A delegation from the UGA College of Education (COE) and Clarke County School District (CCSD) visited colleagues at the University of Glasgow in March. The Athens group was led by COE Dean Craig H. Kennedy and CCSD Superintendent Philip Lanoue. The group also included Laura Bierema, COE Associate Dean for Academic Programs, Tracy Elder, COE Director of Assessment, and Janna Dresden, COE Director of the Office of School Engagement.

New exchange program for teachers and doctoral students deepens PDSD relationships

This fall, the Professional Development School District (PDSD) partnership between the UGA College of Education (COE) and Clarke County School District (CCSD) initiated a two-year exchange of job responsibilities between COE doctoral students and CCSD teachers. The goals of this program are to deepen the PDSD partnership by:

- Leveraging the expertise of Clarke County teachers to enhance programs of teacher preparation at COE;
- Supporting the professional growth of Clarke County teachers;
- Providing future teacher educators with an opportunity to more fully integrate their understanding of the theory and practice of teaching.

The titles “PDSD Fellow” for doctoral students and “Teacher on Special Assignment” (TOSA) for classroom teachers were created for the purpose of the exchange. COE doctoral students Becky Smith and John Shipley were selected as inaugural PDSD Fellows. W. R. Coile Middle School ESOL teacher Kelli Bivins and J. J. Harris Elementary Charter School fifth-grade teacher Bashie Ebron were selected as inaugural TOSAs.

PDSD Fellows and TOSAs meet regularly to collaborate and exchange job responsibilities for six-eight hours per week. The PDSD Fellow teaches or co-teaches in the TOSA’s classroom to relieve them of classroom responsibilities. The TOSA then uses this release time to take responsibility for graduate assistant duties, which can include teaching COE undergraduate teacher education courses and/or supervising teacher candidates.
New exchange program
—continued from front

TOSAs benefit from having their teaching expertise recognized within the COE context and having new opportunities for professional growth. For doctoral students, the experience facilitates and strengthens their ability to make connections between theory and practice, thus supporting their growth as future teacher-educators.

According to Janna Dresden, Director of the Office of School Engagement, "Since the beginning of our PDSD, we’ve been trying to figure out a way to create a position that was essentially the reciprocal of a Professor-in-Residence (PIR)—a way to bring CCSD teachers more fully into the work of the PDSD."

W.R. Coile Middle School exchange

PDSD Fellow John Shipley and TOSA Kelli Bivins got to know each other in 2012-13 when Shipley took a Teachers of English as a Second Language (TESOL) graduate course from Ruth Harman, COE faculty in the Language and Literacy Education Department, on-site at Coile Middle School. Harman, who is currently a Professor on Special Assignment (POSA) at Coile, facilitated Shipley’s involvement in Bivins’ ESOL classroom. Harman had been Bivins’ advisor when she earned her M.Ed. with ESOL Specialist degree, so she connected her current and former students.

The PDSD Fellow/TOSA match took shape in September, and the first semester Shipley spent one day a week shadowing Bivins at the school and getting to know the other teachers and students. Beginning in January, the exchange became formally structured. Every Tuesday, Shipley teaches Bivins’s five ESOL classes, approximately 120 students. He co-teaches three social studies class and also teaches literacy instruction and a “Newcomers” class for students who have recently emigrated from Spanish-speaking countries.

On the Tuesdays when Shipley teaches her classes, Bivins comes to COE’s Aderhold Hall where she teaches the course “Culture and Identity in the Classroom” to 20 Early Childhood Education undergraduate students.

Bivins is finding her experience as a UGA instructor professionally renewing. “This experience is so refreshing because the COE students have faith in education and are committed to making a difference. I like having to articulate my teaching philosophy and reevaluating my approach to teaching. When my students read theory, I can then explain what that looks like in my real classroom, which benefits them,” she said.

Bivins earned her B.A. in French from UGA and studied in France after she graduated. When she returned to the U.S., she started her M.Ed. in Language Education at UGA and taught for five years at Winterville Elementary. After earning her M.Ed., she enrolled in UGA’s TESOL program and began teaching at Coile, where she has now taught for seven years.

