

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT
OF 1984**

REQUEST FOR PROPOSALS

PROJECT YEAR 2003-04

**Administered by:
S.C. Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201
Proposal Deadline: March 15, 2002**



Guidelines available at: [Http://www.che400.state.sc.us/web/affairs](http://www.che400.state.sc.us/web/affairs)

**For further information please contact:
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GUIDELINES FOR SUBMISSION OF PROPOSALS CENTERS OF EXCELLENCE EDUCATION IMPROVEMENT ACT OF 1984 2003-04 PROJECT YEAR

PURPOSE OF THE CENTERS OF EXCELLENCE PROGRAM

The purpose of this competitive grant program is to enable eligible institutions, or groupings of such institutions, to serve as "state-of-the-art" resource centers for South Carolina in a specific area related to the improvement of teacher education. Teacher education encompasses both in-service and pre-service training. These "resource centers" develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the Center's specific area of expertise. Research has shown that the single greatest factor influencing student achievement is teacher quality. In order for the state to attain its education goals, we must ensure that all students have access to highly qualified teachers and educational programs. Towards this goal, the new focus of the Centers of Excellence Program will concentrate on assisting low-performing schools and districts. The Commission envisions the Center to be a university-wide effort. Typical activities include:

- developing and modeling state-of-the-art pre-service preparation programs for other institutions of higher education to emulate that focus on increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs;
- developing innovative school-based projects to enhance student and teacher achievement at low-performing schools;
- conducting statewide school-based and campus-based faculty development activities related to State content and assessment standards;
- conducting research and evaluation activities related to teacher quality and student achievement;
- serving as a state (and/or regional and national) clearinghouse for information dissemination on center activities;
- providing demonstration, outreach, and technical assistance programs for low performing schools and districts and institutions of higher education as requested.

ELIGIBLE INSTITUTIONS

Any public or private college in the State authorized by the State Board of Education to offer one or more degree programs at graduate or undergraduate levels for the preparation of teachers is eligible to apply. To assist in the outreach to the State's low-performing schools, the Center should engage faculty and students from across the university. Although collaborative proposals involving more than one institution are welcome, one institution must be designated as the fiscal agent.

Institutions which currently receive State funding for a Center of Excellence may apply for a second Center. However, **State** funding is limited to a maximum of two Centers for each institution. There is no required period of absence of funding upon completion of State funding for an existing Center prior to submission of a proposal for a new Center of Excellence. Institutions that do not comply with the Commission's programmatic and budgetary reporting requirements are not eligible to submit a proposal for the year following the non-compliance.

Institutions interested in submitting a proposal for FY 2003-04 should submit an "Intent to Submit Proposal" form due at the Commission on or before December 15, 2002. This in no way commits the institution but assists staff in preparation for the review process. The form is attached.

CHARACTERISTICS OF A CENTER OF EXCELLENCE

1. Purpose

A Center must focus on the development and modeling of state-of-the-art teacher training programs (in-service and pre-service) at the host institution as well as serve as a catalyst for changing teacher training programs at other institutions of higher education which prepare and support teachers. Centers should enhance the institution's professional development programs as an integral part of its mission and focus services on low-performing schools as identified under the Education Accountability Act's annual report cards (Appendix 1). The goal of the program is to increase higher education's involvement in working more closely with low-performing schools through professional development, teacher education programs, and other units within the institution. State-of-the-art practices include but are not limited to:

- innovative practices that enable school personnel to improve student achievement;
- effective, sustained, high quality professional development, including professional development schools;
- collaboration with major education stakeholders, including local school districts and schools, other higher education institutions and Centers of Excellence, professional associations, parent groups, and the private sector;
- field-based teacher education programs;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles;
- ; and
-
- assistance to teachers in understanding state content and assessment standards and how to help all students meet or exceed these standards.

The Center's activities must directly support one or more existing educational programs at the institution. There should be clearly defined benefits for both K-12 and higher education in the State and these should be directly linked to the training of high quality teachers and student academic achievement The Center should demonstrate how the activities will support the improvement of low-performing school partners and be tied to State content and assessment standards.

2. Achievement of Excellence

A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for statewide excellence within the five-year State funding period. Annual measurable benchmarks for evaluating progress toward the stated goals must be included in the proposal, as well as a list of specific achievements to be realized.

