

**The University of North Carolina at Wilmington
And**

Professional Development System School – University Partnership

2021-2024

The University of North Carolina at Wilmington and the Board of Education are committed to collaborating as partners through the UNCW Professional Development System (PDS). This collaboration will positively affect public school reform and broaden professional development efforts within the region. The Professional Development System is based upon the belief that the most direct route to enhancing student learning is through the quality of teaching and leadership in our schools and ensuring that student learning is challenging, engaging, and relevant. We understand that this work occurs in and may be affected by broader political, social, and economic contexts. In shaping this partnership agreement, we referred to the nine essential standards of the National Association of Professional Development Schools (NAPDS, 2008). Six goals will be served by this PDS agreement.

They are to:

1. Improve the lives, learning and opportunities of all students.
2. Prepare teacher and administrator candidates in a professional, collegial environment.
3. Enhance the curriculum, structures, school culture and community ties for P-12 school and University of North Carolina Wilmington staff and faculty.
4. Provide professional support to beginning and veteran teachers through extended professional development opportunities.
5. Assess and evaluate the work done through this collaboration.
6. Conduct research to enhance the field of education and disseminate the results of this work.

The operation of this PDS will require continuous collaboration between the and the University of North Carolina at Wilmington. The effort represents a commitment to a wide array of mutually beneficial professional development experiences. Professional Development System efforts will occur in P-12 schools, the University, and other sites as deemed appropriate by the district and University.

Participants in the Professional Development System are:

The University of North Carolina at Wilmington

**An Agreement Between
The University of North Carolina at Wilmington
And**

**For the Implementation of
A Professional Development System School – University Partnership**

This agreement is by and between the _____ and the University of North Carolina at Wilmington (“University” or “UNCW”) thru its Watson College of Education, to engage in a school-university partnership, the Professional Development System (PDS).

WITNESSETH:

The University of North Carolina at Wilmington agrees to the following:

1. To collaborate with schools in designating one extended faculty in each Partnership School site to serve as the on-site PDS Site Coordinator to strengthen UNCW methods, field experience, and internship, and to serve as a liaison for other partnership endeavors as agreed upon.
2. To work with school personnel to designate high quality teachers and school leaders to serve as: a) hosts for field experiences; b) partnership teachers and administrators for internship; and, c) as appropriate, representatives in partnership-related collaborative efforts.
3. To establish standards for minimum and maximum contact hours as part of regulated, integrated field components, including field experiences and internships, for teachers and administrators within Partnership School sites or alternative sites in
4. To ensure, for school sites hosting field experience and internship components, that these experiences support the ability of teacher candidates to be successful in both the face to face setting and, when appropriate, virtual and hybrid learning environments.
5. To sponsor and participate in partnership-related planning and advisory committees with representatives from PDS districts and academic program areas.
6. To support the recruitment and retention of high quality, diverse teachers and administrators.
7. To designate a PDS Director to work with PDS Partnership Schools in the region.
8. To provide professional development that supports the instructional, curricular, and/or administrative needs of the school and/or district.
9. To work collaboratively with the district to create educative experiences that are culturally responsive and that support the individual needs of each student.
10. To develop collaborative research studies and, when feasible, identify and secure resources to address mutually beneficial needs. Whenever possible, the results of such research studies will be shared in a timely fashion with participating districts.

The University of North Carolina at Wilmington and the Board of Education commit:

To the Professional Development System, designed and operated by a council comprised of public school and University faculty and administrators who shall advise the Dean of the Watson College of Education and the Superintendent of the _____ . All commitments and provisions are subject to standard approval processes and policies governing the parties. This commitment is for a three-year period, unless either party has grounds to dissolve within this timeframe.

Superintendent Date

Dean, Watson College of Education Date
University of North Carolina Wilmington

Chairperson, Board of Education Date

Chancellor Date
University of North Carolina Wilmington

UNCW Watson College of Education Professional Development System New Hanover County Schools 2018-2020 Partnership Data

Watson College of Education Mission Statement

The mission of the Watson College of Education is to develop knowledgeable and proficient education professionals dedicated to improving schools and society. We address this mission by:

- Providing academically rigorous programs;
- Producing and using meaningful scholarship;
- Partnering with schools, organizations and diverse communities;
- Advancing the profession.