Shipley is also enthusiastic about the exchange thus far. “It’s made me remember how much I enjoy being in the classroom. It’s very rewarding to develop relationships with kids. The Coile teachers have been very receptive to me. I’m also learning a lot about the structure of K-12 public education since my entire teaching career has been abroad. I’m also applying what I’ve learned in my COE classes,” he explained.

“I feel totally confident in John taking over my classroom because he is so skilled and knowledgeable. My students look forward to seeing him every Tuesday,” Bivins said.

Shipley earned his B.A. in history from UGA in 1998. He taught English in Beirut, Lebanon for a year and then moved to Madrid, Spain, where he learned Spanish and taught middle and high school English for 10 years. In 2012, he moved back to the U.S. and earned his M.Ed. in Language and Literacy Education specializing in TESOL at UGA. In summer 2012, he became a COE doctoral student in Language and Literacy Education.

Most of the students Shipley teaches in the Newcomers class are first-generation Mexican and Salvadoran, so he has many opportunities to use his Spanish. “One of the benefits of this exchange is that I get to revive my Spanish in the classroom and it helps me to relate to the students.”

Both Bivins and Shipley agree that the exchange has been “seamless,” in part due to the support and trust from Coile Principal Dwight Manzy. “Everybody wants it to work,” Bivins said. They look forward to continuing to deepen their collaboration next year.
J. J. Harris Elementary Charter School exchange

TOSA Bashie Ebron has taught elementary school for 11 years and is now in her second year of teaching fifth grade at J. J. Harris Elementary Charter School. She explained her interest in becoming a TOSA: “I’ve always been interested in innovative and exciting new opportunities. Educating children is a serious responsibility, and to be able to provide assistance and support to teacher candidates in their endeavors seemed like a wonderful opportunity to share my love and expertise.”

PDSF Fellow Becky Smith was admitted to COE’s Elementary Education program and began working on her doctoral degree in fall 2012. Prior to this she taught upper elementary and middle school for more than 11 years in Nashville and Williamson County in Tennessee. She was interested in the exchange because her research interests deal directly with K-12 students. “It is important to me to be involved in a classroom since my research is focused on children, not teachers,” she said.

In the fall, Smith taught a COE elementary methods course on-site at J. J. Harris and began developing relationships with the teachers. To find a good match for the exchange, Smith interviewed with Principal Xernona Thomas mid-fall and then met with a group of interested teachers. After identifying Ebron as a potential match, Smith spent two weeks in December in Ebron’s classroom developing relationships with her students. All agreed she was a good fit, including Ebron’s students, who quickly grew attached to Smith and her enthusiasm for teaching.

In January, Smith and Ebron began exchanging roles. Smith comes to Ebron’s classroom Mondays, Tuesdays, and Wednesdays from 7:30 a.m.-12:30 p.m. to assist the fifth graders with math and reading, as well as support the student teacher placed in the classroom. She also comes in occasionally on Thursdays and Fridays for planning.

While Smith teaches in her classroom, Ebron serves as the field supervisor for 10 COE teacher candidates who are placed with mentor teachers at J. J. Harris. She observes them in their classrooms on multiple occasions and provides feedback on their teaching and classroom management. She also provides feedback on homework and supports them when they have questions about teaching and management.

“I’m enjoying having the additional support for my children, additional resources (access to the UGA library), interactions with the undergraduate students, and opportunities for my own professional growth. I think the COE students benefit from having me available immediately when they have questions and appreciate the current real-world knowledge I bring to the table,” Ebron explained.

Smith is interested in becoming a university faculty member who works in schools, potentially as a PIR, so the role as PDSF Fellow is a great fit. Smith enjoys working directly with the fifth graders the most. “It’s therapy for me to be with the kids. Bashie and I have similar teaching philosophies and deal with children in similar ways, so there is a strong foundation to build on. It’s very important that this is a two-year exchange because you need the time to develop the trust,” she said.