3. Size and Scope of Effort

A Center should have a sharply defined focus of educational activities and research related to the needs of low-performing schools, to include practicing teachers, recruitment of teachers, and raising student achievement. Center activity should be planned at a sufficiently high level to expedite growth toward excellence, and this high level of activity should be reflected in the annual budget.

4. Institutional Commitment

A Center must be funded in part by the institution to demonstrate its commitment to the proposed Center's goals and objectives and its commitment to working with low-performing K-12 schools and districts. Support can be in-kind, release time, financial commitment, change to academic programs, inclusion of the project in the institution's service learning program, etc.

5. Collaboration with Related Centers/Related State Department of Education Initiatives/Major Education Stakeholders

A Center **must** design its programs and activities as follows:

- in collaboration with a low-performing school(s) and /or district that will be the target of its activities;
- in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities;
- in collaboration with all parties that are affected by the Center's programs, including other institutions of higher education, other local school districts, professional associations, parents, and the private sector; and
- to be consistent with ongoing related curriculum, assessment, teacher preparation, or professional development activities at the South Carolina State Department of Education, The Educational Accountability Act of 1998, Teacher Quality Act of 2000, and the State's NCATE partnership.

FUNDING

Commission funding (\$125,000-\$150,000 per year) is to be matched by institutional and/or external funding allotments. EIA funding for a Center is for five years, contingent on the availability of funds and annual reviews and attendance of director at required meetings as well as submission of required accountability and budgetary information by designated deadlines. Each fiscal year **begins August 1 and ends July 31**. Upon completion of each year, an annual program evaluation and financial report is required to be submitted to the Commission for review prior to release of the next-year funds.

The Commission seeks to support programs that will significantly impact K-16 education and therefore require substantial levels of funding. It also seeks assurance of the long-term stability of programs to maximize the impact on K-16 education. The proposal should demonstrate a match of institutional/external support. External support could come from the K-12 partners using Retraining Grant funds. The school partners may also be eligible for funds from the S.C. Department of Education's Technical Assistance Program. The match should reflect the extent of the activities to be undertaken. ;Funding for a center will occur on the following funding scale:

Year 1	Year 2	Years 3 through 5		
100% Commission Commission + institutional/	90% of Year 1 + institutional/ + institutional/ external funding	75% of Year 1 funding external funding	funding funding	Commission external funding

There is no set percentage amount for the match; however, the center should ensure that matching funds are at a level sufficient to lead to success of activities and strategies.

PRIORITIES FOR FUNDING

Proposals are solicited to address one or more of the priority areas listed below. All proposals must focus activities on a low-performing school(s) or district(s) as defined by the Education Accountability Act's Report Card ratings (Appendix 1). The priorities listed below address the needs identified by the Education Oversight Committee. The Commission **does not fund** proposals for centers that duplicate the focus of current or prior centers (see attached list of centers). The General Assembly enacted performance indicators for public higher education institutions, which will be used to measure achievement and several of these indicators relate to the priorities of the Centers of Excellence Program.

1. Priority will be given to proposals which effectively address one or more of the following areas of need:
 - developing teacher training and professional development programs that use proven instructional practices and activities that focus on raising the academic achievement of students at low-performing schools and among students with diverse needs. This training must be tied to state content and assessment standards.
 - assisting teachers at low performing schools in the use of classroom-based assessments that are linked to providing intervention and assistance to enable students to meet state academic standards
 - developing innovative models for Professional Development Schools (PDS) at low performing schools. The PDS should incorporate and integrate the standards of the National Council for the Accreditation of Teacher Education's PDS Standards. The PDS should also focus on increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs.
 - developing innovative strategies/services to engage arts and sciences students and faculty with low performing schools and districts.
 - developing innovative school leadership training and support, especially at the middle grade level. To prepare administrators to have a comprehensive understanding of school and classroom practices that contribute to student achievement, know how to work with teachers and others (especially teamed approaches) to develop and implement continuous student improvement, and know how to provide necessary support for staff to carry out sound school, curriculum, and instructional practices,
 - preparing teachers and schools to work and communicate actively and effectively with parents, parent support groups (PTOs, School Improvement Councils, etc.), and community members to assist in supporting the learning environment of all students.
 - developing **innovative** reading training programs that will improve instruction at the pre-school through middle school levels at low performing schools. Such training programs should be designed to assist teachers in working with parents to support student learning and provide additional opportunities that expand beyond classroom instruction. Teacher education and arts and sciences students should be included in providing services to the low-performing schools.
 - developing innovative after school and weekend support programs for low-achieving and at-risk students. Such programs should include teacher education and arts and sciences students in providing services to the target population.

