



University of North Carolina Wilmington  
Watson College of Education  
PROFESSIONAL DEVELOPMENT SYSTEM

**PDS Partnership Site Application**

Thank you for your interest in collaborating with the UNCW Watson College of Education Professional Development System (PDS). Applications for schools or districts interested in coming a PDS partner should be submitted via email or fax to Candace Blanke, PDS Program Associate, [blankek@uncw.edu](mailto:blankek@uncw.edu) or 910-962-7400. Applications are reviewed once per semester by the PDS Partnership Site Application Committee using the Application Rubric available on the PDS website (<https://www.uncw.edu/ed/pds/principals.html>). Schools and districts whose applications meet requirements will be contacted regarding next steps in the application process.

**School Site:**

**School District:**

**Principal/Administrative Head:**

A PDS Partnership Site enters into a renewable, three-year formal memorandum of understanding with the UNCW Watson College of Education (WCE) and its programs. The agreed upon focus for our PDS Partnership is to meet the following goals:

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

In addition to these PDS goals, the WCE partnership recognizes the critical need not only to prepare new teachers and administrators but also to support and retain beginning teachers and career educators through sustained professional development. These goals also encompass a strong emphasis on developing highly competent professionals to serve in educational leadership roles. Within this context, please respond to the following questions:

What has motivated your school/district to apply to become a PDS site?

How is your site's learning community particularly suited to prepare teacher and administrator interns and support career educators in a professional, collegial environment focused on learning?

In what ways has your site previously engaged with UNCW or the Watson College (WCE grants, field experience students/interns, professional development, special initiatives, etc.)?

## Types of Engagement in the PDS Partnership

There are many ways to engage in partnership within the Watson College of Education PDS. Please check the types of professional development that correspond to your site's desired level of mutually beneficial collaboration.

- |   |   |
|---|---|
| <input type="checkbox"/> Curriculum and instruction in and across the content areas | <input type="checkbox"/> Accountability for student / teacher performance |
| <input type="checkbox"/> Content area assessment                                    | <input type="checkbox"/> Support for English Language Learners            |
| <input type="checkbox"/> Faculty development and support                            | <input type="checkbox"/> Assessment                                       |
| <input type="checkbox"/> Beginning teacher support                                  | <input type="checkbox"/> School climate                                   |
| <input type="checkbox"/> Lateral entry teacher support                              | <input type="checkbox"/> Safe schools                                     |
| <input type="checkbox"/> National Board support                                     | <input type="checkbox"/> Data management and decision making              |
| <input type="checkbox"/> Literacy   | <input type="checkbox"/> Classroom management                             |
| <input type="checkbox"/> Community/school relationships                             | <input type="checkbox"/> Working with diverse learners                    |
| <input type="checkbox"/> Mentoring  | <input type="checkbox"/> AIG Learners                                     |
| <input type="checkbox"/> Supervision and Instructional Leadership Technology        | <input type="checkbox"/> STEAM  |
|   | <input type="checkbox"/> Other _  |

Please explain below your vision for one or more of the mutually beneficial collaborations chosen above.

All partnership schools will be prepared to serve as sites for one or more field components. Each school will be asked to designate one school-based Site Coordinator who serves as a liaison to the PDS Office. Schools agree to host cohorts of education students in their buildings and may be invited to host on- site delivery of educational methods. These experiences may include:

- Early Field Experiences for Exploring Teaching (Observing)
- Application of Pre-internship Methods (Designing lessons, tutoring one-on-one or small group, etc.)
- Intensive Methods (Collaborating with partnership teachers, implementing lessons, assessing student progress)
- Full-time Practicum/Internship

The Watson College has designed a Learning-Centered Cognitive Coaching Model program for building and sustaining key capacities for increasing teacher effectiveness of both career teachers and teacher candidates. A 10-hour orientation in this model is expected for all partners (site coordinators, partnership teachers and administrators). This training includes an overview of the WCE conceptual framework and descriptions of program areas and their expectations. When schools host a cohort of interns, a 2-hour extended training is delivered to partners to broaden understanding of the model and clarify roles and responsibilities. This extended training is required once every three years in order for partnership teachers

to remain active in our PDS. Teachers and Site Coordinators are also invited to attend a full-day Professional Development Conference during the semester interns are hosted at your school. This conference affords partners an opportunity to enhance their skills as mentors and educators.

**Partnership schools and districts may also choose to develop and maintain a comprehensive, long term, whole-school PDS model in which the school and the university are connected at multiple points (Please note: Funding would be necessary to sustain such involvement).**

**In preparation for more intensive partnership opportunities, including research, grant, and professional learning, please answer the following questions.**

What key questions or issues would your school/district propose to study?