Smith notices the children benefiting from the exchange because they are exposed to different styles of teaching. With more teachers in the room, they can do more small group work. She is excited about bringing the fifth graders to the UGA campus to watch the film she is making for her video ethnography class, which features the J. J Harris students learning about social justice from Ebron.

One challenge has been finding time to for the two of them to plan and reflect together with their many additional responsibilities. Ebron wears many hats, including being a data team leader and grade-level School Improvement and Leadership Team representative, so she sometimes feels stretched thin. In Smith’s role as a doctoral student, she assists with many faculty research projects, including Social Justice Education, Culturally Relevant Pedagogy, and the impact of ADHD on curriculum. Sometimes it can be a challenge to balance her life between the culture of the school and the culture of the university, she admits.

They are looking forward to next year when Smith will meet the children on the first day of school, rather than half way through the year. Her relationship with the students will develop at the same time as Ebron’s, which they think will be an advantage.

Ebron earned her B.S. in communication sciences and disorders and an Ed.S. in educational administration and policy from UGA; she earned an M.A. in teaching from Piedmont College. She is currently working on a graduate certificate in Information Security. She has been an educator for 13 years, 11 years as a teacher and 2 years as an assistant principal.

Smith earned her B.S. in early education from Miami University in Ohio. While teaching for 11 years in Tennessee, she earned a master’s in curriculum from Lipscomb University and an Ed.S. in curriculum from Middle Tennessee State University.
This article is the fifth in a series of profiles of Professors-in-Residence at Professional Development Schools. We are now also featuring PDS principals in the profiles.

“Relationships, relationships, relationships,” agreed Xernona Thomas and Lew Allen in unison when asked about the key to success of a Professional Development School (PDS). This lively pair has been working together nearly every school day for almost five years at J. J. Harris Elementary Charter School. Thomas has served as the principal, and Allen has served as the Professor-in-Residence (PIR) since the school opened in the fall of 2009. J. J. Harris was the first PDS school in the Clarke County School District (CCSD) and UGA College of Education (COE) PDSD partnership, which now includes 11 active schools pre-K-12.

At the end of May, Allen will retire from his role as PIR and from his position as Clinical Associate Professor in COE’s Educational Theory and Practice (ETAP) Department. Allen and Thomas have worked together as PIR and principal longer than any other school in the PDSD, so it seemed timely to feature their journey together in this issue of the OSE newsletter.

Their relationship began in early 2009 when Thomas and Allen were both part of the team of COE and CCSD faculty and administrators who visited schools around the country to learn about PDS partnerships. After five years as principal at Oconee Middle School, Thomas was looking for something new and wanted to return to Clarke County where she had been a social worker from 1992-2000. Allen said, “I anticipated that COE was going to create a partnership that I’d be interested in getting involved with, so I wanted to be a part of that process pre-K-12.

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From the first day the school opened, Allen began spending half of his time (at least 20 hours per week) at the school, coming nearly every day. He became part of the school community in a way that he hadn’t been able to as a typical university supervisor of student teachers. Thinking back to his first year, Allen recalls when Thomas asked him to be a part of the school’s administrative team. “I thought, ‘Wow! That’s showing that she really trusts that I can be a part of the school’s leadership.’ I hadn’t thought that would even be a possibility. It takes a principal who is really confident in herself to do that,” Allen said.

Thomas appreciated getting Allen’s perspective because in the first year both institutions were figuring out what instruction should look like in the school, and it was only natural that they should determine this together.

“We realized early on that the relationship with UGA is all about instruction, so it was critical that Lew work closely with our Instructional Coach to support teachers and student teachers. We have focused on that belief from that first year until now. Lew maps out each year’s professional learning together with the Instructional Coach and helps to identify UGA resources to support school needs, such as the Red Clay Writing Project,” Thomas explained.

With instruction as his focus, Allen began participating in data team meetings the second year because that was where conversations about instruction were happening. He helped to develop the purpose of the data team, making the tone more positive and the time more productive for teachers. Allen explained, “In a partnership, you have to ask, ‘Do we have the same beliefs about what good teaching and learning look like?’ So we had those conversations together.”

