

Designing a seamless education system: Answering the call. State of Georgia visitation.

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Designing A Seamless Education System: Answering The Call

What is the *California Master Plan* for Education?

“The Master Plan provides a groundbreaking blueprint for strategic planning of pre-K through university education policy and finance by taking a long-term approach to restructuring education in California...

The vision at the heart of the plan is to place the needs of students first in every education policy decision we make in the future, to ensure a focus on student achievement...

The Master Plan addresses major issues that impede student achievement: disparities in educational quality, particularly for low-income students and students of color; large enrollment growth, fragmented governance, and the attendant lack of accountability...”

Introduction

The educational system in the State of Georgia operates in ways that *The California Master Plan* calls forth from post-secondary leaders in the State of California. This concise report outlines the concepts set forth in the *California Master Plan* that are operative within the education system in Georgia. The purpose is to make explicit the challenges California educational leaders, legislators, and community leaders must address.

The redesign of the education system to address questions not yet seriously asked or examined with the intent to actually change the system

- How many teachers/professors in classrooms and administrators understand what learning is needed to prepare individuals for a life in a diverse global society?
- How many teachers/professors in classrooms and administrators understand the “real world” context of work our students will enter?

- How many teachers/professors in classrooms and administrators are implementing learning in classrooms and institutions that prepare students to manage change and effectively respond to challenges?

These questions are critical and answering them successfully can only be found in the classrooms of a redesigned educational system where adults are modeling this learning in their own lives. Making this possible comes from the work of educational leaders and legislators.

Can a fragmented education system designed for autonomous governance between segments redesign itself?

History and organizational management research literature consistently reveal the need for shared understandings so that an entire institution can move in a common direction.

- In Georgia there is a chancellor over the post-secondary education system. The work of the chancellor is to ensure movement in a common direction as well as economic development throughout the state.
- In Georgia there exists an Education Coordinating Council (ECC) created by law:
 1. To provide a forum for interagency communication regarding education policy and programs;
 2. To provide for the effective and efficient coordination and seamlessness of public education programs and components within the education system of Georgia;
 3. To prevent unnecessary duplication of services within the education system of Georgia; and
 4. To oversee and review all education accountability programs from pre-kindergarten through post-secondary education in Georgia.

Membership consists of the following permanent members: Governor, State School Superintendent, Chairperson of the State Board of Education, Chancellor of the University System of Georgia, Chairperson of the Board of Regents of the University System of Georgia, Commissioner of the Department of Technical and Adult Education, Chairperson of the State Board of Technical and Adult Education, Executive Secretary of the Georgia Professional Standards Commission, Chairperson of the Georgia professional Standards Commission, and the director of the Office of School Readiness.

Can we shift from “blaming” failure on various educational segments to the necessary work of redesigning and implementing an education system based on the Education Coordinating Council?

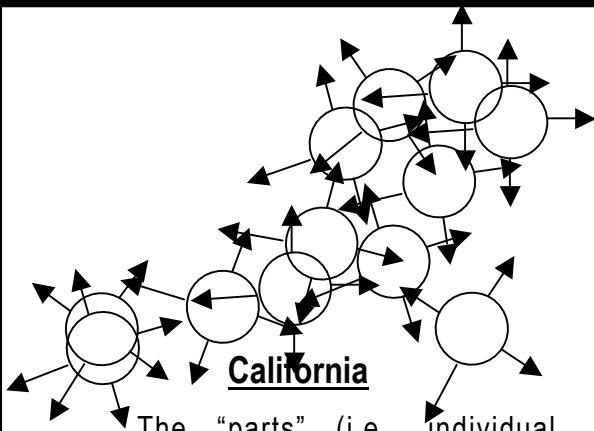
Maintenance of a governance system of fragmented and autonomous institutions with different requirements actually perpetuates the existing industrial model of education and ensures that this system-in-place protects itself from substantive change precisely because of the current governance system. This is obvious in the current bureaucratic organization and functioning of the education system in California. Such organizational management demonstrates that claims to the contrary, California educational leaders and legislators are not thinking systemically or addressing the redesign of education system-wide. This results in a kind of “surplus powerlessness” that manifests itself in blaming other segments of the disjointed system from not doing the work necessary for success.

Much can be learned from the system-wide work in Georgia. Both a chancellor over post-secondary education and an education coordinating council could enable educators and legislators to engage more

smoothly in the redesign of education to achieve the following portion of the vision outlined in *The California Master Plan*:

We envision an education system in which specific rights, obligations, and expectations for students and education providers will be clearly expressed, so that all participants in the educational process, including families, can understand and respond to them. These rights, obligations, and expectations would define what we consider to be the essential elements of high-quality teaching and learning to which all students and education providers should have access.

The California education system seems to operate today on the basis of the parts or segments of the system being greater than the whole. In the Georgia document, *Access to Academic Excellence*, the work is done from the perspective of “coordinated whole.”



The diagram shows a collection of overlapping circles, each with arrows pointing outwards. The word "California" is written below the circles. This represents a fragmented system where individual parts are not coordinated.