PARTNERSHIP OVERVIEW

The Watson College of Education Professional Development System began its partnership with local schools in 1993. The Professional Development System serves a twelve county region (including the Department of Defense), a university laboratory school, and two charter schools in southeastern North Carolina. The partnership is extensive in that it collaborates with districts in placing student interns, providing critical professional development, developing research, designing grants and initiatives, helping redesign our teacher education programs, building quality teaching capacity, valuing reciprocity, engaging in reflective practice and building a community of learners. There are currently 2,420 active partnership teachers and 210 site coordinators.

PDS school system partners are an integral part of our comprehensive school-university partnership and align efforts and resources for the improvement of education for students in southeastern North Carolina. Formal contractual agreements are signed every three years with the WCE Dean, UNCW Chancellor and Board of Trustees, and the 14 school system superintendents/directors and their boards of education. Partnership teachers and administrators, along with university faculty, participate in professional development designed to provide opportunities to gain new understandings and professional skills necessary to the accomplishment of PDS goals. School system partners engage in collaborative research and grant initiatives that relate to school performance and other education issues that address critical needs of North Carolina educators.

Shared Professional Growth Opportunities

- PDS Student-Centered Cognitive Coaching Model Orientation for partner preparation. (10-Hours)
- PDS extended partnership teacher preparation for Teachers, Site Coordinators, and Principals for schools hosting student teachers. (2-Hours)
- Professional development for all partner school systems supporting articulated needs in ongoing assessments. (Ongoing)
- Professional learning conferences supporting state and national standards and current educational initiatives.
- Summer institutes/enrichment programs in multiple arenas for underserved student populations and areas of need expressed need by public school partners.
- Conferences with nationally known presenters and educational researchers.

- WCE faculty engagement in investigation/action research of instructional practices benefiting both university and public school partners.
- First-hand access to university “newly” designed programs and information dispersed to public school partners.

Collaboration Opportunities

- Grant collaborations with public school partners.
- DPI networking on professional standards benefiting university and public school partners.
- Co-teaching/guest speakers in university courses with public school partners.
- Collaborating with College of Arts & Sciences to provide opportunities for public school students and educators in cultural arts, math, science, health & PE, and music.

Frameworks/Structures for Collaboration

- PDS Agreement Negotiation Meetings with Superintendents/PDS Key Contact, PDS Director/WCE Associate Dean. (Every 3 Years)
- PDS School and District Needs Assessment completed by principal and district leadership articulating how school/district provides a professional learning environment/opportunities for educator and student teacher growth; articulation of professional development directions for near future. (Every 2-3 Years)
- Cohort Placement of student interns on site each semester collaboratively decided with public school Principal, Site Coordinator, PDS Director, Professional Experiences Director, and Field Placement Coordinator.
- Reflective Site Seminars for student interns facilitated by building PDS Site Coordinator.
- Partners’ Meetings with student interns, Site Coordinators, and University Supervisors prior to the internship experience, as well as Superintendents, Key Contacts, and Principals.
- Celebration of Agreement Signing and shared commitment to promoting learning, leadership, and ensuring instructional practices that are engaging, challenging, and relevant.
- Service and Advisory Group Meetings with university program area faculty and pertinent public school partners to obtain feedback and suggested actions related to these targeted areas of mutual concern.

Professional Development¹

Partners in the Professional Development System work collaboratively to define appropriate and effective preparation needs. Extensive dialogue with colleagues across partnership districts and charter schools affords opportunities to make important connections to learning and teaching. Because we believe that a strong learning community is built upon a model of life-long professional growth, we have made professional development for all partners an integral component of our PDS.

Conferences

The PDS Office partners with WCE faculty and units across campus to support full day conferences for students, teachers, and administrators across the southeast region of our state. In

¹ See Appendix A for partnership data related to Professional Development

addition, the PDS Office hosts Professional Learning Days each semester for partnership teachers, site coordinators and university supervisors working with WCE student interns. Professional Learning Days provide a rare opportunity for teachers to engage in extensive dialogue with colleagues across counties and in the university, as well as provide opportunities for ongoing professional growth.

PDS Seminars

WCE interns take part in site seminars conducted on-site in their placement schools. These seminars are led by Site Coordinators and are designed to share information about school processes, culture, and/or general classroom procedures as well as for interns and school personnel to come together to exchange ideas and discuss professional issues. Requirements are communicated annually to site coordinators via the PDS Office.