Over the five-year journey, both Thomas and Allen feel they have grown personally and professionally from the experience of working together in a PDS.

Thomas explained that her relationship with Allen has been critical to moving the school forward. “Having another person to steer the ship is
the biggest impact having Lew as the PIR has had on me. My ultimate goal is for students to become academically and socially/emotionally successful, but day-to-day issues can interfere. With Lew here, I don’t have to worry as much. He keeps the focus on the important work we have to do,” Thomas said.

“I appreciate that Xernona shares her passion for teaching and learning with all the COE on-site classes. She often stresses if you’re going to be a teacher you have to bring your heart and soul to this profession, and she makes a lasting impression on the COE students,” Allen added.

With Allen on-site every day, Thomas notices the authentic assessment of the student teachers’ work. “Gone are the old days where supervisors observed the student teacher once or twice a quarter. Allen is here with them day after day, and, therefore, much more aware of their growth and learning,” she said.

“My work at J.J. Harris and getting to know the teachers have totally changed my thoughts about what it means to be a teacher and partner in a school. I wish I’d had this experience 40 years ago. I’ve learned so much about human dynamics of working in an elementary school. It’s not nearly as simple as I used to think it was,” Allen reflected. Prior to his five years as a PIR, he worked 23 years as teacher education faculty at the COE; prior to UGA, he taught middle and high school students for 17 years.

Thomas and Allen’s advice for principals and PIRs who are forming a PDS partnership is to spend time building relationships first and foremost. “Don’t try to just jump right in. Build a relationship first. If a strong relationship is in place, then when you have a difference of opinion and philosophy, you can work through it with mutual respect,” Allen advised.

Thomas added, “It does not happen overnight. It has to be the right match for faculty and principal. You have to be very, very thoughtful about the process because the success of the PDS is tied to success of the relationships. If you work with someone with similar opinions then ideas grow and feed off each other. The biggest challenge is having enough time together.”

After five years of trust-building and shared growth and experiences, Thomas and Allen agree that the relationship between J. J. Harris and the COE has a solid foundation, and the vision for the school continues to sharpen. “Our work will continue to be a national model for successful university-school partnerships. When we go to the national PDS conference, I see us as a leader in this work. We need to continue to strengthen the work and be a model for other partnerships across the country,” Thomas explained.

“Our PDS partnership has opened up the ‘third space’ that everyone benefits from. We’ve blurred the lines between institutions,” Allen added.

In 2014-15, the school will be required to renew its charter, and Thomas believes that the school’s identity as a PDS is critical to this process. “The whole conversation is how do we make the school work as a PDS and how do we involve UGA in the process?” Thomas said. Because they’ve been a great match, Thomas is not ready for Allen to retire. However, she acknowledges that the charter renewal process will be an exciting time for the school, and thus, a good time for a new faculty member to take on the role of PIR. Plans are already underway for Bob Capuzzo, Clinical Assistant Professor in ETAP, to become the PIR in the fall. This spring, Capuzzo supervised student teachers at J. J. Harris and began building relationships with teachers and administrators.

In retirement, Allen plans to continue to be involved with J. J. Harris by mentoring a first grader. He will also continue to mentor a child who attended J. J. Harris and is now at Coile Middle School. Though he will miss the school, he looks forward to having time to study music theory and take guitar lessons. “It’s time for me to learn some new songs,” he said with a chuckle. “But I’ll miss these kids’ smiles. They energize me.”
The Teach to Learn program, a two-year partnership between the UGA College of Education and the Clarke County School District (CCSD), received a No-Cost Extension from the Governor’s Office of Student Achievement (GOSA) in March. This ensures that a modified version of the program will continue through June 2015 using remaining grant funds. The program, funded by a Race To the Top Innovation Fund grant, will honor participants with a special event on May 14.