2. Priority will be given to proposals that demonstrate the institution's commitment to model as well as develop state-of-the-art programs evidenced by a commitment to change ongoing academic programs at the institution as a result of the Center's work.
3. Priority will be given to proposals that demonstrate a commitment to a professional development program focused on the Center's area of expertise and aligned with South Carolina Professional Development Standards (Appendix 2).
4. Priority will be given to proposals in which representatives from the targeted low performing school(s) or district(s) are involved in the development of the collaborative effort. Involving other higher education institutions, the private sector, other schools and/or districts, and members of the community will enhance the submission. The proposal narrative must briefly describe the collaboration and the previous planning activities between the institution and the major education stakeholders.
5. Priority will be given to proposals which have a clear evaluation and assessment protocol which would facilitate dissemination and replication of successful strategies, programs, or incentives.
6. Priority will also be given to proposals that draw upon the higher education institution's demonstrated strength and experience in relevant program areas. This experience can be demonstrated through a **brief** description of such evidence as:
 - Quality of faculty as indicated by publications, presentations, K-12 service, consultations, and other experience;
 - Institutional support for the program as indicated by letters of support from central administration, deans, and department heads; budget, faculty time, facilities, and equipment allocations; special programmatic initiatives, etc.;
 - Quality of the program as indicated by accreditation reviews, Commission evaluations, quality of students, success of graduates, etc.;
 - Previous collaborative efforts with major education stakeholders in related program areas;
 - Demonstrated ability to offer high-quality professional development for K-12 school personnel as. Professional development should meet the Commission's *Guidelines for Graduate Courses Offered for Professional Development of School Personnel*: and
 - Extent to which proposal involves other Centers of Excellence in activities with the low performing school/district.
7. Finally, priority will be based on the likelihood that the program, if funded, will have a lasting impact on education at the school, district, and eventually the State.

PROPOSAL DEVELOPMENT

In addition to other data that the proposing institution deems relevant, proposals should include information organized according to the following sections:

1. **Title Page** (form provided)
2. **Abstract** to include (limit one page single-spaced; **required**):
 - purpose of the project

- activities to be implemented
- target population to be served
- expected outcomes
- school and/or district partners

3. **Narrative** The narrative of the proposal, not to exceed 30 double-spaced pages, must provide detailed information about the proposed Center and should include, at minimum, the following information:

a. **The Center's Purpose/Focus:** The proposal should describe the Center's area of focus and how the Center will benefit both the institution and the targeted K-12 school/district.

b. **Plan for Achievement:** The plan should include well-defined, measurable benchmarks of expected progress at the end of each of the five years and should address the following goals:

- (1) Developing and modeling exemplary teacher training programs that (i) are collaborative, (ii) field-based, (iii) use state-of-the-art technology, and (iv) use proven strategies.
- (2) Developing an influential constituency for the Center composed of stakeholders who will work with the Center and will support the Center's work over the period of funding;
- (3) Achieving a position of leadership in the State within five years such that the Center is a state resource in its area of expertise;
- (4) Developing a **detailed** research agenda that will enable higher education faculty and K-12 personnel statewide to improve classroom effectiveness and student achievement. Specifically, the plan should provide examples of ongoing research questions that will be examined as a function of the Center's activities, how the research will be implemented, and how the research findings will be used to improve academic programs (pre-service and in-service); and

c. **Institutional Strengths:** The proposal should cite accomplishments of existing academic, research, or professional development programs to demonstrate a likelihood of the Center achieving success within a reasonable period of time. Evidence should be presented to justify the Center's suitability to the institution, in terms of either the institution's mix of related academic/research/professional development programs or the presence of advantageous institutional or community resources. Evidence should also be presented concerning previous institutional collaboration with the K-12 community and other education stakeholders, especially as it relates to low performing schools or addressing student achievement.

d. **Center Staffing:** The proposal should state who the Center director will be, summarize his/her qualifications, and stipulate the director's time commitment to Center activities (typically .5 to 1.0 FTE). The proposal should also describe other faculty and/or support staff, teachers, and administrators involved in the Center's program and their projected time commitment to the Center. Abbreviated vita for the director and any other faculty associated with the Center's activities should accompany the proposal. Evidence should be provided that the director and/or other Center staff members will be able to promote non-programmatic as well as programmatic aspects of the Center, including developing internal and external constituencies and institutionalizing funding for Center activities.