California

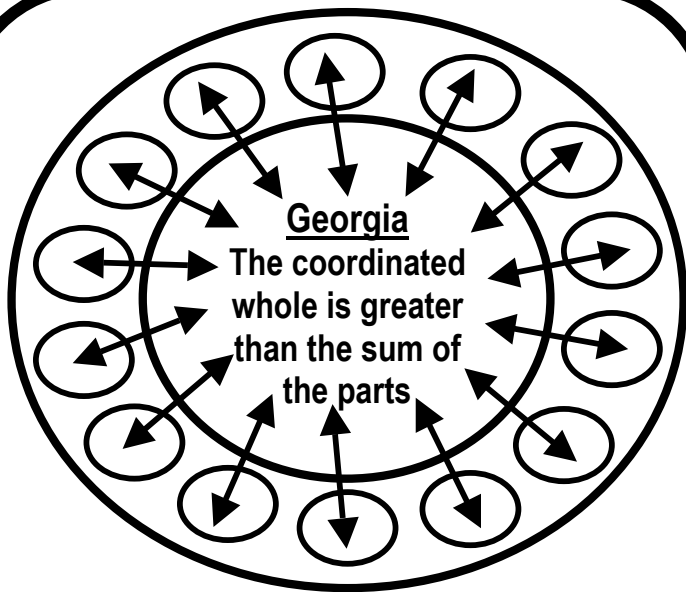
The “parts” (i.e., individual institutions) behave as if they are greater than the sum of the parts.

The system is not structured for and does not behave as a coordinated whole.

Failure of the current system to act as a coordinated whole works against flexibility, hinders continuing improvement of every “part,” and discourages initiative and innovation throughout the system.

Competition between post-secondary institutions erects barriers to coordinating work needing to be done between two-year colleges, two-year technical colleges, four-year colleges, four-year universities.

The rigid hierarchical “status” stance in the post-secondary segment of the education system hinders the collegial work and vision necessary to improve the educational system in the state.



The diagram shows a large circle containing many smaller circles, each with arrows pointing towards the center. The word "Georgia" is written above the text "The coordinated whole is greater than the sum of the parts". This represents a coordinated system where the whole is greater than the sum of its parts.

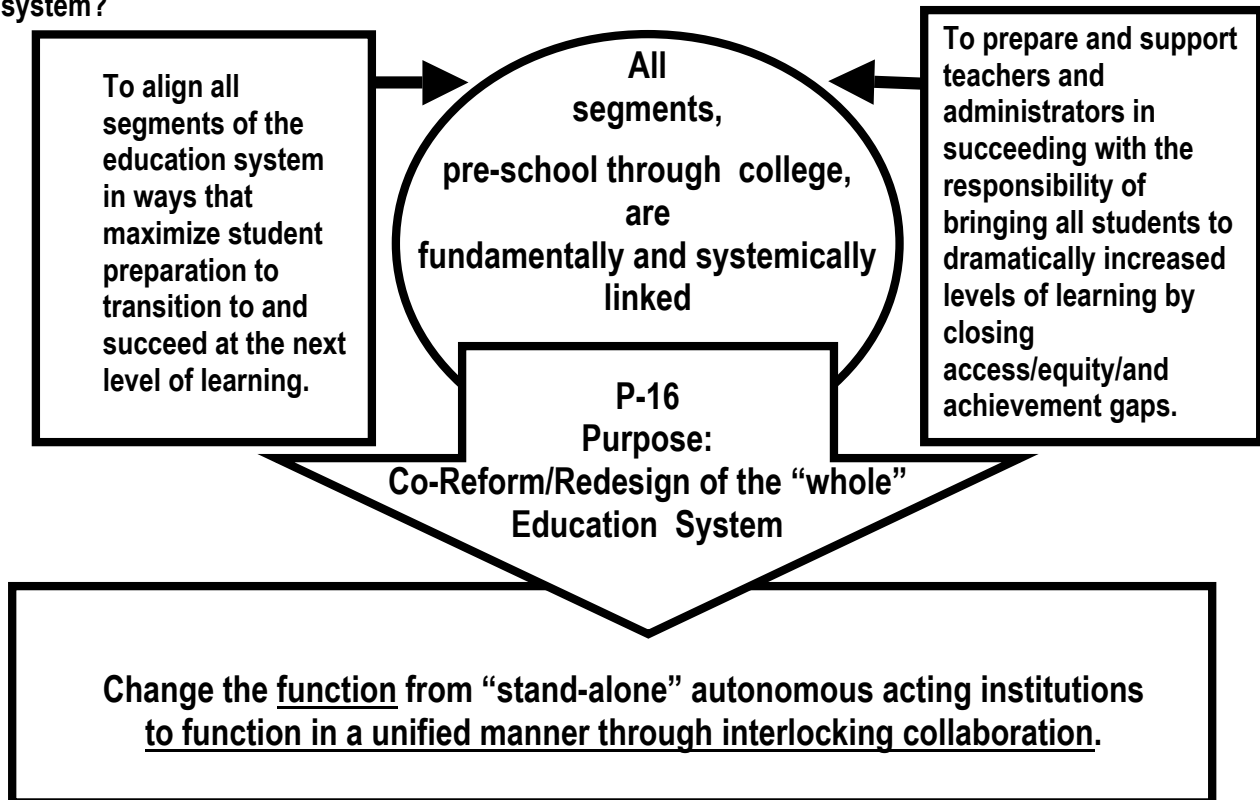
Georgia

The coordinated whole is greater than the sum of the parts

The pre-school through post-secondary education system:

- Promotes continuing improvement of every part and the System as a coordinated whole.
- Engages in co-reform encompassing preschool through post-secondary educational institutions.
- Establishes clear policies and procedures within and across institutions.
- Creates deep partnerships with elementary and secondary schools through collaborative faculty development, dynamic pre-college programs, and relevant educator credentialing programs.
- Implements system-wide change encompassing pre-kindergarten through college in all pertinent policies; in all opportunities for advocacy; and in communication with various institutions, the Governor and State Legislature, and other publics.