According to CCSD Deputy Superintendent Noris Price, “The Teach to Learn grant has provided our secondary math and science teachers with an incredible opportunity to participate in job-embedded professional learning, engage in conversations, and provide feedback that is centered around student learning. This grant has helped build capacity - not only of the Teacher-Coaches - but also of the Early Career Teachers and Teacher-Residents.”

Program update
During the second year of the program, 12 Teacher-Coaches (veteran teachers) who teach math and science continued to mentor 18 Early Career Teachers in CCSD’s four middle and two high schools. Twelve UGA Teacher-Residents continued to co-teach or teach alone 20 hours per week to give Teacher-Coaches time during the school day to coach, observe, co-teach, and plan with Early Career Teachers who are in their first through third years of teaching. The Teacher-Residents also continued taking UGA graduate courses and 11 of the 12 will graduate with master’s degrees this spring or summer. Many of them aspire to get teaching jobs in Clarke County schools.

According to COE Assistant Professor of Mathematics Education Ryan Smith (cohort leader for Teacher-Residents), “The Teacher-Residents have enjoyed a wonderful opportunity to work with and learn from some of the best teachers in Clarke County Schools. I believe these experiences, along with their graduate coursework, have made them very well prepared for full-time teaching positions.”

Professional Learning
During the second year of the program, professional learning opportunities for program participants greatly increased with the strong support of program personnel and administrators. All of the teachers participated in a Summer Institute last July that focused on coaching in the context of science and math, co-teaching, and relationship-building. The institute laid the foundation for monthly content-focused professional learning seminars for the Teacher-Coaches and Early Career Teachers. The institute and seminars were co-led by Amy Peacock, CCSD K-12 Science Coach, Glenda Huff, CCSD Secondary Math Coach, and Sally Zepeda, COE Professor in the Department of Lifelong Education, Administration, and Policy and District-wide Professor-in-Residence. Graduate assistant Brigette Herron also supported the seminars.

UGA Teacher-Residents continued to meet bi-weekly for a seminar led by Ryan Smith and graduate assistants Wendell Rogers and Amanda Sawyer. Seminars included content-based professional learning in
math and science, as well as career services, including résumé and cover-letter writing.

On December 4, 18 science teachers took an all-day professional learning field trip to UGA where each chose three science labs to visit based on their interests. A dozen UGA science faculty hosted the teachers in their labs and classrooms to talk about such varying scientific subjects as extreme weather events, how chemistry can provide answers for questions in art and archeology, and how to use a mobile phone app to promote clean rivers and oceans. The goal was to connect teachers to the cutting-edge science research conducted on the UGA campus so that they might transfer ideas and practices into their classrooms.

The event was organized by Teach to Learn Advisory Board member Charles Kutal, a chemistry professor and associate dean of the Franklin College of Arts and Sciences, along with Julie Luft, Athletics Association Professor of Science and Mathematics Education, and Amy Peacock.

“The fact that every UGA faculty member contacted immediately agreed to participate demonstrates their recognition of the importance of interacting with their K-12 counterparts,” Kutal said. According to Dresden, the day was such a huge success that Teach to Learn leaders hope this will become an annual event, regardless of grant funding.

On December 5, all of the Teach to Learn math teachers participated in a half-day professional learning workshop led by UGA Mathematics Professor Sybilla Beckmann, who worked with them on “Critical Ideas on Expressions, Equations, and Functions” and relevant Common Core Standards.

Many participants also attended and presented at state and national conferences throughout the fall and spring, supported by grant travel funds. Four high school science teachers attended the National Science Teachers Association Conference in Charlotte in November, where one Teacher-Coach presented. Twelve middle school science teachers attended the Regional Science Teachers Association Conference in Macon in February, and all participated in a presentation about Teach to Learn, facilitated by Peacock. Nine high school math teachers attended the National Council of Teachers of Mathematics conference in New Orleans in April. Glenda Huff and Ryan Smith presented at the conference, along with three Teach to Learn participants.

Kristina Patel, an Early Career Teacher who teaches math at Clarke Middle School, was selected from among several hundred teachers to participate in the Innovation in Teaching competition sponsored by GOSA. The goal is to identify 26 of the best teachers in Georgia. Patel also presented at the 2013 Georgia Math Conference at Rock Eagle.