- e. **Benefit to the Institution:** The proposal should explain why the institution is willing to commit its resources to the Center. For example, what will be the impact of the Center on the institution's academic/research/professional development programs? How will the proposed Center improve the quality of institutional programs and enhance existing institutional strengths in the Center's area of concentration and related fields? How will the Center impact the institution's community outreach with K-12 schools (university-wide)?
- f. **Institutional Commitment:** Demonstrate institutional and faculty support of the Center for the five years of State funding. Letters from faculty and administrators in program areas related to the Center's focus supporting the proposed Center may be included. Letters of support from the K12 partners must be included.
- g. **Benefit to K-12 Districts/Schools:** Describe the expected benefit to the partner districts and/or schools and how the research base will support staff efforts to improve low performing districts and schools.
- h. **Identification of Similar and Related Centers:** The proposal should provide a short description of any similar Centers regionally or nationally and explain how the proposed Center will seek to benefit from other similar centers' experiences. A list of South Carolina Centers of Excellence funded through the Education Improvement Act is attached. Please note that the Commission **does not fund** proposals for centers that duplicate the focus of current or prior centers.
- i. **Collaborative Planning:** The narrative should briefly describe the collaborative planning activities that have occurred between the institution and the partner district(s)/school(s).
- j. **Evaluation Plan:** The proposal must cite specific evaluation measures, that will be used annually to assess the effectiveness of the Center in accomplishing the **Plan for Achievement** described above. This must be a detailed plan that will not only gather evaluative data but also specify how the data will be used for program growth and development.
- k.
- 4. **Two-Year Time Line.** Include the attached Two-Year Time Line to provide an outline of Center programs and approximate dates for beginning (and concluding, if appropriate) those programs.
- 5. **Budget:** A proposed budget (August 1 through July 31), in reasonable detail for the first and second years of operation and less detailed budget estimates for the third through fifth years, should be included. Budgets will indicate all anticipated expenditures for equipment, materials, salaries and benefits, and other operating expenses. Proposed salary expenditures should provide sufficient detail to identify the number of professional positions to be filled, the amount of time associated with each, and estimated salary for each position.

No institutional overhead is allowed.

The following budget information must be provided.

- a. Years One through Five
The **attached** Summary Budget Form must be completed for each of the five years showing the major line items of expenditure, requested Commission funding, and proposed institutional/external match.
- b. Years One and Two Only

1) The **attached** Budget by Programs Form showing State and institutional funding according to proposed Center programs must be completed for years one and two. These budgets should correspond with programs and activities specified in the Project Time Line.

2) A complete justification/explanation of funding amounts must accompany the budget summary.

c. Years Three through Five.

Only summary sheets, with broad line item expenditures, need be provided for years two through five, but these must include requested State and estimated matching fund amounts. Neither budget by programs nor explanatory notes are required.

d.

NOTE: In the event that the Commission's NSF Mathematics and Science Partnership proposal is funded, the Center will be required to work collaboratively with the NSF-funded activities.

PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES

Proposals must be submitted in 12 unbound copies and one disk/CDROM (PC compatible; Word format), must be signed by the chief executive officer of the proposing institution, and must be addressed to the Commission on Higher Education; ATTN: Centers of Excellence Program (1333 Main Street, Suite 200, Columbia, SC 29201). They must be received at the Commission by not later than **5:00 p.m. on March 15, 2003**

The following method of selection and other procedures will be followed:

1. Proposals will be reviewed by a panel that includes at least one outside reviewer, representatives from the State Department of Education and the Commission on Higher Education staffs, and at least one representative each from the K-12, the higher education and the business communities.
2. Each submitting institution will participate in a review that will include the opportunity to make a brief oral presentation and respond to questions from the review panel. Reviews are approximately one hour in length. The proposed project director and other representatives will be invited to participate in the review which will be scheduled soon after receipt of proposals.
3. The review panel will forward its recommendations to the Committee on Academic Affairs of the Commission, which will take formal action on behalf of the Commission.
4. Approved programs will be reviewed each year by Commission staff after receipt of the end-of-year project report to determine progress toward achieving established goals and to review expenditures prior to release of funds for the ensuing year. Site visits and survey instruments will be part of the Commission's review process.
5. Each Center director will participate in meetings of, and other activities associated with, the Centers of Excellence Coordinating Team.
6. No center will be awarded State funds for more than four consecutive years.