What does building and maintaining an infrastructure of high-quality look like for an educational system?



Changing the function of California’s education system from “stand-alone parts” competing with one another to a function of working collegially together to redesign the education system necessitates reorganization at the state level. The State of Georgia is organized at the state level in ways that enable the whole system to function flexibly. This happens through the 15 regional P-16 Councils.

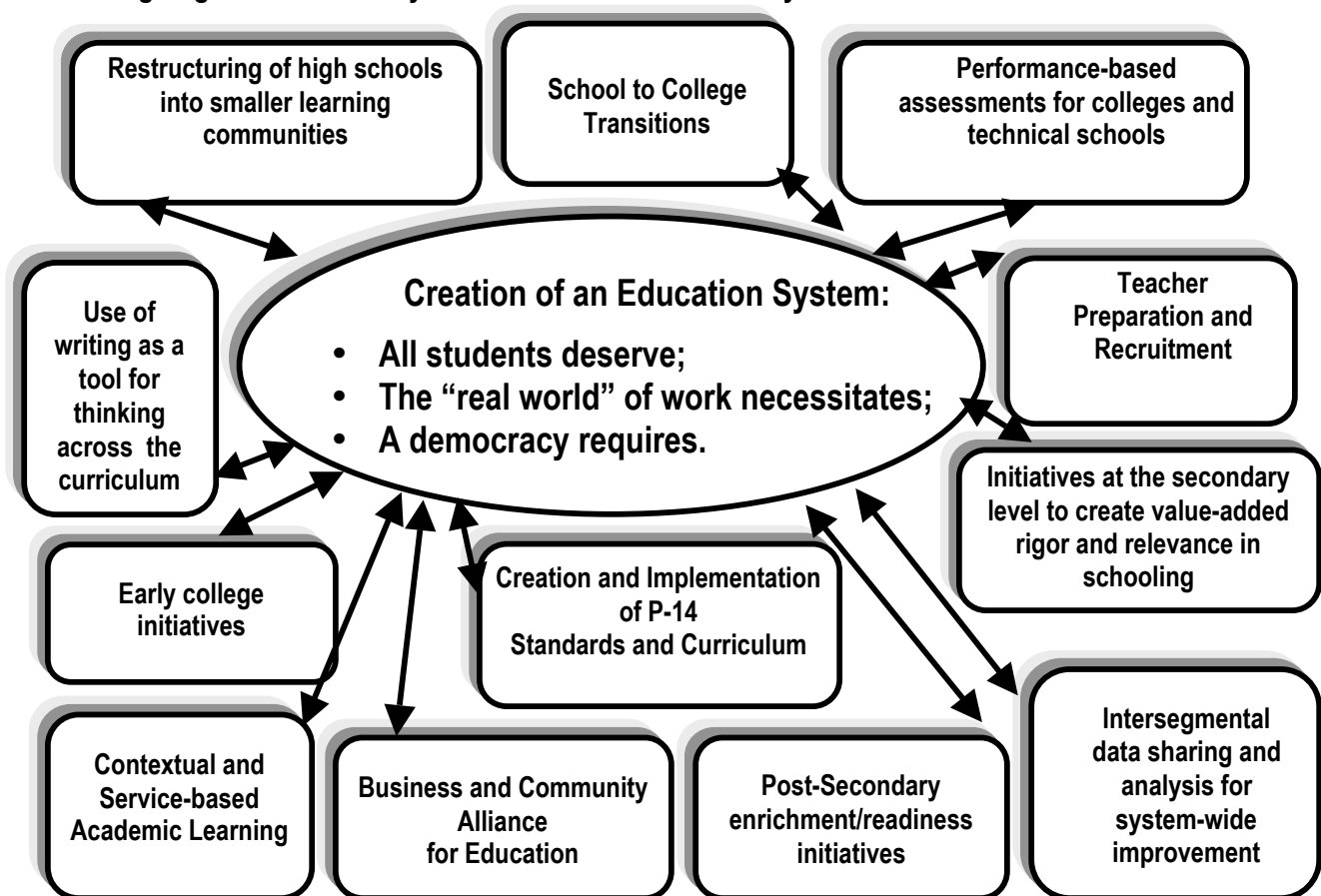
What work occurs at the state level to enable system-wide reform?

The chancellor’s office and the Education Coordinating Council work in consultation and collaboration with the Department of Education, the Professional Standards Commission, the Commission on teacher and administrator credentialing, and all other entities connected to the education system as well as other agencies to address the following responsibilities:

1. To work collaboratively with the leadership of the schools/colleges of education and their colleagues in the arts and sciences and partnership schools on co-reform;
2. To coordinate curriculum alignment between two-year colleges, two-year technical colleges, four-year colleges, and four-year universities;

3. To create regional P-16 Councils and empower them with the flexibility to implement initiatives critical to their own continuous improvement;
4. To collaborate with other groups and agencies at the state level to advance P-16 reform in the arena of policy and legislation;
5. To coordinate the network for the redesign of the entire pre-school through post-secondary system.
6. To create new guidelines for all proposed graduate and undergraduate degree programs.
7. To seek funding for and implement year-round pre-college program for at-risk P-12 students.
8. To work with commissions in the creation of a “Promise Forgivable Loan Program” for prospective teachers so as to address the present and future crisis in sustaining a knowledgeable teaching force as well as a cadre of educational administrative leaders.