One of the goals of the grant is to share the model with others across the state and nation. Teach to Learn program leaders have been invited to make a presentation about the program at the Georgia Induction Summit on May 9. Grant administrators also participated in the GOSA’s Innovation Fund Summit on February 27 and in UGA’s STEM Institute on April 5.

No-Cost Extension Plans

The No-Cost Extension (NCE) begins October 1, 2014 and continues through June 22, 2015. One UGA Teacher-Resident who started the program in its second year will continue in the program, and as many as 13 of the current Teacher-Coaches will be eligible to each mentor one Early Career Teacher. Funds will be provided for substitute teachers to cover Teacher-Coach classes one day each month to allow for observations, co-teaching, and mentoring with Early Career Teachers.

Teacher-Coaches and Early Career Teachers will also participate in a one-day summer institute and continue to meet monthly for professional learning seminars led by Peacock and Huff. These sessions will be video-recorded so that they can be shared with other teachers. Teacher-Coaches will also continue to build skills as teacher leaders and share the mentoring tools and strategies with other teachers in their schools in order to share their knowledge of effective coaching. Ideally after the NCE year, Teacher-Coaches will support and advise other mentors who are supporting induction teachers.

NCE funds will also continue to support program evaluation under the leadership of Karen DeMeester, Director of the UGA Program Evaluation Group (PEG). The evaluation, including participant surveys and focus groups, as well as examination of student achievement data and teacher evaluations, will assist with identifying the most successful elements of the program to be sustained after grant funding ends.
The Professional Development School District (PDSD) Coordinating Council has embarked on a plan to become more actively engaged in shared inquiry projects. The Coordinating Council is made up of all UGA and CCSD personnel involved in the work of the PDSD and now includes more than 75 educators. This group is charged with providing direction and support for the various programs of the PDSD and for the partnership as a whole. Shared inquiry is considered to be one of the four pillars of PDS work by the National Association of Professional Development Schools (NAPDS) and also figures prominently in the vision and mission of the PDSD. The vision and mission statement claims that, “We will accomplish our mission by engaging in shared inquiry focused on teaching and learning.” Shared inquiry is known to be a powerful mechanism for fostering the professional growth of practicing teachers and provides a space in which true collaboration can take root and grow.

The shared inquiry activity was initiated at the Coordinating Council meeting in November when the group watched four short videos. Each was a TED talk on education and was part of a PBS series that aired last spring. The topics of the videos were teacher-student relationships, student engagement/curiosity, grit, and the work of the Harlem Children’s Zone. Following the videos, participants engaged in conversation about them, and at the end of the meeting, they signed up to be involved in continuing inquiry focused on one of the topics.

Following the November meeting, participants were sent several short articles about the topic they had chosen and were asked to read them prior to the February 20 Coordinating Council meeting. At this meeting, participants spent the majority of the time engaged in targeted discussions about their chosen topic (grit, curiosity, and teacher-student relationships). Conversations were animated and delved deeply into the subject matter.

Xernona Thomas, principal of J.J. Harris Elementary Charter PDS, remarked, “We all become so entrenched in the daily tasks of our positions that we rarely find time to read the literature that supports our work. Preparing for the inquiry group discussions initially felt like an additional task that I had to complete. However, once I became engaged in the conversation, I found it refreshing to talk with colleagues about professional literature and how the implications from the research impact our work.”

The next steps in the process of shared inquiry will include additional reading, discussion, and creating plans for action research projects where it seems appropriate. Each group will determine their own specific plans and timeline, and Coordinating Council leaders expect that this work will continue through the next academic year and beyond.
Clarke Middle School students’ art featured at UGA School of Art Open House

More than 200 pieces of Clarke Middle School (CMS) students’ artwork were showcased at the UGA Lamar Dodd School of Art Open House on Thursday, November 7, as part of UGA’s weeklong Spotlight on the Arts festival. Approximately 60 CMS students and 20 CMS families attended the event, along with 20 UGA art education students and several faculty and administrators from UGA and Clarke County.