What do you see as connection points for university involvement?

How do you envision that this work will “improve the lives, learning and opportunities of all students?”  
Discuss your capacity to “research, assess, reflect upon and/or disseminate the results of this work.”

**Evidences and Assurances**  
**Evidence of Administrative Leadership**  
*(To be completed by the administrative head)*

The Watson College of Education PDS School-University Partnership highly values collaborative professional learning communities supported by positive, effective administrative leadership and seeks to place education students in such environments. Please indicate ways in which your leadership contributes to building and/or sustaining this kind of professional learning community at your site. Provide examples that indicate the following:

Strong administrative leadership in areas of curriculum and instruction:

Administrative commitment to collaborative decision-making and the intellectual/leadership development of faculty and staff:

Use of creative, collaborative problem-solving to identify effective and efficient ways to use resources (human, fiscal, facilities, etc.) to meet the needs of students, faculty, and community:

Signature:

Date:

## **2018-2021 Professional Development System Partnership Agreement**

### **The University of North Carolina Wilmington agrees to the following:**

- 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.
- 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.
- 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 sites
- To ensure, for school sites hosting field experience and internship components, that field experiences support the ability of teacher candidates to be successful in the internship experience.
- To sponsor and participate in partnership-related planning and advisory committees with representatives from PDS districts and academic program areas.
- To support the recruitment and retention of high quality, diverse teachers and administrators.
- To designate a PDS Director to work with PDS Partnership Schools in the region.
- To provide professional development that supports the instructional, curricular, and/or administrative needs of the school and/or district.
- To work collaboratively with the district to create educative experiences that are culturally responsive and that support the individual needs of each student.
- To develop collaborative research studies and, when feasible, seek grant funding to address school improvement needs or current issues faced by partner schools and districts. Whenever possible, the results of such research studies will be shared in a timely fashion with participating districts.

**The District/School Site agrees to the following:**

- To establish partnership schools with UNCW to serve as PDS sites for UNCW students' field experiences and internships that are a part of the teacher and administrator preparation programs.
- To partner with the University faculty and staff in planning the field experiences and internships.
- To support the recruitment and retention of high quality, diverse teachers and administrators.
- To designate a PDS district contact person to serve as a liaison between the District and the UNCW PDS office.
- To collaborate with University personnel to designate a Site Coordinator at each partnership school to serve as a liaison between the District, school and the University.
- To work with University faculty to designate high quality teachers / administrators 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.
- To participate in partnership-related planning and advisory committees.
- To ensure participation by principals and teachers in partnership-related professional development activities and meetings to ensure collaboration to accomplish partnership goals and objectives.
- To work collaboratively with the University to create educative processes that are culturally responsive and that support the individual needs of each student.
- To involve University faculty in district-level professional development activities, committee planning and events connected to the work of the Partnership and the improvement of teaching and learning.
- To take part in related program and curriculum decisions to achieve the goals and objectives of the academic program areas and the PDS sites.

## **P-12 PARTNERS ASSURANCES/COMMITMENTS TO THE PARTNERSHIP**

We, the undersigned, assure the School-University Partnership that our school/district will:

- Engage the entire faculty in understanding the mission and the goals of the partnership;
- Involve the entire faculty in decisions pertaining to site-related partnership work;
- Attend the PDS Orientation Training and follow-up professional development sessions;
- Meet the state-mandated requirements for hosting field experience students and/or teacher and administrative interns;
- Select and utilize only highly qualified teachers as mentors;
- Attend site seminars;
- Adhere to a learning-centered supervision model based on cognitive coaching;
- Encourage reflective decision making;
- Be willing to adjust resources/ schedules to enable partnership work;
- Provide access to a technology-rich environment for students, teachers, and teacher interns;
- Support and encourage partnership administrators, teachers, and site coordinators to participate in university and PDS partnership-related planning meetings, professional trainings, conferences, search committees, etc.;
- Include university representatives in similar activities and/or professional development opportunities at the school/district site;
- Be strongly committed to the PDS goals; and
- Engage in research, assessment, and data collection that will help evaluate and document the results of engagement with the partnership and the impact of programs on P-12 learning.



**Please include signatures of school principals/administrative head, administrative team, school improvements team, department chairs/team leaders, and/or others who will be engaged in the partnership work at your site. These signatures indicate consensus of faculty and leadership to uphold the commitment/assurances in this collaborative partnership.**

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Position: \_\_\_\_\_

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