What is possible if all segments of the education system develop a shared understanding of redesigning the education system and work collaboratively?



In the State of Georgia, regional councils were established and initiatives for each local region was based on identified needs. Any councils participating in a specific initiative are brought together with a coordinator. Efforts are made to match identified need to funding opportunities. This includes looking for grants with representatives from participating councils helping to search and write the grants.

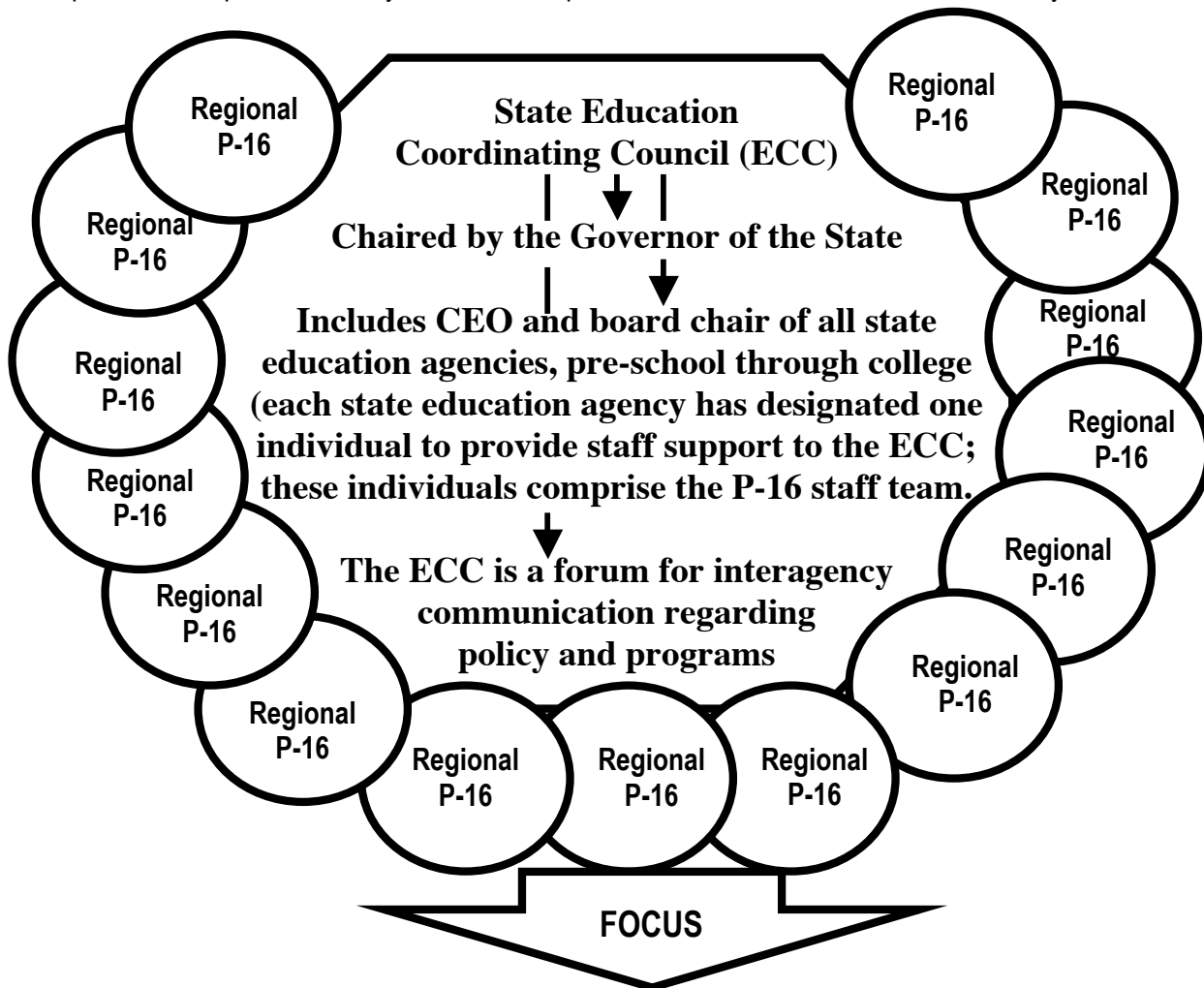
Lessons learned by the regional councils are shared so that all of the regional councils can benefit from the experiences of other councils.

Work is done at the local (regional) level and the state level.

All work is focused on the state-wide goals of P-16

How is P-16 work achieved in the State of Georgia?

The work is done at both the state and local level. In the center of the diagram below, the state-level work is explained. Surrounding the center are the regional P-16 Councils. Each regional council is comprised of presidents of post-secondary institutions, superintendents, and business and community members.



- Aligning expectations, curriculum, and assessments for students in the system.
- Creating enrichment programs for students in grades 7-12.
- Having a qualified teacher in every classroom.
- Ensuring that an Education Coordinating Council is empowered with the authority to get the necessary work done.
- Utilizing baseline data to inform decision-making that is shared across agencies through a P-16 Database.
- Confronting school/district cultural norms and political agendas that hinder change.
- Showcasing best practices to achieve the P-16 mission and goals

What are some strengths of the Georgia P-18+ System?