CMS student artwork, featuring primarily self-portraits from CMS art classes, was displayed in the art education gallery, along with UGA art education students’ work. CMS parent Candy Garcia said, “We loved going and it was a great event. It was such a cool opportunity to see my child’s work at UGA.”

Each CMS student who attended received a sketchbook and art pencil. Students and families also had the opportunity to tour the School of Art building and take part in demonstrations, such as painting and drawing, science illustrations, and printmaking.

The idea for the event developed from a collaboration between CMS art teacher Jordan Perry and UGA art education professor Tracie Costantino. Costantino taught her UGA art education methods class on-site at CMS during the fall semester where her students worked with CMS students. The class was part of the Professional Development School District (PDSD) partnership.

UGA students assisted with installing the show and served as guides for students and families touring the building. UGA student Abby Gregg said, “I thought it was really beautiful to see the enthusiasm the Clarke Middle students had for the different art processes around Lamar Dodd. It was also awesome to see their sense of accomplishment when they showed off their work to friends and family. I think it was an incredibly creativity-stimulating experience for each and every one of them.”

The event was supported by a public impact grant from the UGA Willson Center for Humanities and Arts to increase the number of Clarke County students and families who attend arts and humanities events on the UGA campus. The UGA College of Education Office of School Engagement and Family Connection-Communities in Schools (Whatever It Takes) received the grant in July 2013 and assisted with organizing the event. Grant funds supported event coordination, free bus transportation to campus from CMS and surrounding neighborhoods, and the cost of sketchbooks and art pencils.

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Glasgow, Scotland visit —continued from front

During the visit, they met with faculty and administrators from the University of Glasgow School of Education and visited elementary and secondary schools in Glasgow and in a nearby small town. Dean Kennedy and Superintendent Lanoue were also able to meet with a school district administrator for the city. Throughout a variety of interactions, the group discussed the possibility of joint master’s degree programs, future student exchanges via study abroad programs, and opportunities for collaborative research projects and visiting scholars at both institutions. In addition, the UGA faculty learned about some innovative approaches to student teacher supervision which they hope to explore further in the near future.
Whitfield County, located in Northwest Georgia, became an Archway Partnership community in 2009 after local leaders, reeling from the impact of the recession on the floorcovering industry, reached out to the University System of Georgia to request assistance. Facilitated by Archway Professional Melissa Lu, the appointed Dalton-Whitfield Archway Partnership Executive Committee led an extensive visioning process to articulate long-term goals for the community. Through that process, the community identified key goals including developing successful birth-to-work strategies.

With a growing consensus that early learning opportunities and intervention are critical to success, community leaders set a goal that every student in the county will read on grade level by third grade. To reach that goal, the community realized that it must make critical investments in children ages birth to five.

In 2013, First Five was created through a partnership among the Dalton-Whitfield local elected officials, business leaders, and the UGA Archway Partnership. Sixteen members of the community were invited to form the coalition, consisting of leaders of the faith-based community, elected officials, non-profit agencies, business leaders, healthcare professionals, school districts, and childcare providers. UGA faculty member Dr. Katy Green, who holds a joint appointment between the College of Education and Public Service and Outreach, was hired to facilitate the committee and link higher education resources.

The goal of the literacy efforts in the Dalton-Whitfield Archway Partnership is to create and support a community of literacy by providing books to families and opportunities for parent and child education. The First Five committee, in collaboration with the Archway literacy initiative Readers to Leaders, raised funds for 17 book nooks to be placed around the Dalton-Whitfield community. These community bookshelves stocked with child-friendly books are being placed around town in areas where children and families wait for services, including pediatrician offices and utility companies.

Another program facilitated by the Archway literacy initiatives is called Reach Out and Read. Reach Out and Read is a national, nonprofit organization of medical providers who promote early literacy and school readiness in pediatric offices by giving new books to children and advice to parents about the importance of reading aloud. Two Dalton pediatric offices are currently implementing Reach Out and Read, with the goal of all major pediatric offices implementing the program in the near future.

