



Tools *for* Managing Large Scale Projects

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Table of Contents

Definition Documents	1—9
a. Challenging Courses and Curriculum: K-12	
b. Challenging Courses and Curriculum: IHE	
c. Evidenced-Based Design and Outcomes	
d. Regional Coordinating Committee	
e. Learning Communities	
f. Professional Development/Learning	
g. Lead Teacher	
h. Institute for the Teaching and Learning of Science and Mathematics	
i. Participation	
Rubrics	10—13
a. Rubric Information	
b. Rubric Rating Form	
c. Partnership Rubric	
d. Learning Community Rubric	
Management Tools	14—26
a. Management Tools Introduction	
b. Rating Form	
Work in Schools Policy Documents	27—30
a. Definition of Policy	
b. Rating Tool for Policy	
PRISM Leadership Team	31
PRISM Map	32

DEFINITION DOCUMENTS

The purpose for creating definition documents was to provide guidance and structure. Many roles written into PRISM and most large projects/initiatives are outside traditional boundaries and need further clarification. The definition documents listed here were used as resources to help guide the work, ensure the right people were selected for positions and to provide support for meeting project goals.

K-12 SCIENCE AND MATHEMATICS (SM) CHALLENGING COURSES AND CURRICULA DEFINITION DOCUMENT

With the implementation of the Georgia Performance Standards (GPS) for science and mathematics, a need existed for the creation of learning outcomes that raised expectations for student achievement. For the purposes of this document, curriculum is defined as *the learning expectations for students - what they should know and be able to do in SM by the completion of high school*, and a course is defined as *a subset of the learning expectations in a multi-year curriculum*. In defining challenging courses and curricula three aspects of the learning experience are addressed: content, instruction, and assessment.

Content Components (what is taught):

1. Defines rigorous learning outcomes that meet the GPS and reflect on national standards for science and mathematics in philosophy, and scope and sequence.
2. Organizes concepts into a limited number of major units that are framed with essential questions, problem statements, or compelling issues.

Instruction Components (how teaching is structured):

1. Supports a variety of instructional strategies that engage all students in inquiry-based and problem-solving activities.
2. Contains instructional experiences that are designed to stimulate and develop higher order thinking skills.
3. Provides opportunities for students to interact with the content in a meaningful way by building on previous knowledge, real world issues, and a high level of cognitive demand.

Assessment Components (what students learn):

1. Sets the expectation that student achievement is monitored using a variety of assessment strategies.
 2. Provides opportunities for differentiating instruction to expand student learning based on information obtained from student assessments.
 3. Sets the expectation that results are used to inform instructional delivery and curricular modification.
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HIGHER EDUCATION SCIENCE AND MATHEMATICS (SM) CHALLENGING COURSES AND CURRICULA DEFINITION DOCUMENT

In defining challenging courses and curricula three aspects of the learning experience are addressed: content, instruction, and assessment.

Content Components (what is taught):

1. Organizes major concepts into a limited number of units that are framed with essential questions, problem statements, or compelling issues.
2. Integrates and connects ideas across courses to form a coherent curriculum.

Instruction Components (how teaching is structured):

1. Supports a variety of instructional strategies that engage all students in inquiry-based and problem-solving activities.
2. Contains experiences that are designed to stimulate and develop higher order thinking skills.

Assessment Components (what students learn):

1. Regularly monitors student achievement using a variety of assessment strategies.
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EVIDENCE-BASED DESIGN AND OUTCOMES DEFINITION DOCUMENT

PRISM promotes use of Evidence-Based Design and Outcomes:

At the class/course level:

- P-16 faculty use data to identify individual student and classroom strengths and weaknesses in science and mathematics. *E.g., Using disaggregated standardized test subscale scores; Administering a pre-assessment at the beginning of the course.*
- P-16 faculty target instruction based on strengths and weaknesses identified using data.
- P-16 faculty select and implement teaching strategies that have research evidence supporting their effectiveness in teaching science and mathematics to all students. *E.g., Use of Best Practices/Effective Practices.*
- P-16 faculty evaluate the effectiveness of their instruction in promoting learning of science and mathematics for all students. *E.g., use of classroom-level action research.*

At the school, grade and/or department level:

- P-16 faculty share data, action research and documentation of best practices for teaching science and mathematics supported by research evidence through PRISM Learning Communities.
- P-16 faculty use data to design courses, select textbooks, develop syllabi for teaching science and mathematics at the grade or department level. *E.g., curriculum mapping studies to investigate alignment between QCC/GPS and teaching materials at the P-12 level; mapping course syllabi to learning outcomes identified by state or national professional organizations at the college level.*
- P-16 faculty and departments use data to evaluate the effectiveness of courses and instructional materials in science and mathematics.
- P-12 faculty and administrators use data to develop school improvement plans at the P-12 level.
- P-12 faculty and administrators use data to evaluate the impact of school improvement plans on student achievement at the P-12 level.

At the regional and state level:

- Regional and state PRISM leaders use the results of state and regional PRISM benchmark data to plan professional learning opportunities for P-16 faculty members at the regional and state level.
 - Regional and state PRISM leaders use PRISM benchmark data and evaluation results to modify PRISM strategies.
 - PRISM leaders and participants share Evidence-based Design and Outcomes from the schools, colleges and universities at PRISM meetings and MSP Network Meetings
 - PRISM leaders and participants publish results from PRISM action research at local, regional, state and national meetings and in professional publications.
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REGIONAL COORDINATING COMMITTEE DEFINITION DOCUMENT

A Regional Coordinating Committee (RCC) provides the infrastructure for managing and promoting local and regional PRISM activities. The RCC ensures two-way communication between regional and state partners. A PRISM RCC follows the characteristics of a Learning Community and promotes:

Collaboration and shared leadership between P-12 and higher education faculty

- The RCC is co-chaired by the Regional Co-PI (higher education participant) and a P-12 Coordinator (P-12 educator)
- Membership includes superintendents, principals, and teachers from participating districts, science, mathematics, science education, mathematics education faculty, and deans from higher education institutions
- Members serve as advocates for local policy changes based on regional results of impact of PRISM work

Work that is results oriented

- Monthly meetings are held to monitor progress on both the business and learning components of PRISM
- Implementation plans are designed to be strategic, and not just a series of disjointed, unrelated activities

Making the work of participants public

- The RCC shares PRISM results with all regional partners and other members state-wide
- The RCC participates in all regional and state level PRISM meetings for sharing effective practices



P-16 LEARNING COMMUNITY DEFINITION DOCUMENT

P-16 Learning Communities provide opportunities for P-16 educators to share what they know, consult with peers about problems of teaching and learning, and observe others at work. They promote a commitment to the following set of values which builds community and respect for diverse ideas:

As their primary focus, the trying, testing, verifying, and replicating of teaching practices deemed to have a positive impact on student learning in science and mathematics in P-12 schools, colleges, and universities.

- Practices that inform teaching in schools and colleges.
- Practices that inform teacher preparation.
- Practices that inform professional learning.

A shared vision of teaching and learning among P-16 faculty participants.

- A vision of high quality work for students that includes intellectually challenging tasks.
- A vision that embodies effective practices, such as guided inquiry, cooperative learning, contextual teaching and learning, conceptual change, and problem-based learning.

Collaboration between P-12 and higher education faculty.

- They provide opportunities for P-16 educators to find solutions to vexing problems in the teaching and learning of science and mathematics.
- They eliminate the isolation of faculty in the classroom.

Shared leadership by faculty from schools, colleges, and universities—learning communities are faculty led.

- They provide opportunities for P-16 educators to reflect on practice and work with others to improve practice.
- They are supported by the school, college, and university administration.

Making the work of learning community participants public.

- Learning community members share their work, making it open for discussion, verification, refutation, and modification.
- Learning community members share effective and authenticated practices across schools, districts, regions, the state, and nation.

Results oriented work.

- That leads to improved student achievement.
- That leads to improved teaching and learning of science and mathematics.

Collaborative inquiry.

- Reflect on and assess their teaching.
- Explore and test new ideas, methods, and materials (implement a plan for improvement).
- Assess effectiveness of plan for improvement (collect and analyze student achievement data and teacher effectiveness data).
- Make decisions about which new approaches work and why.

PROFESSIONAL DEVELOPMENT/LEARNING DEFINITION DOCUMENT

PRISM Professional Learning will improve the learning of all students and has the following characteristics:

- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Provides educators with the knowledge and skills to collaborate.
- Organizes educators into learning communities where school and district goals are created jointly with administration.
- Uses disaggregated student data to determine educator learning priorities, monitor progress, and help sustain continuous improvement.
- Uses multiple sources of information to guide improvement and demonstrate impact on student learning.
- Prepares educators to use and apply research to decision making.
- Uses teaching and learning strategies appropriate to the intended goal.
- Applies knowledge about human learning and change.
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments and hold high expectations for their academic achievement.

Adapted from NSDC Standards for Staff Development, 2001.



PRISM LEAD TEACHER ROLES AND RESPONSIBILITIES DEFINITION DOCUMENT

Teacher leaders are in every school. The continuum of functions and tasks these individuals typically take on range from modeling good practice in the classroom to writing grants, to teaching professional development courses to serving on school and district committees. All of these are examples of teacher leadership.

The purpose of the selection of Lead Teachers for PRISM is to identify teachers who can lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of teacher leaders.

Characteristics:

- Recognized as a leader among fellow teachers and school administrators
- Communicates with various audiences (teachers, principal, system staff, parents, etc)

Leadership:

- Assists in the development of the school improvement plan
- Organizes and facilitates school-based science and mathematics study groups/learning communities
- Represents school and system at professional meetings and conferences
- Collaborates and networks with other PRISM lead teachers through the Teacher Advisory Council

Professional Development:

- Participates in Lead Teacher Training
- Provides support to teachers on specific problems of practice by identifying and operationalizing appropriate professional development strategies
- Coordinates and facilitates teacher-managed professional development

Communication:

- Initiates concise, timely and accurate communication with school, district, and PRISM staff utilizing effective oral and written communication skills
- Shares professional development plans and reports with school, district, and PRISM staff
- Advocates for PRISM activities and strategies

Evaluation:

- Assists in the evaluation of PRISM activities by maintaining and collecting activity documentation
 - Serves as a contact between PRISM Evaluation team and PRISM teachers
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INSTITUTE FOR THE TEACHING AND LEARNING OF SCIENCE AND MATHEMATICS DEFINITION DOCUMENT

The PRISM Institute focuses on the learning, sharing, researching, and documenting best practices of cognitive scientists and practitioners in teaching and learning of science and mathematics - practices that inform instruction in colleges and schools and practices that inform teacher preparation. The PRISM Institute includes characteristics of a Learning Community and promotes:

Shared leadership by faculty and administrators from universities and colleges - the Institute is a virtual learning community

- It provides opportunities for P-16 educators to reflect on practice and work with others to improve practice
- It functions in a decentralized manner but has centralized support

Collaboration between arts & sciences and education faculty.

- It encourages arts & sciences faculty to engage in active learning strategies in introductory college courses
- It encourages arts & sciences and education faculty to collaborate on content pedagogy for future teachers

Collaboration between P-12 and higher education faculty.

- It provides opportunities for P-16 educators to find solutions to vexing problems in the teaching and learning of science and mathematics
- It eliminates the isolation of faculty in the classroom

Work that is results oriented.

- It supports work that leads to improved student achievement with all students inspired to learn science and mathematics at least to proficiency
- It supports work that leads to improved teaching and learning of science and mathematics

Making the work of participants public.