1. “Turf” wars are minimal or nonexistent.
 - Unified leadership of the entire post-secondary system avoids micromanagement and the elitism that comes from disjointed post-secondary systems where staff believe they have nothing in common with people from other institutions.
 - An example: allowing state colleges to offer Ed.D. programs and state universities to offer Ph.D. programs as a means of meeting the real challenges of preparing future educational leaders when the shortage of administrators is projected to be critical.
2. The system is aligned rather than misaligned with different requirements, understandings, and practices.
3. They are able to show that what they are doing is making a difference.
4. The general education requirements (i.e., the first two years of post-secondary schooling) are the same throughout the state in every two-year, four-year state, and four-year university institution. This contributes to:
 - Smoother, less bureaucratic transitions between segments: secondary to post-secondary and post-secondary to post-secondary.
 - Secondary school counselors not being “gatekeepers” discouraging students from post-secondary academic pursuits.
5. The “seamless education system” envisioned in *The California Master Plan* actually exists in Georgia where shared understandings throughout the secondary and post-secondary segments of the system contribute to:
 - Collegial relationships between post-secondary institutions rather than self-perpetuating isolation under the guise of autonomy whereby bureaucratic organizational management cripples significant and necessary innovation.
 - Shared understandings throughout the secondary and post-secondary segments of the education system.
 - Entrepreneurial organizational management leading to more rapid responses to the demands of a Knowledge Age where the global economy is driven by the knowledge-industries.
 - All stakeholders knowing what is happening because of the system-wide focus and unified leadership.
 - Success in implementing projects like “Middle College” to leverage necessary change at both the secondary and post-secondary levels.
 - Establishment of P-18 efforts and initiatives throughout the state that are flexible enough to meet local needs.
6. The system-wide understanding that “real world” demands within today’s work settings require rigorous post-secondary learning.
 - Two-year technical colleges are part of the Georgia post-secondary system of education.

- Coursework in these colleges is academically rigorous with “real world” applications.
 - Students have the option of transferring to a four-year state college or four-year university after completing the two-year technical college.
7. Implementation of *service learning* that differs dramatically from our concept of “community service.” Service learning is academic with an emphasis on application of learning to “real world” settings that make a difference to elementary/middle/secondary schools, community agencies, etc.
 8. Preparation for clearly and critically identified needs of the future:
 - Recruitment of “the best and brightest” of high school students occurs so as to encourage these young people to consider a vocation in teaching.
 - High school students can take college courses on their high school campus introducing them to the field of teaching.
 - Some four-year state colleges are preparing housing and implementing programs whereby high school students interested in becoming teachers can complete their final two years of high school (while beginning their first two-years of college) while living in dorms on the college campus.
 9. Use of proportionate reason in decision-making. Rather than making a blanket decision to close enrollments for all programs during the winter, spring, and summer semesters, I believe Georgia would weigh the values involved in such decision-making. For example, in California there exists a blanket decision to close enrollments in all programs. What sense does this make in schools of education where future teachers, improving the professional expertise of existing teachers pursuing additional coursework or degrees, and preparing future administrators is clearly a long-term value that currently is being undermined by short-term value of bureaucratic management versus entrepreneurial management?

What are some of the initiatives that can be pursued through P-16 Councils?

The following represents a sampling of initiatives across the Regional P-16 Councils in the State of Georgia. Given the upcoming symposium—sponsored by Cal State University, San Bernardino—on teacher preparation; the piloting of intersegmental articulation in the area of mathematics between secondary and post-secondary mathematics teachers—hosted by Crafton Hills College—; and, the in-depth two-day counselor training—hosted by the Yucaipa-Calimesa School District—a review of Georgia’s initiatives may prove helpful. The diverse and important work being done through the structure of a state level P-16 Council and Regional P-16 Councils reveals a state that is focused on transforming the vision of success for all students into concrete reality. The reason for the inclusion of Georgia’s initiatives is fourfold:

- To provide readers with a range of ideas regarding potentially powerful initiatives to significantly impact the education system to dramatically increase student learning;
- To illustrate the funding associated with initiatives when regional councils are implemented state-wide with the state council serving as a coordinating, monitoring, and supporting P-16 work;
- To identify the following common themes:
 1. Professional educators and other leaders working collegially to dramatically improve teacher preparation programs.
 2. Recruitment of promising high school students to enter into programs that immerse them in experiences enabling them to consider a career in teaching. This support includes, but is not limited to, innovative programs between secondary and post-

- secondary institutions so that these students can begin taking coursework in preparation for a career in teaching.
3. A strong emphasis on supporting teachers to pursue and achieve National Board Certification.
 4. A commitment on the part of post-secondary institutions to prepare people well enough for teaching that they can assure partnership K-12 schools that each new teacher is well qualified for the demands to contemporary teaching. This includes a willingness on the part of post-secondary institutions to work with new teachers and districts should such a request be made.
 5. A strong commitment to employing/using college students as mentors to students in after-school programs (often through the academic service-learning component of one's post-secondary learning).
 6. Allocations of funds from the state P-16 Council as well as the pursuit of grants by regional councils to support implementation of initiatives to meet specific regional needs.
 7. The impetus of post-secondary leaders to take the lead in establishing and ensuring the success of the P-16 Councils.
- To make explicit the finding that the State of Georgia made a significant investment of time and resources into intersegmental collaboration. Both the investment of resources (fiscal and time) and commitment to bringing groups of people to work together to construct the knowledge and shared understandings necessary for implementing and sustaining successful change cannot be emphasized enough. This approach is clearly and deeply rooted in two different areas of research literature: implementing change within organizational settings and implementing change in educational institutions. In many educational settings in California, the budget crisis preoccupies political agendas leading to the erroneous assumption that the changes required within the educational system can be accomplished without cost, without investment of time for the work to be done, and without involving teachers and site administrators—the people most closely connected to working directly with students—in contributing their knowledge to the work needing to be done.