Revised 08/02

Intent to Submit Proposal
Cover Page

Proposed Project Time Line
Proposal Summary Budget Forms
Proposal Budget Program Pages
List of Related Centers
SC Professional Development Standards

Guidelines for Graduate Courses Offered for Professional Development of School Personnel

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**Intent to Submit Proposal for
Centers of Excellence Program
FY 2003-04**

Name _____

Institution _____

Academic Department _____

Please provide a brief description of the area of focus of the proposed Center:

Please return form by December 15, 2002 to:

Dr. Nancy Healy
Centers of Excellence Program
SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201

COVER PAGE
 SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
 CENTERS OF EXCELLENCE PROGRAM
 EDUCATION IMPROVEMENT ACT OF 1984
 PROJECT YEAR 2003-04

Institution		
Center Name		
Institutional Contact	Address	
	Phone	
Project Director/Title	Address	
	Phone	
	E-mail	
Fiscal Officer/Title	FAX	
	Address	
	Phone	
Proposed Funding		<u>School or District Partners</u>
State Funds Requested		
Institutional Funds		
Other Funds		
Total		
Institutional Approval Chief Executive Officer _____		
Date _____		

**CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROPOSED PROJECT TIMELINE
FY 2003-04 AND FY 2004-05**

Institution		
Center Name		
Program/Activity	Begin Date	Target End Date

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2003-04 SUMMARY BUDGET**

Institution		
Center Name		
Line Item Description	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official	Date	
CENTERS OF EXCELLENCE		

**EDUCATION IMPROVEMENT ACT OF 1984
FY 2004-05 SUMMARY BUDGET**

Institution		
Center Name		
Line Item Description	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official		Date

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2005-06 SUMMARY BUDGET**

Institution		
Center Name		
Line Item Description	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official	Date	

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2006-07 SUMMARY BUDGET**

Institution		
Center Name		
Line Item Description	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official	Date	

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2007-08 SUMMARY BUDGET**

Institution		
Center Name		
Line Item Description	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official	Date	

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
BUDGET BY PROGRAMS
FY 2003-04**

Institution		
Center Name		
Program/Activity	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official	Date	

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
BUDGET BY PROGRAMS
FY 2004-05**

Institution		
Center Name		
Program/Activity	Requested CHE Funds	Institutional/External Match

Total Project Costs		
Reporting Official	Date	

**S.C. COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE**

Center of Excellence	State Funding (First Year/Last Year)
<p>Center of Excellence in Mathematics and Science Education Dr. John K. Luedeman, Director 0-101 Martin Hall Clemson University Clemson, SC 29634 (864) 656-5222 Fax: 656-5230 lued@clemson.edu</p>	1987-88/1990-91
<p>Center of Excellence in Special Education Technology Dr. Cheryl Wissick, Director College of Education University of South Carolina Columbia, SC 29208 (803) 777-9033 cwissick@sc.edu</p>	1989-90/1992-93
<p>Center of Excellence in Foreign Language Education Dr. A.L. Prince, Director PO Box 30945 Furman University Greenville, SC 29613 (864) 294-2108 Fax: 294-3001 Bill.Prince@furman.edu</p>	1990-91/1993-94
<p>Center of Excellence in Composition Dr. Gilbert Hunt, Dean School of Education Coastal Carolina University Conway, SC 29526 (843) 349-2606 Fax: 349-2990 sandyb@coastal.edu</p>	1991-92/1994-95
<p>Center of Excellence for the Assessment of Student Learning Dr. Therese M. Kuhs, Co-Director Dr. Robert Johnson, Co-Director College of Education University of South Carolina Columbia, SC 29208 (803) 777-6090 Fax: 777-0220 therese@vm.sc.edu johnsrl@vm.sc.edu</p>	1992-93/1995-96
<p>Center of Excellence in Rural Special Education Dr. Janie Hodge, Director Tillman Hall Box 340709 Clemson University Clemson, SC 29634-0709 (864) 656-5096 Fax: 656-1322 hodge@clemson.edu</p>	1993-94/1996-97