- It provides opportunities to refine and publish enhanced best practices that demonstrate improved student learning
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PRISM PARTICIPATION DEFINITION DOCUMENT

Statewide PRISM-sponsored and PRISM-supported Activities:

- Workshops, courses, learning community activities, etc. paid for or supported with funds from the PRISM NSF MSP grant.
- Workshops, courses, learning community activities, etc. paid for or supported with PRISM cost-share funds.

PRISM Regions

Institutions of Higher Education

Target Population:*

- All science, science education, mathematics, mathematics education faculty members in participating institutions within the four PRISM regions
- All students taking core courses in science and/or mathematics within the participating institutions within the four PRISM regions.
- All teacher preparation students in Early Childhood Education, Middle Grades Education with concentrations in science and/or mathematics, and any Secondary Education mathematics and/or science fields.

Participating IHE Faculty:

All science, science education, mathematics, mathematics education faculty members who:

- Participate in the development and/or delivery of PRISM activities.
- Participate in PRISM activities.

P-12 Districts and Schools

Target Population:*

- All schools within the participating districts within the four PRISM regions.
- All elementary, middle and high school teachers who teach science and/or mathematics within the participating districts within the four PRISM regions.
- All elementary, middle and high school administrators and counselors within the participating districts within the four PRISM regions.
- All elementary, middle and high school students within the participating districts within the four PRISM regions.

Participating School:

A participating PRISM school is one which has the following characteristics:

- Teachers engage in science and/or mathematics professional development sponsored by PRISM.
- Teachers engage in a PRISM sponsored learning community.
- At least one PRISM Lead Teacher.

Participating Teacher:

A participating PRISM teacher is one who meets the following criteria:

- Teaches science and/or mathematics for any portion of the school day in a PRISM school or district.
- Participates in PRISM-sponsored or PRISM-supported professional learning and/or learning community activities.

*Target population – entire population from which participants are selected. Non-participating members of the population will still be expected to provide information for the evaluation of PRISM.

RUBRICS

A rubric is a series of narrative statements describing the levels of quality of a product or performance. It is a scoring tool that lists the criteria for the varying levels of performance on a task or program characteristic where more objective methods of rating are not appropriate. While similar in nature, rubrics within PRISM are tools for rating aspects of a PRISM strategy or partnership where numeric tabulations do not always apply, but where there are qualitative differences in the level of targeted performance or implementation of a strategy.

Each PRISM rubric has four levels: Beginning, Emerging, Developing, and Accomplished. These levels apply to the several strands, or indicators, for each strategy or partnership. For each indicator (strand), there is a brief written description of the different levels of performance based on performance criteria. They are constructed by combining descriptions of different qualities of performance. Each set of descriptions reflects a different level of performance on that indicator. Raters use these descriptions to determine their level of accomplishment on each indicator. The ratings may be “Beginning” for some and “Developing” or “Accomplished” for others. A rating at any level except “Accomplished” can be used to guide improvement.

Uses of rubrics:

- They help define what is *quality* within the area being rated.
- They can be used to articulate the same target goals for improvement for everyone.
- They provide the ability to track change or improvement over time.
- They provide a common set of definitions across all PRISM regions.
- They are a useful communication tool among the various partners within PRISM.
- They are vital to the PRISM Leadership Team and PRISM Regional Coordinating Committees for self assessment and planning.



RUBRIC RATING FORM

Indicator	Current Rating*	Evidence for Rating	Goal Target Rating	Date : Target Rating

*1=Beginning, 2=Emerging, 3=Developing, 4=Accomplished

PARTNERSHIP RUBRIC

Indicators	Beginning	Emerging	Developing	Accomplished
Vision and Goals	Partners are together due to the nature of their work, but do not share a common vision and are concerned only with their own individual goals.	A shared vision emerges as partners work together, but the focus is still on individual goals.	Partners recognize the “value added” of a shared vision and collaborate on some common goals.	Partners hold a shared vision and collaboratively develop and implement common goals.
Communication	The purpose of communication is to share individual needs.	Most communication focuses on sharing individual needs; however, some discussion takes place related to a shared vision and common goals.	Communication promotes progress toward achieving a shared vision and common goals.	Communication is both consistent and deliberate, and is seen as an important component of the success of the partnership.
Decision-Making	Most partners are represented by those with no authority to make changes; therefore, decisions are made apart from common goals.	Some partners are represented by those with limited authority to make small decisions that may contribute to common goals.	Most partners are represented by those with limited authority to make decisions that promote individual or organizational goals, but are less committed to making decisions toward common goals.	Partners with authority represent their organization to make collaborative decisions that meet common goals.
Responsibility and Accountability	Partners are responsible and accountable for their own goals. One partner is in charge, and therefore, is accountable.	Some partners accept new roles of limited responsibility. Collaborative accountability is avoided, but an understanding of its importance is emerging. By common consent, one partner leads, and, therefore, is accountable.	Partners commit to new roles of shared responsibility as a result of a commitment to the common goals; but through an unspoken understanding or lack of communication, one partner emerges as accountable.	Partners hold themselves responsible and accountable for contributing to the common goals, as appropriate for the strengths of each partner (e.g., the level of commitment and specific contributions made by each organization).
Change and Sustainability	Partners recognize or even recommend that change is needed, but efforts are individual rather than collective and are not able to support change that is more than short-term.	Partners learn that all can contribute. They work together to identify necessary changes that meet individual and common goals.	Partners work to effect change that contributes to progress toward common goals. Some isolated changes remain in place for a certain amount of time; however, many are not yet sustainable.	Partners collaborate on common goals resulting in systemic change that is sustained beyond the grant.