The following represent samples of regional initiatives to meet the needs of the region in achieving the education goals of the State of Georgia:

1. An Alliance for Education whereby the focus is on generating “buy in” on the part of business and community leaders for redesigning the education systems to meet the challenges and opportunities of a knowledge-age requiring information and technology literacy.
2. Teacher preparation that consists of increased partnerships with schools, support during a teacher's first two years of teaching, and an information clearinghouse on teacher preparation programs (taken from Georgia's “P-16 Lessons”).
3. Development of performance assessment for college and technical school consisting of such goals as:
 - Defining standards specifying what students should know and be able to do to be ready for college or work when they graduate from high school.
 - Developing performance-based assessments to determine how proficient students are on these standards.

- Piloting an alternative admission system based on student performance on the standards and assessments. Using follow-up data to compare this innovation to admissions with traditional admission criteria. (An initiative of the Deans' Teacher Preparation Recruitment Committee of Georgia).
4. Increase teacher proficiency in the use of technology:
 - Training faculty to model technology use;
 - Providing high quality training in technology integration;
 - Providing field experiences that demonstrate best practices; and
 - Developing and induction program that supports integration of technology. (An initiative of the Central Georgia P-16 Council).
 5. Develop materials that use film clips from recent and classic movies as a bridge to content learning. (An initiative of the Central Georgia P-16 Council.)
 6. Implement a mentoring program where undergraduates already enrolled in the College of Education are employed for their mentoring efforts as well as their training. (An initiative of the Central Savannah River Area P-16.)
 7. Implement an Academy of Students and Teachers in Educational Partnerships where teachers work together on "true" teams and result in co-teaching experiences for teachers and students...Teachers and students collaboratively develop integrated curriculum focused on problem-based learning. Partnerships are built with community members and organizations to enhance learning and make it relevant to students' lives and homes. Multiple teachers facilitate learning for small numbers of students in flexible groups. (An initiative of the Central Savannah River Area P-16.)
 8. Implementation of a summer workshop for teachers entitled Contemporary Approaches to Teaching Writing. (An initiative of the Co-Reform P-16 Council.)
 9. Establish an International Learning Community linking the School-University Partnerships with those operated in the United Kingdom by the following universities: Oxford, Cambridge, Derby, and East London. Initial activities include teacher and teacher exchanges as well as collaborative faculty research. (An initiative of the East Central Georgia P-16 Council.)
 10. Complete a National Council for Colleges of Teacher Education (NCATE) PDS Standards Self-Study. (An initiative of the East Central Georgia P-16 Council.)
 11. Bring the Colleges of Arts and Sciences and Education closer together in terms of curriculum and faculty involvement. (An initiative of the Flint Wiregrass P-16 Council.)
 12. Identify promising potential teachers during their sophomore, junior, and senior years of high school. Provide them with seminars and workshops through the year involving conflict resolution, technology, and hands-on experiences in teaching various age groups. (An initiative of the Flint Wiregrass P-16 Council.)
 13. Develop and implement an Advanced Academy for Future Teachers whereby high school students from school district participate in a two-week experience. (An initiative of the Atlanta Metropolitan P-16 Council.)
 14. Faculty from two-year and four-year colleges and universities, in the disciplines of biology, history, and mathematics, work together to develop transfer standards for level 14 and graduation standards at level 16. (An initiative of the Metropolitan Atlanta P-16 Council.)
 15. Implement a program to work with high school students to develop their readiness for higher education. (An initiative of the Metropolitan Atlanta P-16 Council: four higher education institutions—Atlanta Metropolitan, Georgia State University, Georgia Tech, and Georgia Perimeter College—46 schools, and who students participate in the program. Instruction is provided for

middle school and high school students in mathematics, language arts, social studies, and science and in passing the Georgia High School Graduation test and the SAT.)