Center of Excellence in Middle Level Initiatives

Dr. [Jane White](#), Director
College of Education
University of South Carolina
Columbia, SC 29208
(803) 777-8191 Fax: 777-3193 splittgerber-fred@sc.edu

1994-95/1997-98

Center of Excellence in Accelerating Learning

Dr. Christine Finnan, Director
School of Education
College of Charleston
Charleston, SC 29424
(843) 953-4826 Fax: (843)-953-1994 finnanc@cofc.edu

1995-96/1998-99

Center of Excellence in Geographic Education

Dr. Charles Kovacik, Director
Department of Geography
University of South Carolina
Columbia, SC 29208
(803) 777-8433 Fax: 777-4972 E-mail:
kovacik@scarolina.edu

1996-97/1999-2000

Center of Excellence in Educational Technology

Dr. Gary J. Senn, Director
Ruth Patrick Science Center
USC-Aiken
Aiken, SC 29801
(803) 641-3558 Fax: 641-3615 senng@sc.edu

1997-97/2000-01

**Center of Excellence in Instructional Technology
Training**

Dr. Chris L. Peters, Director
209 Tillman Hall
Clemson University
Clemson, SC 29634
(864) 656-5092 Fax: 656-1322 chrisp@clemson.edu

1998-99/2001-02

**Center of Excellence for the Study of Standards-Based
Educational Reform**

Dr. Gilbert Hunt and Dr. Lance Bedwell
School of Education and Graduate Studies
Coastal Carolina University
Conway, SC 29528-6054
(843) 349-2607 Fax: 349-2940 hunt@coastal.edu
bedwell@coastal.edu

1999-00/2002-03

1999-00/2002-03

Center of Excellence: SC Earth Physics Project

Dr. Tom Owens
Department of Geological Sciences
University of South Carolina
Columbia, SC 29208
(803) 777-4530 Fax: 777-0906 owens@sc.edu

Center of Excellence in Early Childhood Professional Development

2000-01/2003-04

Dr. Wilhelmenia Rembert and Dr. Elsbeth Brown
College of Education
Winthrop University
Rock Hill, SC 29733
(803) 323-2151 Fax: 323-4639 rembertw@winthrop.edu
elsbeth@hotmail.com

Center of Excellence for the Education and Equity of African-American Students

2002-03/2006-07

Dr. Gloria Boutte
Department of Education
Benedict College
Columbia, SC 29204
(803) 758-4483 Fax: 256-1785 boutteg@benedict.edu

South Carolina Department of Education

Professional Development Standards for South Carolina

What Matters Most: Teaching for America's Future, the highly regarded report of the National Commission on Teaching and America's Future, asks this nation to get serious about standards for both student and teacher performance and calls for the reinvention of teacher professional development as a means to that end...To play its central and essential role in standards-based reform, professional development for educators must be designed and based on standards representing the best available knowledge in the field. The standards point out that effective staff development not only includes high-quality training programs with intensive follow-up, but that it must also employ other growth-promoting processes such as study groups, action research, teacher networks and peer coaching. The standards also make it clear that staff development is not something that is reserved exclusively for teachers. Everyone who affects learning—from the Board of Education to classified/support staff—must continually improve their knowledge, skills and attitudes in order to ensure high levels of learning for all students.

(Standards-Based Reform Requires Standards-Based Staff Development by Dennis Sparks and Stephanie Hirsh, June 1998)

Background

Section 59-24-50, Education Accountability Act of 1998, required the South Carolina Department of Education to develop or adopt programs that meet national standards for professional development and focus on the improvement of teaching and learning. Programs funded with state resources must meet these standards and must provide training, modeling, and coaching on instructional leadership and school-based improvement.

In October 1999, in response to the state legislation, the Office of Professional Development in the State Department of Education enlisted the National Staff Development Council to support the implementation of professional development standards for our State. Over 250 educators from South Carolina's school districts, the State Department of Education, and the Executive Board of the South Carolina Staff Development Council met to craft professional development standards and indicators for South Carolina.

The South Carolina Professional Development Standards are based upon national standards for professional development. The national standards for staff development were developed by the National Staff Development Council (NSDC) in collaboration with American Association of School Administrators (AASA), Association for Supervision and Curriculum Development (ASCD), National Education Association (NEA), National Association for Elementary School Principals (NAESP), National Association of Secondary School Principals (NASSP), National Middle School Association (NMSA), and representation from higher education, foundations, and school district staff members from across the country. The South Carolina Professional Development Team gratefully acknowledges the framework and standards developed by the National Staff Development Council.