LEARNING COMMUNITY RUBRIC

Indicators	Beginning	Emerging	Developing	Accomplished
Shared Vision	The facilitator/leader of the learning community has a vision of teaching and learning which includes promoting intellectually challenging work for students and effective teaching practices.	A few of the members of the learning community share a vision of teaching and learning which promotes the development of intellectually challenging work for students and embodies the use of effective teaching practices.	Most of the members of the learning community share a vision of teaching and learning which promotes the development of intellectually challenging work for students and embodies the use of effective teaching practices.	All members of the learning community share a vision of teaching and learning which promotes the development of intellectually challenging work for students and embodies the use of effective teaching practices.
Shared Leadership	The learning community is organized and its work determined by someone perceived to be outside of the community and not directly related to the work.	The learning community is facilitated by one member who is responsible for organizing the meetings and work of the community.	The learning community is co-facilitated by a member from higher education and a member from P-12.	The learning community is facilitated through the input of all P-16 members equally sharing leadership responsibility.
P-16 Faculty Collaboration	The learning community is comprised of only P-12 faculty or higher education faculty, thus resulting in no P-16 collaboration.	The learning community is either school-based or university-based. Representatives from the other educational level may be invited to interact with the group from time to time resulting in tentative P-16 collaboration.	The learning community is either school-based or university-based, but includes a representative from the other educational level resulting in a limited P-16 collaboration.	The learning community is comprised of P-16 faculty due to the combined nature of their work, thus resulting in a substantial P-16 collaboration.
Collaborative Inquiry	Educators discuss the effectiveness of classroom practices and teaching materials currently used in their classrooms within their learning community.	Educators study and discuss research-based practices and how they relate to current practice within their learning community.	Educators discuss research-based practices within their learning community and individual members implement a practice in their classrooms based on need or interest. The member implementing decides how the effectiveness of the practice will be measured and reports results to the learning community.	Educators study research-based practices and collaboratively design an action research study that is conducted in their classrooms by the learning community and evidence of student achievement is documented.
Making Results Public	Learning community members share results of collaborative inquiry with their learning community.	Learning community members communicate results of their work with colleagues in their school and district.	Learning community members make presentations of results in regional, state, or national venues.	The results of the learning community work are published and accessible to a wide audience.

MANAGEMENT TOOLS

Awardees of all National Science Foundation grants under the Math and Science Partnership (MSP) Program are required to actualize the five key features:

1. **Partnership Driven** — PRISM is Pre-School through College (P-16) in nature, involving K-12 school districts, colleges and universities in partnership that share goals, responsibilities, and accountability for meeting all deliverables. Significant numbers of scientists, mathematicians, and teacher educators from core partner universities and significant numbers of K-12 teachers of science and mathematics and school and district administrators from the core partner districts.
2. **Teacher Quality, Quantity, and Diversity** — PRISM is intended to enhance the quality, quantity, and diversity of pre-and in-service teachers of science and mathematics, ensuring that all have sufficient content and pedagogical knowledge and skills to bring diverse K-12 students to meet the new Georgia Performance Standards.
3. **Challenging Courses and Curricula** — PRISM is intended to ensure that all elementary and secondary students are prepared for, have access to, and are encouraged to participate and succeed in, challenging courses and curricula as defined in the new Georgia Performance Standards.
4. **Evidence-Based Design and Outcomes** — Current literature on the learning and teaching of science and mathematics are embedded in the PRISM design. Effective practices are intended to be shared, researched and documented by PRISM Partners to inform instruction in schools and colleges, to inform teacher preparation, and to contribute to national publications and research. PRISM is intended to be results oriented and to link assessment with accountability measures.
5. **Institutional Change and Sustainability** — PRISM is intended to result in well documented, inclusive, and coordinated institutional change. Core partner school districts and colleges/universities are to connect PRISM to ongoing efforts, thereby extending current work to improve student learning and teaching. Partners are to redirect resources to sustain the work of PRISM beyond funding from the National Science Foundation.

Responsibility for meeting the goals and deliverables in PRISM is shared between core partners school districts and universities within each of the four PRISM regions and between the Georgia Department of Education and University System of Georgia at the state level. Regional Coordinating Committees and the Leadership Team are the collective entities responsible for leading and coordinating PRISM toward meeting goals and deliverables at the regional and state levels, respectively.

The Management Tools document (pages 15—26) is used by the PRISM Leadership Team and the Regional Coordinating Committees to monitor progress toward actualizing the MSP Five Key Features. Ratings are entered each year using the scale below. Indicators and rating columns are to be shaded when no further action is required. For example, a definition requires no further action.

Ratings:

NP—No Progress

IP—In Progress

M—Met

S—Sustained

Policies and Practices are Evident that Result in Well Documented, Inclusive, and Coordinated Institutional Change

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Core Partners— State Level	To what extent are PRISM state partners committed to a shared vision and to partnership goals for PRISM?	PRISM partners define roles and responsibilities of the Leadership Team as the unit responsible for meeting goals and deliverables		The State Board of Education and DOE feature PRISM goals, strategies, and deliverables in strategic plans		Research and evidence drive decision-making by PI, Co-PI, Project Director, Associate Directors, and the Leadership Team		The State Board of Education and Board of Regents approve policy recommendations resulting from PRISM	
	To holding one another accountable for achieving them?								
	To what extent is communication between state partners deliberate and frequent?	PRISM partners define roles and responsibilities of the Department of Education (DOE) and the University System of Georgia (USG) for meeting goals and deliverables on PRISM		The Board of Regents and USG feature PRISM goals, strategies, and deliverables in strategic plans		The Leadership Team supports hard decisions when inconsistent quality is identified and not quickly rectified		Evidence-based decisions guide curriculum development, teacher induction, teacher professional learning, and school improvement practices in SM in the DOE	
	To what extent do state partners respect the contributions of one another?	The Leadership Team practices shared decision-making				Within DOE and USG progress in SM is reported at periodic meetings of <ul style="list-style-type: none"> Superintendent's and Chancellor's cabinets State Board and Board of Regents' meetings Superintendents/Chief Academic Officers' Meetings Appropriate Academic Advisory Committees meetings 		Evidence-based decisions guide teacher preparation induction, and advanced programs for SM teachers in the USG	
	To what extent do state partners promote partnership goals in addition to those of the organization?	PRISM connects to ongoing work to improve student learning in SM within the DOE and USG							
	To what extent is PRISM changing state policies and practices in science and mathematics (SM) to sustain PRISM?	DOE and USG jointly plan and implement PRISM programs and activities						USG policies for faculty promotion, tenure, post-tenure review, and salary incentives result in consequential numbers of SM faculty engaged in sustained work to increase K-12 student achievement	