PDS Professional Growth Opportunities

Professional Growth Opportunities include WCE professional development workshops for all PDS partners, as well as initial PDS orientations and extended workshops required of PDS Partnership Teachers. Partnership Teachers assigned a WCE teacher intern are provided with materials and online training designed to update and assist them in mentoring their interns through the intern practicum semester. Site principals and site coordinators in schools with a cohort of interns also participate in these professional growth opportunities.

DISTRICT OVERVIEW

Internship & Field Experience Placements²

The Watson College of Education strives to make high quality placements for candidates in a variety of supportive, professional settings during their education program. This process includes a commitment to making diverse internship placements with outstanding, experienced partnership teachers, administrators, and business leaders who support and guide field experiences and student teaching in a professional and productive manner. Our continuing goal is to provide professional experiences which foster the development of teacher candidates whose work improves schools and society.

District-specific Internship and Field Experience Data

Internship						Total
Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	
110	52	103	49	110	51	475
Field Experience						
548	620	523	618	541	192	

² The Office of Professional Experiences coordinates all field experience and student teaching placements.

Active, Trained Partnership Teacher Data for New Hanover County Schools

Total Partnership Teachers	Graduate Degree	National Board Certification
584	239 (41%)	130 (22%)

Intern-Related Professional Development Hours Obtained by Teachers in New Hanover County ³

Spring 2018	Fall 2018	Spring 2019	Total 2018-2019	Fall 2019	Spring 2020	Total 2019-2020	Fall 2020
3518	1540	3742	8800	1744	3450	5194	1548

Beginning Teacher and National Board Certification Support Participants in New Hanover County

	2017-2018	2018-2019	2019-2020
BT Support Participants	106	109	90
NB Support Participants	25	66	49

³ Please see Appendix B Partnership Teacher Expectations for an explanation of intern-related professional development hours accumulated.

APPENDIX

2017-2018 PDS Activity Grid Summary

Type	Description	# of Sessions	# of Attendees	Contact Hours
<u>Conferences</u>	A PDS Professional Learning Day	1 (6 hrs)	71	426
		1 (6 hrs)	93	558
	Ideas & Insights Conference	1 (6 hrs)	55	330
	Beginning Teacher Professional Development Days	3 (6 hrs)	204	1224
	PDS School-University Partnership	1 (15 hrs)	77	1155
PDS Assisted Events	Innovation Conference	1 (6 hrs)	140	840
Total Conferences		8	640	4,533
<u>Seminars</u>	Intern Orientation	1 (1 hr)	291	291
	Internship Site Seminars (Informative & Reflective)	185(various hrs/sessions)	937	1137
	Site Seminars Partnership Teachers		757	1144
Total Seminars		186	1,985	2,572
<u>Professional Growth Opportunities</u>	PDS Orientation Preparation	1 (10 hrs)	143	1430
	PDS Partnership Teacher Intern Preparation	11 (various hrs/sessions)	200	300
	Partnership Meeting with EYC Directors	1 (1 hr)	10	15
	Master Teacher Trainings	4 (2 hrs)	62	124
	Site Coordinator Meetings	4(1.5 hrs)	62	93
	National Board Trainings	31 (various hrs/sessions)	827	2919
	Beginning Teacher Trainings	37 (various hrs/sessions)	861	1418
	NC New Teacher Support Trainings	50 (various hrs/sessions)	325	1476
	edTPA Trainings	35 (various hrs/sessions)	862	2145
	Student-related Support	5(various hrs)	162	178
	Partners Meetings	54 sessions	704	1328
Total Professional Growth Opportunities		233	4,218	11,426

Initiatives	NHCS Title II	1	15	23
	Research/Grant Support	12	25	31
	PDS Professional Development Initiatives-Cultural Arts	11	2295	2361
Total Initiatives		24	2335	2415
GRAND TOTAL		451	9,178	20,946

In 2017-2018, 9,178 partnership teachers, school administrators, university faculty, interns and other school partners participated in 8 professional development conferences, 186 seminars, 233 professional growth opportunities, and 24 professional initiatives for a total of 451 sessions with 20,946 contact hours.