Saturday Education Programming is another new and exciting initiative for young children and their families. The focus of these classes is on family education, school readiness, and building parent capacity. A six-week pilot program at the Dalton community center includes three classes: 1) Early Childhood Family Education, a class designed for caregivers and children that simulates a preschool classroom infused with education and health development; 2) parent-child early literacy education provided by collaborative efforts of the local library and Dalton State College; and 3) interactive story time with activities and games. All classes are offered in a bilingual format. This pilot includes more than 25 families, 80 percent of whom speak Spanish as their primary language.
The Professional Development School District (PDSD) partnership between the UGA College of Education and the Clarke County School District continued to deepen and grow during 2013-14. Key events and programs are highlighted in the timeline below:

Ongoing this year:
- 20 on-site classes at 11 PDS schools
- 5 Professors-in-Residence at 4 PDS schools and one District-wide Professor-in-Residence
- Nearly 500 COE students taking on-site classes, having field experiences, and student teaching at PDS schools each semester
- COE School Counseling program joined PDSD through partnership with Rutland Academy
- Alps Road Elementary joins PDSD with on-site classes in fall
- Oglethorpe Elementary joins PDSD with on-site classes in spring
- On-going Co-teaching Workshops held for over 100 CCSD Mentor Teachers, COE Teacher Candidates, and COE Teacher Candidate Supervisors; co-teaching Pairs Workshop held at J. J. Harris Elementary, Barrow Elementary, and Fowler Elementary

August: U.S. Senate and U.S. House staffers visited J. J. Harris Elementary Charter School as part of UGA Legislative Staff Retreat

September: PDSD Fellows and Teachers on Special Assignment (TOSA) program launched at J. J. Harris Elementary Charter School and W.R. Coile Middle School (see front-page article)

October:
- COE faculty and graduate students participated in CCSD’s Revision of Non-Negotiables process
- Experience UGA field trip program launched with seventh-grade field trip to UGArdren and State Botanical Garden of Georgia

November:
- Clarke Middle School student art showcased at UGA School of Art (see article on page 9)
- PDSD Brown Bag held for UGA community

February:
- PDSD Workshop for 30 educators around state is cancelled due to snow storm; rescheduled for October 22-23, 2014 (see information on back page)
- PDSD Coordinating Council launched inquiry groups on grit/ motivation, teacher-student relationships, and curiosity

March:
- OSE staff visited UGA at Oxford program and Department of Education at the University of Oxford to explore partnership
- COE and CCSD delegation, including COE Dean Craig H. Kennedy and CCSD Superintendent Philip Lanoue, visited the University of Glasgow, Scotland, to deepen partnership with their PDS program (see front-page story)
- PDSD Early Learning team presented at National Association of Professional Development Schools Conference (NAPDS) conference in Las Vegas

April: ETAP department piloted Experience UGA field trip to COE with kindergartners at 3 PDS schools

May: First PDSD writing retreat for COE faculty/graduate students and CCSD teachers and administrators

July: Co-teaching workshop planned for CCSD mentor teachers on July 30
Are you interested in learning more about the potential benefits of strong school-university partnerships? Or are you interested in forming or strengthening a Professional Development School (PDS) partnership between your school district and your local college or university? The University of Georgia, College of Education and the Clarke County School District formed a partnership in 2009, which has grown to include 11 active Professional Development School sites. College of Education courses are taught at the local schools, and university faculty work with school-based teachers and administrators on a variety of initiatives.

In this two-day workshop, faculty and administrators from the University of Georgia College of Education and Clarke County School District will lead participant teams through Professional Development School (PDS) visits (pre-K through 12th grade) and working sessions on how to build sustainable partnerships, create a model that serves both institutions, and maximize the benefits of PDSs for all stakeholders. Participant teams are encouraged to include both school district members (principals, teachers, administrators) and university teacher educators.

Please share with your colleagues ~ we hope you will join us!