Partnership Driven:									
Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Core Partners- Regional Level	To what extent are PRISM regional partners committed to a shared vision and to partnership goals for PRISM?	PRISM partners define roles and responsibilities of the Regional Coordinating Committee (RCC) as the unit responsible for meeting goals and deliverables		PRISM strategies and intended outcomes are components of core partner school district improvement plans		Research and evidence drive decision-making by Co-PI, Regional K-12 Coordinator, and the RCC		Consequential numbers of SM faculty, education faculty, and teachers are engaged in K-16 partnerships	
	To holding one another accountable for achieving them?	PRISM partners define roles and responsibilities of Regional Co-PI and Regional K-12 Coordinator as co-leaders				The RCC makes hard decisions when inconsistent quality is identified and not quickly rectified		Teacher craft knowledge, educator pedagogical skill, and SM disciplinary knowledge are honored equally	
	To what extent do regional partners respect the contributions of one another?	RCC practices shared decision-making				The RCC monitors the extent of involvement of scientists and mathematicians, and the extent of change in K-16 SM partnerships			
	To what extent do regional partners promote partnerships goals in addition to those of the institution?	PRISM connects to ongoing work to improve student learning in SM in core partner school districts and the university							
		PRISM partners jointly plan and implement programs and activities							

Partnership Driven

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Redirection of Resources	To what extent are identifiable systemic funding problems that bridge K-12 and higher education being resolved to sustain PRISM? To what extent are resources redirected toward solving these systemic funding problems at the level of the school? School district? College? University? DOE? USG?	PRISM partners experiment with ways to redirect non-NSF resources internally towards PRISM		Board of Regents' and State Board of Education' procedures advocate for financial incentives to PRISM partners to develop effective models for shared (K-16) funding of teacher preparation, induction, coaching, and professional development		PRISM school districts, colleges, and universities share resources to reach desired outcomes in Teacher preparation, induction, coaching, and professional development; and School improvement		Shared (K-16) funding of teacher preparation, induction, coaching, and professional development is evident among core partner school districts and universities	
	To what extent are resources redirected to support the sustained work of K-16 partnerships?			Within each PRISM region, Regional Coordinating Committee procedures describe suggested ways for SM partners to share responsibility for <ul style="list-style-type: none"> K-12 student learning in SM; Teacher preparation, induction, coaching, and professional development; Research on school improvement and teacher preparation 		PRISM partners showcase successful practices		Core partner school districts and universities share responsibility for K-12 student learning in SM; teacher preparation, induction, coaching, and professional development; and research on school improvement and teacher preparation	
	To what extent have K-16 partnerships become institutionalized?			PRISM partners provide assistance to non-PRISM school districts, colleges, and universities		PRISM partners provide statewide support adoption of PRISM policies and practices, within non-PRISM districts, colleges and universities, and across K-16 partnerships		Redirected resources	

17

Policies and Practices are Evident that Result in Well Documented, Inclusive, and Coordinated Institutional Change

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Teacher Quality	To what extent do teacher preparation and professional development programs prepare pre-service and in-service teachers to teach the new Georgia Performance Standards (GPS)?	PRISM partners implement strategies to strengthen the preparation/development of K-12 teachers of SM		Board of Regents' policies require <ul style="list-style-type: none"> Teacher preparation to prepare all beginning teachers to teach the new GPS Stronger content knowledge in science for K-5 teachers Beginning teachers to be accomplished in bringing all students to high levels of achievement in SM 		The Leadership Team monitors depth <ul style="list-style-type: none"> Content knowledge of pre- and in-service teachers sufficient to bring pupils to high achievement levels Pre- and in-service teachers able to teach the new GPS Degree of change in instructional practices in the learning and teaching of SM in school and university classrooms 		All beginning teachers prepared in USG institutions are prepared to teach the new GPS in SM	
		Department of Education implements plans for <ul style="list-style-type: none"> Teaching the new GPS in SM Helping all in-service teachers of SM become proficient in teaching in standards-based classrooms 		State and Local Board of Education policies or procedures focus professional development on <ul style="list-style-type: none"> The new GPS Stronger content knowledge in SM for K-8 teachers Bringing all students to high levels of achievement in SM 		K-5 teachers with endorsements in SM are in place in all core partner elementary schools		All USG prepared K-12 teachers of SM <ul style="list-style-type: none"> Have sufficient content knowledge to bring all pupils they teach to meet the new GPS Are able to teach to standards Are accomplished in bringing all students to high levels of achievement in SM 	
		PRISM partners implement strategies to strengthen SM instruction in school and college classrooms						All in-service teachers of SM in PRISM regions <ul style="list-style-type: none"> Have the needed content knowledge to teach the new GPS Are able to teach to standards Have the skills needed to bring students to the "meets standards level or above" on state assessments 	
								PRISM models are shared statewide and nationally	
	To what extent are pre-service and in-service teachers accomplished in bringing all K-12 students to high levels of achievement in SM?								
	To what extent have classroom practices changed in the learning and teaching of SM in core partner school districts? Core partner universities?								