16. Implement AVID. (An initiative of Middle Georgia P-16 Council.)
17. Establish a Freshman Center to facilitate the transition from high school to university. Students can be advised through the Freshman Center through the completion of the sophomore year. (An initiative of the Middle Georgia P-16 Council. The success of the Freshman Center in improving retention and the accountability of advisement gave rise to the Academic Success Center that advises all students throughout their educational experience at the Fort Valley State College.)
18. Implement an After School and Literacy Program for Hispanic Students and their parents. (An initiative of Society for School-Based Leadership—formerly the Blue Ridge P-16 Council for Academic Excellence—This program serves 20-25 students at each of three area middle schools, uses college students as tutors and mentors for participating middle school students. The after-school program provides tutoring support, as well as academic and social skill development. A parent literacy education component is provided to the students' family members once a week during the school year.)
19. Implement a systemic teacher education program and use funds to provide support for mentor teachers, build business-community-school partnerships, recruit students into teacher education programs, and train teachers for National Board Certification. (An initiative of Northeast Georgia P-16 Council.)
20. Establish a Co-Reform Commission to work collegially to significantly improve the learning experiences for all students by:
 - Deepening and improving the collaborative work in teacher education programs;
 - Accelerating and improving co-reform efforts by involving more P-12 teachers and arts and sciences faculty;
 - Expanding involvement in the College of Education; and
 - Improving the quality of teaching and learning at all levels, P-16. (An initiative of Northeast Georgia P-16 council.)
21. Implement a state systemic teacher education program involving a partnership of three universities, 11 partner school districts, businesses, and state agencies whose purpose is to reform teacher education in the state with a focus on impacting P-12 student achievement. The vision is to reinvent teacher education by defining the experience of the “beginning teacher” as a seamless, six-year process from entry into college through the second year of teaching. To realize this vision, the partnership is linking high-quality learning opportunities in content and pedagogy, immersion in school-based experiences, and mentoring support that continues through induction and professional development, in a six-year seamless learning experience ultimately impacting student achievement. The focus in teacher education programs is P-12 student learning. (An initiative of Northeast Georgia P-16 council.)
22. Implement collegial work over a three-year period funded by a grant with activities focused on:
 - Structured qualitative analyses of high school and first-year post-secondary curricula.
 - Course syllabi.
 - Student work, student records and expert knowledge for the purpose of identifying and describing in detail the wide range of typical pathways of post-secondary preparation.
 - Analysis of data on student success and achievement as it is linked to the typical pathways.
 - Production, dissemination, and broadcast of informational and guidance materials for students, parents, teachers, counselors, schools, colleges, and the public regarding this work known as Powerful Pathways to Success. (An initiative of Northwest Georgia P-16 Council.)

23. Work collaboratively with school systems to implement the principle that the university system will guarantee the quality of any teacher it prepares. This includes working with beginning teachers when requested to do so. In addition to individual system workshops and inter-system conferences, the work includes a newsletter, website, online resource/discussion board, and listserv. (An initiative of Northwest Georgia P-16 Council.)
24. Develop a strong service-learning program in the field experience component in teacher education. the purpose of service-learning is to work with faculty, as well as school and community partners, to identify opportunities for service-learning that match the overall purpose of specific education course, programs across campus, and school/community needs. (An initiative of Northwest Georgia P-16 Council.)
25. Pursue grants and implement them. (An initiative of South Georgia Regional P-16 Council). Of the \$2,500,000 grants received, the following grants were implemented:
 - \$10,000 P-16 planning grant to organize and establish P-16 Office at Valdosta State University. (1995).
 - \$200,000 to address goals designed to ease transition from one educational system to another. A major thrust of this work was assisting school partners to develop and implement content standards that delineate what students needed to know and do to succeed at the elementary, middle, and high school levels. (1996).
 - \$150,000 to improve teacher education through establishment of partner school relationships with five schools that included professional development opportunities and reading support to reluctant readers. (1998).
 - \$30,000 to support on-going work of the P-16 Council such as increasing student performance in reading, mentorship training, revision of the university counseling program, sponsorship of professional development opportunities for P-16 faculties including work sessions for teachers seeking certification by the National Board for Professional Teacher Standards, and sponsorship of programs for students in grades 1-12. (2000).
 - \$2,000,000 to revise teacher education from entry into college through induction. (2000).
 - \$30,000 to support P-16 work such as mentors for teachers seeking National Board Certification; support for curriculum alignment endeavors between higher education institutions; purchase of materials for reading tutors; and support for additional professional development opportunities in areas of identified need (2001).
 - \$30,000 to support university and partner school goals that include expanding and improving teacher preparation through early field experiences , supporting induction services; providing professional development to P-16 educators in areas of identified need; and promoting action research designed to improve school performance and teacher education (2002).
26. Develop partnership teams comprised of business leaders, P-12 educators, and representatives from the local technical college and state university to improve student achievement. These collaboratives, composed of higher education institutions, P-12 school systems, agencies and businesses, desire to work together addressing education needs in the region. (An initiative of South Georgia Regional P-16 Council.)
 - In addition to help from the Education Trust, the South Georgia Regional P-16 Council received substantial help from the Pueblo (Colorado) Compact for Student Success (www.pedco.org/communityeducation_training.html). Teams from the South Georgia region comprised of business leaders, P-12 educators, and representatives from the local technical college and the local state university visited Pueblo to meet with Pueblo Compact members with similar job responsibilities. Leaders from the Pueblo Compact also have visited South

Georgia leading workshops and meeting with the leadership team of the South Georgia P-16 Council.