PDS Activity Grid Summary 2018-2019

Type	Description	# of Sessions	# of Attendees	Contact Hours
<u>Conferences</u>	PDS Professional Learning Days	1 (6 hrs)	100	600
		1 (6 hrs)	41	246
	Beginning Teacher Professional Development Days	3 (6 hrs)	177	1062
	Beginning Teacher Professional Development Days - Sampson County	3 (6 hrs)	175	1050
	Eggs and Issues	1 (2 hrs)	140	280
<u>PDS Assisted Events</u>	Innovation Conference	1 (7 hrs)	130	910
Total Conferences		10	763	4148
<u>Seminars</u>	Intern Orientation	1 (1 hr)	280	280
	Internship Site Seminars (Informative & Reflective)	184(various hrs/sessions)	761	833
	Site Seminars Partnership Teachers		811	962
Total Seminars		185	1852	2075
<u>Professional Growth Opportunities</u>	PDS Orientation Preparation	1 (10 hrs)	122	1220
	PDS Partnership Teacher Intern Preparation	11 (various hrs/sessions)	270	467
	Master Teacher Trainings	2 (2 hrs)	25	50
	Site Coordinator Meetings	4(1.5 hrs)	77	113
	EYC Directors Meeting	1 (1.5 hr)	12	18
	National Board Trainings	25 (various hrs/sessions)	813	2948
	Beginning Teacher Trainings	44 (various hrs/sessions)	1042	1650
	edTPA	44(various hrs/sessions)	1285	3386

	Student-related trainings	46 (various hrs)	1403	3504
	Partners Meetings	26 sessions	741	1238
Total Professional Growth Opportunities		204	5790	14594
Initiatives	NHCS Title II	1	15	23
	Grant Support for Scholarship/Applied Learning/Grant Proposals	37	444	1225
	PDS Professional Development Initiatives-Cultural Arts	14 (various hrs/sesssions)	3162	3355
Total Initiatives		52	3621	4603
GRAND TOTAL		451	12026	25,420

In 2018-2019, 12,026 partnership teachers, school administrators, univeristy faculty, interns and other school partners participated in 10 professional development conferences, 185 seminars, 204 professional growth opportunities, and 52 professional initiatives for a total of 451 sessions with 25,420 contact hours.

PDS Activity Grid Summary 2019-2020

Type	Description	# of Sessions	# of Attendees	Contact Hours
<u>Conferences</u>	PDS Professional Learning Days	1 (6 hrs)	58	348
	Beginning Teacher Professional Development Days	3 (6 hrs)	240	1240
	SUP Summit	1 (8 hrs)	62	496
	Eggs and Issues	1 (2 hrs)	96	192
<u>Virtual Conferences</u>	PDS Coffee Talks and Teaching at Home Together	2(3.5 hrs) and 4 (1 hrs)	488	1222
Total Conferences		12	944	3498
<u>Seminars</u>	Intern Orientation	1 (1 hr)	275	275
	Internship Site Seminars (Informative & Reflective)	144(various hrs/sessions)	858	1580
	Site Seminars Partnership Teachers		683	792
Total Seminars		145	1816	2647
<u>Professional Growth Opportunities</u>	PDS Orientation Preparation	1 (10 hrs)	132	1320
	PDS Partnership Teacher Intern Preparation	7 (various hrs/sessions)	187	338
	Master Teacher Trainings	4 (2 hrs)	70	140
	Site Coordinator Meetings	4(1.5 hrs)	77	115.5
	National Board Trainings	30 (various hrs/sessions)	618	2142
	Beginning Teacher Trainings	80 (various hrs/sessions)	1040	1401
	edTPA	24(various hrs/sessions)	637	3362.5
	Student-related trainings	12 (various hrs)	140	172.5
	Partners Meetings	17 sessions	329	606
Total Professional Growth Opportunities				

Opportunities		179	3230	9597.5
Initiatives	NHCS Title II	1	10	15
	Grant Support for Scholarship/Applied Learning/Grant Proposals	12	110	127.5
	PDS Professional Development Initiatives-Cultural Arts	14 (various hrs/sesssions)	3004	3004
Total Initiatives		27	3124	3146.5
GRAND TOTAL		363	9114	18,889