Policies and Practices are Evident that Result in Well Documented, Inclusive, and Coordinated Institutional Change

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Teacher Quantity and Diversity	To what extent are PRISM partners preparing, hiring, assigning, and retaining sufficient numbers of highly qualified K-12 teachers of SM?	PRISM partners implement recruitment strategies to prepare greater numbers and more ethnically diverse teachers of SM		State and Local Board of Education policies and procedures/legislation <ul style="list-style-type: none"> Provide incentives for teaching in urban and remote rural schools Improve working conditions in schools that teachers of SM find to be satisfying and rewarding 		PRISM universities prepare a sufficient number of highly qualified and diverse teachers of SM to meet needs in PRISM districts		Every child in core partner school districts has a highly qualified teacher of SM who is accomplished in bringing children from diverse groups to the "meets standards level or above" on state assessments	
		PRISM partners implement strategies to gather teacher perception of working conditions in the schools				Annual SM teacher attrition rates in PRISM districts are reduced significantly		Work on teacher quality, quantity, and diversity is embedded into the collaborative agreements between USG institutions and school districts and practiced in partner school networks statewide	
		PRISM partners link teacher recruitment into teacher preparation and the retention of beginning teachers in the schools				PRISM partners showcase successful models to strengthen teacher quality, quantity, and diversity, and provide assistance to non-PRISM school districts and universities		Evidence-based, coherent models for strengthening teacher quality, quantity, and diversity in SM have been published and are available for replication in Georgia and nationally	
		PRISM partners experiment with incentives for improving working conditions in schools and ensuring equitable teacher assignment practices for students							

Policies and Practices are Evident that Result in Well Documented, Inclusive, and Coordinated Institutional Change

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
PRISM Satellites	To what extent is PRISM work on Teacher Quality, Quantity, and Diversity influencing teacher preparation in SM throughout the USG?	PRISM design shared with non-PRISM universities that prepare teachers		Using cost-share funds, PRISM Satellites exist at all USG teacher preparation institutions		All USG institutions that prepare teachers in cooperation with partner schools <ul style="list-style-type: none"> Prepare greater numbers and more minority K-12 teachers of SM than prior to the NSF PRISM award 		Science and mathematics are high priority focus areas in all USG institutions that prepare teachers and in the school districts within partner school networks	
		The USG education deans support making SM priority fields in teacher preparation and in their work with partner schools		<ul style="list-style-type: none"> The scope of work for PRISM Satellites includes <ul style="list-style-type: none"> Number and diversity of new teacher candidates recruited in SM K-5 endorsements marketed and offered in partner school networks Pre-service teachers prepared who are able to teach the new Georgia Performance Standards (GPS) in K-12 standards-based schools Induction and mentoring programs for K-12 teachers of SM in place during their first 2 years of teaching Collaboration with schools in helping in-service teachers teach the new GPS in K-12 standards-based schools 		<ul style="list-style-type: none"> Ensure pre- and in-service K-5 teachers have sufficient content knowledge in SM to teach the new GPS and that they know how to teach in standards-based schools Provide induction and mentoring programs as a priority for K-12 teachers of SM 		USG teacher preparation institutions prepare and induct a sufficient number of highly qualified and diverse teachers of SM to meet needs statewide	
	To what extent is PRISM work on Teacher Quality, Quantity, and Diversity influencing teacher professional learning in SM in non-PRISM school districts that are partners with USG teacher preparation institutions?			Increased production of K-12 teachers of SM included as a priority in Board of Regents' teacher preparation policies					

Policies and Practices are Evident that Result in Well Documented, Inclusive, and Coordinated Institutional Change

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
K-12 Student Understanding in SM	To what extent are K-12 SM courses and curricula bringing students to the "meets standards level or above" on state assessments?	PRISM partners redesign curricula and courses to align with state and national SM standards		Revised/redesigned curricula and courses in place.		Curriculum development in districts is a continual process of reflection, evaluation and revision		K-12 students in the public schools throughout Georgia all complete challenging courses and curricula and meet high standards in SM	
	To what extent are public perceptions changing with regards to the value of taking challenging SM courses?	PRISM partners launch the Public Awareness Campaign		State Board of Education' policies provide for the development of additional challenging SM courses to the high school approved list		K-12 teachers of SM <ul style="list-style-type: none"> Consistently use guided inquiry, cooperative learning, contextual teaching and learning, conceptual change, and problem-based learning Work with peers to improve practice Continually reflect on and assess teaching towards the desired result of increased student learning in SM 		K-12 students are prepared to achieve the "meets standards level or above" on state assessments	
	To what extent are high school SM courses on the approved DOE course list challenging?	PRISM partners explore programmatic options (e.g., increasing instructional time, new strategies) to increase student understanding in science in elementary schools		State/Local Board of Education' policies support effective instructional practices in SM				K-12 teachers of SM <ul style="list-style-type: none"> Implement ongoing plans for instructional improvement in the use of active learning strategies Collect and analyze data on student learning as a measure of their teaching effectiveness Make decisions about which approaches work and why Share data about their teaching in public forums 	
	To what extent are high school students taking the appropriate challenging SM courses?					Core partner elementary schools utilize science as a vehicle for teaching reading and mathematics			
	To what extent are teaching practices promoting students' deep understand of SM?					PRISM partners showcase successful coherent models for increasing students' reasoning and deep understanding in SM			