27. Participation of college and university faculty to address content standards at the post-secondary levels. Participants included 19 Arts and Sciences Faculty from a diverse spectrum of disciplines (English, communication arts, history, political science, astronomy and geosciences, mathematics, chemistry, and biology) and 17 College of Education faculty (early childhood, reading, middle grades, secondary education, and special education. (An initiative of South Georgia Regional P-16 Council.) Thus far they have:
 - Developed and continuously revised content standards in the areas of mathematics, science, social sciences, and language arts;
 - Created benchmarks for each standard that delineate the content knowledge based required by teachers at the elementary, middle grades, and secondary levels;
 - Aligned standards with course work determining where content was being addressed and where omissions in content coverage occurred;
 - Enhanced programs and courses; and
 - Initiated discussion about the nature and quantity of classroom measurements that might be appropriate to evaluate content expertise.
28. Implement an Academic Content Discipline committee comprised of faculty from Arts and Science, Education, and the public schools to establish content standards for teachers in the areas of mathematics, science, language arts, and social studies. This was done in collaboration with the American Association of Colleges for Teacher Education and the Council for Basic Education. (An initiative of South Georgia Regional P-16 Council.)
29. Implement Advanced Academies for Future Teachers for the purpose of attracting the brightest and best high school students into the teaching professions. The local state university collaborates with a local two-year college and a local two-year agricultural college. These institutions are working with students and high school faculties in 13 school systems. This work includes:
 - Supporting their Teacher Apprenticeship Program and working with the Youth Apprenticeship Coordinator at participating high schools.
 - Helping 87 high school participants develop online teaching portfolios that documented their work in P-12 classrooms.
 - Ensuring that high school students who completed a teaching apprenticeship earned college credit for a foundations of education course. (An initiative of South Georgia Regional P-16 Council.)
30. Implement a performance assessment for colleges and technical schools. Faculty from the Colleges of Education and Arts and Sciences worked with teachers at a local high school. The 21 high school teachers and 465 high school students from this high school are actively involved in this project. Students have developed standards-based portfolios that contain multiple pieces of evidence that demonstrate their level of achievement related to grade level 12 standards. Assistance from the local state university and the Board of Regents has included:
 - Facilitating a work session to create standards-based performance tasks;
 - Developing teacher capacity to assess student portfolios in the various content areas;
 - Participating in portfolio reviews to check the reliability of previous portfolio ratings; and
 - Employing standards-based teaching strategies. (An initiative of South Georgia Regional P-16 Council.)
31. Provide quality field experiences to teacher candidates. Teacher candidates are provided quality field experiences throughout their preparatory programs by working in a variety of settings and serving children from diverse cultures. Whenever possible, candidates are placed in classrooms

with mentors who have certification by the National Board for Professional Teaching Standards. (An initiative of South Georgia Regional P-16 Council.)

32. Implement research to improve teacher preparation where faculty at the local state university join partner school educators in various research endeavors to improve teacher preparation. Major projects include: 1) the development and field-testing of a rubric designed to help teacher candidates and in-service teachers evaluate their teaching performance and 2) the identification and analysis of the teaching dispositions that impact P-12 student performance. A rubric is designed by college faculty with input from P-12 teachers. (An initiative of South Georgia Regional P-16 Council.)
33. Implement partner schools to increase student achievement and teacher competence in both the university and public school environments. This initiative is directed by a full-time 10.5 month director, the partnership is aligned closely with the Office of Professional Laboratory Experiences which supports clinical and staff development activities that assist teacher candidates, teacher interns, and new teachers in their first three years of teaching. Additionally, full faculty and school support are provided the 12 associated partnership schools in achieving their student performance goals as outlined in their school partnership plans. Training of mentors to support new teachers is also a product of the partnership initiative and expands to all Georgia Alternative Teacher Preparation placements. (An initiative of the Southeast Georgia P-16 Council.)
34. Implement the Middle Level Teacher Education Program in which pre-service teachers are placed out in local schools as soon as they enter the program in the junior year. This philosophy is unique and gives beginning teacher education students optimum exposure to authentic experiences, which better prepares them for the student teaching experience that is provided in the senior year. The junior students are taught concepts by practitioners from the six partner systems out in the middle school setting, and regular observations in classroom setting are an integral portion of every school visit in this field-based experience. (An initiative of the Southern Crescent P-16 Council.)
35. Implement teacher education program that operates as part of the College of Arts and Sciences. Unlike other teacher education programs, at this local state university the complete integrity of the quality of instruction for students in their subject areas is guaranteed by the fact that they receive instruction from the same Arts and Sciences faculty that provide the course work for all other students on campus. (An initiative of the Southern Crescent P-16 Council.)
36. Implement an after graduation assessment program for first-year teachers. After students leave the program and are working as full time professional teachers, the local state university obtains feedback from employers through the completion of a survey. The results of the survey are used to analyze the success of certain components of the program. After one full year of teaching, former students are invited back to the state university to share their feelings on how well they thought they were prepared to experience success as a professional educator and they are asked to make suggestions on how to improve the program. (An initiative of the Southern Crescent P-16 Council.)
37. Prepare tomorrow's teachers to use technology. Capacity building is pursued by having university methods professors, P-12 cooperating teachers, and teacher candidates are trained in instructional technology on topics determined by an area-wide needs assessment. Laptop computers, peripherals, software, and projectors were provided for student teaching classrooms in the participating Council member districts. (An initiative of the Southwestern P-16 Council.)
38. Implement a youth science and technology center with the major emphasis being hands-on science, math, and technology for elementary teachers. Many classes are also available for middle and high school teachers. Workshops cover all strands of science and the Center responds to specific requests from member school systems. (An initiative of West Georgia P-16 Council.)

39. Implement dual credit for both high school and university work. The Richards College of Business the State University of West Georgia initiated an articulation agreement in 1999 with regional school districts to permit high school students to earn dual credit for both high school and university work. The articulation agreement is an effective tool for encouraging high school students to pursue a major in business education. (An initiative of the Southern Crescent P-16 Council.)