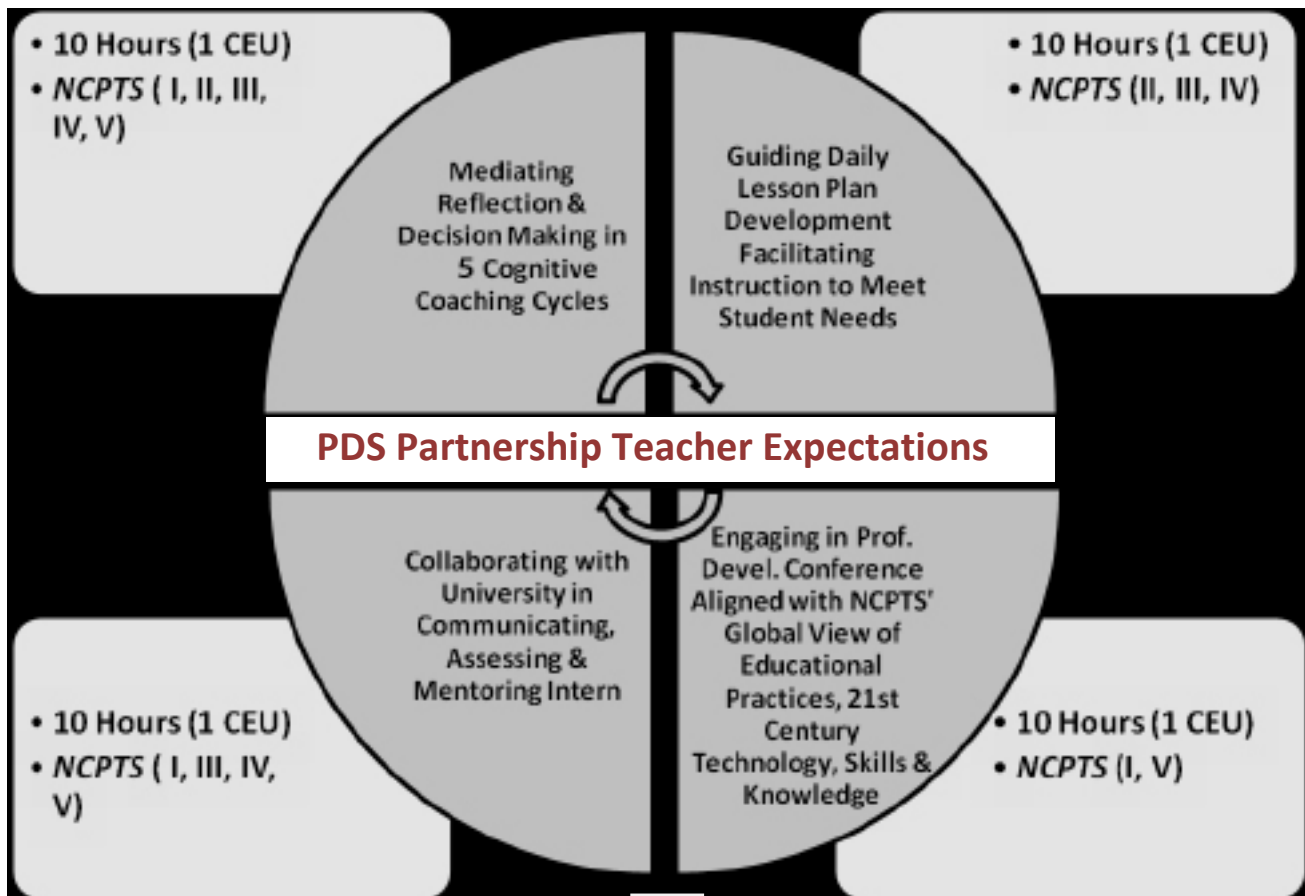
In 2019-2020, 9114 partnership teachers, school administrators, university faculty, interns and other school partners participated in 12 professional development conferences, 145 seminars, 179 professional growth opportunities, and 27 professional initiatives for a total of 363 sessions with 18,889 contact hours.

WCE Professional Development System School-University Partnership Teacher Expectations

The WCE Professional Development System School-University Partnership is very pleased to welcome you this semester as a collaborative colleague in your role as a PDS Partnership Teacher. Your assistance in preparing our students to become reflective facilitators of learning is greatly valued and appreciated. Your contributions and commitment personify the leadership role inherent in the expectations of 21st Century educators and the NC Professional Teaching Standards.

CEU credits can be acquired for the integral role you will play in coaching our interns.
We will also notify you of additional professional development opportunities available during the semester.

**CEU Credits Acquired Hosting Intern with District Approval (Possible 4 CEUs)
Aligned With the North Carolina Professional Teaching Standards (NCPTS)**



Additional Professional Development Opportunities