Organization

Effective staff development that produces results for adults and students addresses organizational culture, processes of adult learning, and content for learning. The standards are divided into three categories:

Context standards address the organization, system, and culture in which the new learning will occur and be implemented

Process standards refer to the design and delivery of staff development. They describe the processes used to acquire new knowledge and skills.

Content standards refer to the actual skills and knowledge that effective educators need to possess to produce higher levels of student learning.

The rubric contains the statement of the standard, which is a succinct statement of the expectation for professional development. It establishes the level of performance to which all organizations should aspire. Accompanying the standards are indicators that describe the ways that the standard might be implemented. The indicators provide examples of evidence that the standard has been met. These standards were designed to be used by educators across the State at all levels of the educational system—the State Department of Education, school districts, schools, and state-operated programs. These tools provide direction for planning, monitoring, and assessing professional development. While they may resemble a “checklist,” they will have the greatest impact on organizational and individual learning if the standards are accessed during:

- initial planning phases of state, districts, and school level professional development;
- review of the state test scores and mid-course corrections in school improvement;
- evaluation of individual staff development efforts;
- writing of comprehensive school plans; and
- assessment of professional development plans.

These standards provide an opportunity to assess your current practice and use the standards and indicators to improve your practice. The implementation of these standards will support the far-reaching objectives of improved teaching and learning throughout South Carolina.

These standards are available on the web at:

<http://www.state.sc.us/sde/educator/training.htm>

Professional Development Standards for South Carolina

AREA	STANDARDS	SAMPLE INDICATORS
<p>CONTEXT</p> <p>Context addresses the organization, system, or culture in which new learning will be implemented.</p>	1. Effective professional development fosters the norm of continuous improvement.	<p>Educators constantly revisit and renew their organizational goals. Staff can articulate the kinds of learning opportunities they access throughout the year. Staff use the ADEPT* performance appraisal process to assess progress and influence continuous improvement.</p> <p>*ADEPT – South Carolina’s comprehensive performance appraisal process for staff designed to promote excellence in teaching.</p>
	2. Effective professional development requires strong leadership for continuous improvement.	Administrators, teacher leaders, school board members, community leaders and other advocate for quality professional development. School and district leaders participate with staff in professional development activities. Morale increases as a result of staff empowerment and effectiveness.
	3. Effective professional development is aligned with the organization’s mission and strategic plan, is linked to student advisement, and is adequately funded by the budget.	Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plans. Professional development is adequately funded. Priorities are set. Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.
	4. Effective professional development provides adequate time for staff members to learn and work together to accomplish the organization’s mission and goals.	Professional development resources are coordinated to ensure that the professional development activities are aligned with the school improvement plans. Professional development is adequately funded. Priorities are set. Effective professional development is perceived as essential for achieving the purposes of the organization, is valued as an integral part of the strategic plan, and is seen as a key factor in improving student learning.
<p>PROCESS</p> <p>Process standards refer to “how” we implement or deliver professional development. These standards describe the processes used to acquire new knowledge and skills.</p>	5. Effective professional development provides decision-makers with information about organization development and systems thinking.	<p>All stakeholders are involved in the professional development. The stakeholders (at the state, district, or school level) complete a self-study of their effectiveness each year.</p> <p>Barriers to effective professional development within the organization are addressed.</p> <p>Site-based management teams use shared decision-making processes to determine professional development priorities.</p>