Challenging Courses and Curricula

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
College Courses for Prospective Teachers	To what extent are introductory college courses in SM promoting students' reasoning and deep understanding?	<p>PRISM partners in core partner universities</p> <ul style="list-style-type: none"> • Reflect on and assess their teaching • Explore and test new ideas, methods, and materials 		Board of Regents' promotion, tenure, and salary policies include rewards for faculty to improve their own teaching		<p>SM and education faculty in core partner universities</p> <ul style="list-style-type: none"> • Implement ongoing plans for instructional improvement in the use of active learning strategies • Collect and analyze data on student learning as a measure of their teaching effectiveness • Make decisions about which approaches work and why • Share data about their teaching in public forums • Implement consistently strategies intended to increase students' interest in becoming K-12 teachers of SM • Recruit teacher preparation candidates through introductory courses 		There is a sustained decrease in "D, W, F" rates in introductory SM courses in core partner universities	
	To what extent are introductory college courses in SM used to recruit prospective teachers?	<p>PRISM partners in core partner universities</p> <ul style="list-style-type: none"> • Try out new strategies in their introductory SM courses • Incorporate strategies to increase student interest in teacher preparation 						There is a sustained increase in the number of SM majors in core partner universities	
	To what extent are SM courses required for teacher preparation promoting students' reasoning and deep understanding?	<p>Through regional meetings of the Institute on the Teaching and Learning of SM, disciplinary and education faculty commit to</p> <ul style="list-style-type: none"> • A vision that embodies effective practices, such as guided inquiry, cooperative learning, contextual teaching and learning, conceptual change, and problem-based learning • Working with peers to improve practice • Continuing to reflect on and assess teaching towards the desired result of increased student learning in SM 						There is a sustained increase in the number of pre-service K-12 teachers of SM prepared in core partner universities	
						<p>PRISM partners showcase successful coherent models for increasing students' reasoning and deep understanding in SM in colleges and universities</p>		Publications reflect institutionalized change in the use of evidence-based, coherent models for increasing undergraduate students' reasoning and deep understanding in SM	

Policies and Practices are Evident that Result in Well Documented, Inclusive, and Coordinated Institutional Change

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Evidence-Based Approach	To what extent are PRISM activities based upon research evidence?	Through learning communities PRISM partners experiment with strategies to share knowledge of evidence-based research on the teaching and learning of SM		DIO framework is used to make decisions about changes in Design and Implementation		PRISM K-16 Learning Communities contribute research evidence on the teaching and learning of SM		Core partner school districts and universities base SM teacher preparation, teachers' continued professional learning, and school improvement plans upon documented knowledge of what works, for which students, under what conditions, and why	
	To what extent are PRISM partners contributing new evidence-based knowledge on the teaching and learning of SM?	Through learning communities PRISM partners posit situations to deepen their knowledge as to what works, for which students, under what conditions, and why		Board of Regents' policies require universities to base teacher preparation on documented evidence of what works, for which students, under what conditions, and why		PRISM partners showcase evidence-based contributions to the learning and teaching of SM, and provide assistance, to non-PRISM school districts, colleges, and universities		K-16 learning communities are embedded in the culture of core partner school districts and universities	
	To what extent does evidence-based knowledge become the core basis for teacher preparation, teachers' continued professional learning, and school improvement plans?	PRISM RCCs and Leadership Team consistently use data to inform changes in implementation of PRISM Strategies		State Board of Education' and local school district policies require school districts to base teachers' continued learning and school improvement plans on documented evidence of what works, for which students, under what conditions, and why		Contributions to research result from PRISM regional and state strategies		Research on improving the teaching and learning of SM informs practice throughout the K-16 educational continuum	
	To what extent is the DIO cycle of evidence used to make changes in the design and/or implementation of PRISM?					PRISM RCCs and Leadership Team consistently use the DIO cycle of evidence to review and make any needed changes in the PRISM Design and/or Implementation			

Policies and Practices are Evident that Result in Well Documented, Inclusive, and Coordinated Institutional Change

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Connections with Existing School-College Collaborative Initiatives	To what extent is PRISM leveraging existing or potential school-college collaborative initiatives to further progress toward meeting goals and deliverables of PRISM?	PRISM partners work informally with the existing K-16 initiatives, such as:		<ul style="list-style-type: none"> Board of Regents' policies create the expectation and funding for USG to Double the numbers and the diversity of SM teachers prepared Prepare school leaders who put conditions in place in schools that reduce teacher attrition 		<ul style="list-style-type: none"> PRISM partners connect their work with that of existing K-16 initiatives such as: BellSouth Teacher Working Conditions Survey Teacher Preparation Recruitment Georgia's Leadership Institute for School Improvement Teacher Career Center Early College Double the Number and Diversity of SM teachers prepared 		Goals and deliverables of PRISM are integrated into the ongoing K-16 work of core partner school districts and universities in the four participating regions	
		<ul style="list-style-type: none"> BellSouth Teacher Working Conditions Survey Teacher Preparation Recruitment Georgia's Leadership Institute for School Improvement Teacher Career Center Early College Double the Number and Diversity of SM teachers prepared 							
		PRISM partners apply for grants to support the goals of PRISM from sources such as:		DOE procedures define collaboration between PRISM and other state initiatives that will impact SM student learning in the schools		PRISM partners connect their work with that of other related state initiatives such as		Goals and deliverables of PRISM are integrated into the ongoing K-16 work of the Georgia Department of Education and the University System of Georgia	
		Georgia Mathematics and Science Partnership Program Title II A Teacher Quality (Eisenhower Program)							
		PRISM Leadership Team and RCCs promote participation in related grant programs, such as: Georgia DOE MSP Program and Title II A Teacher Quality Program							

