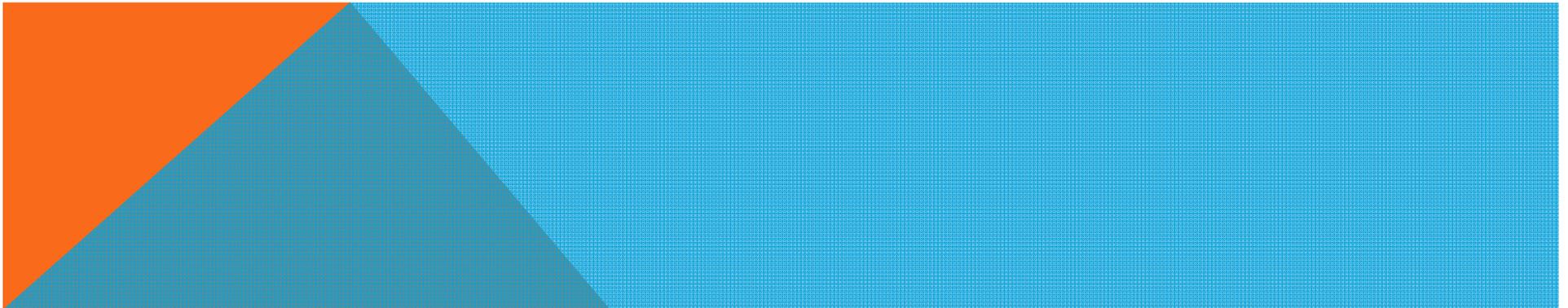


- Identify research questions by program and support faculty publication
- Develop geographic clusters of faculty and supervisory support that will engage alternative route candidates



I like maxims that don't encourage behavior modification.

- *Calvin and Hobbes*



CONTACT INFORMATION

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