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PROCESS	6. Effective professional development is based on knowledge about adult learning and models this understanding in all activities.	The learning climate is collaborative, informal, and respectful. The providers of all professional development are credible. Professional development emphasizes how the learning can be used/applied. Professional development relates the learning to the learners' goals and allows the learners to make choices linking their individual growth plans with school goals.
	7. Effective professional development provides for three phases of the change process: initiation, implementation, and institutionalization.	Appropriate assessments occur at each phase and appropriate interventions occur. All critical phases of the change process are addressed in the planning, design, implementation, and evaluation of programs. Collaboration is occurring among teachers to support change or innovation.
	8. Effective professional development priorities are established following a careful analysis of disaggregated data regarding goals for student learning.	Data are provided that link staff development initiatives and intended adult and student results. Gaps in achievement among all groups are addressed. The district strategic plan, school improvement plans, and individual improvement plans incorporate goal-setting using all available data.
	9. Effective professional development provides a framework for integrating and relating innovations to the mission of the organization.	Improvement plans include a carefully and thoughtfully designed framework for integrating the innovations to be implemented. All implementation efforts include descriptions of how each innovation relates to other ongoing programs and to the mission of the organization. Successful practices are maintained and unsuccessful practices are abandoned when decisions are made to change goals or strategies.
	10. Effective professional development programs require an ongoing evaluation process.	Evaluations are designed to assess a variety of program outcomes, including participants' reaction to the program, participants' learning, participants; use of new knowledge and skills, impact on student outcomes, and impact on the organization. Evaluation is considered an integral part of staff development program planning and implementation. Evaluation data include multiple sources of information and focus on all levels of the organization. Teachers use classroom assessments to measure immediate impact of professional development investments.

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<p style="text-align: center;">PROCESS</p>	<p>11. Effective professional development uses multiple approaches to improve student success.</p>	<p>Multiple formats are evident: action research, study groups, curriculum development, self-study, use of technology, and training. Methodology is appropriate to the intended outcomes.</p> <p>Training includes theory, demonstration, practice, feedback, and coaching.</p> <p>A variety of readiness and professional development activities occur at each school site rather than uniform activities throughout a system.</p>
	<p>12. Effective professional development provides the follow-up necessary to ensure improvement.</p>	<p>All training designs include plans for follow-up. Follow-up is monitored and supported with human and financial resources.</p> <p>Desired changes in on-the-job behavior improve student performance.</p> <p>The ability of staff members to analyze and self-correct their performance improves.</p> <p>Opportunities to network and share ideas and resources are promoted.</p>
	<p>13. Effective professional development uses the stages of group development to build effective, productive, and collegial teams.</p>	<p>Faculty and administration develop the skills to work collaboratively.</p> <p>Staff members know about and use interdisciplinary team organizations and instruction.</p> <p>Staff share responsibility to conduct meetings, make shared decisions, solve problems, and work collegially.</p>
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<p style="text-align: center;">CONTENT</p> <p>Content standards refer to the actual skills and knowledge that educators need to possess or acquire through professional development.</p>	<p>14. Effective professional development increases administrators' and teachers' understanding of how to provide school environments, curriculum, and instruction that are responsive to the needs of all students.</p>	<p>School improvement occurs as educators see the discrepancy between the needs of children and the school's current practices.</p> <p>Teachers adopt research-based programs and instructional strategies that are appropriate and effective for all children.</p> <p>Student work is used to inform the staff about student progress and is used as a means by which to adjust instruction.</p>
	<p>15. Effective professional development facilitates school-wide and classroom-based management strategies that maximize student learning</p>	<p>Educators develop the ability to respond to the uniqueness of each child and each situation.</p> <p>They implement effective classroom management strategies.</p> <p>Students' self-esteem increases their success in the classroom.</p> <p>There is a comprehensive school-wide guidance plan incorporating student documentation.</p> <p>Data on student attendance, suspension, disciplinary referrals, and expulsions are reported and used to inform planning.</p>

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CONTENT	16. Effective professional development addresses diversity to ensure an equitable and quality education is provided to all.	Populations are identified by gender, ethnicity, socio-economic status, and special needs. Effective strategies to engage diverse learners and learning styles in the educational process are identified. Professional development incorporates diversity issues into all programs.
	17. Effective professional development prepares educators to demonstrate high expectations for student learning.	Increasing numbers of students experience a challenging core curriculum and improve their achievement. Staff participates in training about academic and professional development standards. Evidence of high expectations exists in lesson plans, unit plans, performance assessments, school improvement plans, and district strategic plans. Teachers and administrators believe students can learn at high levels.
	18. Effective professional development helps teachers and administrators engage families and communities in improving all children's academic achievement.	Active school/business partnerships support student learning. Volunteers and mentors are available to support student learning. School staff and parents/families increase communication about student academic progress, and a partnership plan for student progress is created.
	19. Effective professional development prepares teachers to use various types of performance assessment in their classroom.	Professional development on the design and use of assessments is provided. Modifications and accommodations are made to meet special needs of students. Assessment strategies are shared among teachers, schools, and districts.