Sustainability									
Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Engagement of K-12 SM Teachers	To what extent are teachers of SM recognized for working to improve their own teaching?	PRISM partners experiment with policy development to change teacher reward systems		The PRISM Leadership Team and RCCs adopt a definition of "bringing PRISM to scale" as incorporating <ul style="list-style-type: none">Depth—teachers' beliefs, norms of interacting with students, and pedagogical principles have changedSustainability—explicit strategies are in place to sustain the reformsSpread—the degree to which teachers draw on pedagogical principles and norms of interaction beyond SMShift in reform ownership—reform is no longer "grant controlled" but controlled by teachers, schools, and districts		Greater numbers of teachers of SM engage in the preparation of aspiring teachers and in their own continued professional learning		State policies are in place that enable teachers to be promoted (e.g., master teacher) and to receive salary add-ons for high quality contributions to: <ul style="list-style-type: none">Student learning in their own classroomsParticipation with universities in the preparation of aspiring K-12 teachers of SMTheir own continued professional learningResearch in SM education	
	To what extent are teachers of SM recognized for their important roles and responsibilities in the preparation of aspiring teachers?	PRISM partners seek to build consensus among broad-based groups of teachers as to proposed policy changes				The number of teachers of SM engaged in action research increases			
	To what extent are teachers of SM recognized for leading their own continued professional learning?	PRISM partners pilot new models for teacher reward systems				SM teachers pay greater attention to indicators of student learning as measures of their own teaching effectiveness			
	To what extent are teachers of SM recognized for their important roles and responsibilities in research in SM education?	PRISM partners experiment with ways to bring PRISM reforms to scale, focusing on <ul style="list-style-type: none">Measures of teachers' beliefs, norms, and pedagogical principlesPersistence of changes in the classroom over timeThe degree to which teachers draw on PRISM pedagogical principles and norms of interaction beyond SMDevelopment of strategies to sustain funding for the reforms beyond the NSF grant				SM in-service teachers recognize their role as "model teacher" for aspiring teachers			PRISM reforms are "at scale" in terms of <ul style="list-style-type: none">DepthSustainabilitySpreadShift in reform ownership
						PRISM partners <ul style="list-style-type: none">Look deeper than classroom activities, materials, or classroom organization to gauge depthUse tools to sustain the reforms beyond the granting periodCore partner school districts play a strategic role in spreading the reforms school or district wideCreate conditions to shift authority and knowledge of the reforms to classroom teachers			

Sustainability:

Dimensions	Defining Questions	Emerging Practices	Yr Rtg	Policies/Procedures Modified	Yr Rtg	Practices Changed	Yr Rtg	Change Institutionalized	Yr Rtg
Engagement of Higher Education SM Faculty	To what extent do faculty reward systems recognize the work of SM faculty to improve their own teaching?	PRISM partners experiment with policy development to change faculty reward system		Board of Regents' promotion, tenure, and salary policies include rewards for faculty to: <ul style="list-style-type: none"> • Improve their own teaching • Participate actively in the preparation of K-12 teachers of SM • Participate actively in continued professional learning with in-service P12 teachers of SM • Publish research in SM education 		Greater numbers of SM faculty engage in teacher preparation and in the continued professional learning of in-service teachers		Significantly more USG faculty are promoted, tenured, receive salary increases and work load credit for high quality contributions to: <ul style="list-style-type: none"> • Student learning in their own classrooms • The preparation of K-12 teachers of SM • Continued professional learning with in-service P12 teachers of SM • Research in SM education 	
	To what extent do faculty reward systems recognize the roles and responsibilities of SM faculty to prepare K-12 teachers of SM?	PRISM partners seek to build consensus among broad- based groups of faculty as to proposed policy changes				Evidence-based research on teaching and learning of SM increases			
	To what extent do faculty reward systems recognize the roles and responsibilities of SM faculty in the continued professional learning of incumbent K-12 teachers of SM?	PRISM partners pilot new models for faculty		College, and university workload policies in PRISM regions include recognition and support for work in: <ul style="list-style-type: none"> • School improvement • Teacher preparation, induction, coaching, and continued professional learning • Research on school improvement and teacher preparation 		SM faculty pay greater attention to indicators of student learning as measures of their own teaching effectiveness			
	To what extent do faculty reward systems recognize the roles and responsibilities of SM faculty in research in SM education?					SM faculty recognize their role as "model teacher" for pre-service K-12 teachers in their classrooms			

HIGHER EDUCATION POLICY: WORK IN THE SCHOOLS

803.17 WORK IN THE SCHOOLS (Approved October 2006)

Board of Regents' approval of University System of Georgia institutions to prepare teachers includes the expectation that public colleges and universities with a teacher preparation mission will collaborate with the K-12 schools. University System institutions that prepare teachers will support and reward all faculty who participate significantly in approved teacher preparation efforts and in school improvement through decisions in promotion and tenure, pretenure and posttenure review, annual review and merit pay, workload, recognition, allocation of resources, and other rewards. Participation in teacher preparation and in school improvement may include documented efforts of these faculty in:

- Improving their own teaching so as to model effective teaching practices in courses taken by prospective teachers;
- Contributing scholarship that promotes and improves student learning and achievement in the schools and in the university; and
- Collaborating with public schools to strengthen teaching quality and to increase student learning.

The Chancellor shall issue guidelines, to be published in the Academic Affairs Handbook, which serve to encourage formal institutional recognition and reward for all faculty in realizing the expectations embodied in this policy

GUIDELINES

The Board of Regents values University System faculty engagement with the K-12 schools. Through Policy 803.17, Work in the Schools, the Board expects faculty engagement with the public schools in institutions that prepare teachers. The Board expects presidents, provosts and academic vice presidents, and deans of colleges of education and arts and sciences in institutions that prepare teachers to advocate for, assess, recognize, and reward practices consistent with this policy.

Faculty effort under the provisions of this policy is anticipated in teaching, scholarship, and/or service. The University System of Georgia values all types of faculty scholarship, including the Scholarship of Discovery, the Scholarship of Teaching and Learning, and the Scholarship of Engagement. All faculty members are encouraged to enhance their classroom instruction by using scholarly teaching. It also is important for faculty to assist in improving teaching quality and student learning in K-12 classrooms by service to the schools. Definitions and examples of these various activities are provided below for illustrative purposes.

TEACHING

Definition: Scholarly teaching is teaching that focuses on student learning and is well grounded in the sources and resources appropriate to the field. The aim of scholarly teaching is to make transparent how faculty members have made learning possible (Shulman).

Evidence of Scholarly Teaching (under normal conditions, the expectation is that faculty will do all three):

- Evidence that the faculty member reads the pedagogical literature, or attends instructional development sessions, in h/her own discipline and then branches out to the broader pedagogical literature.
- Evidence that the faculty member tries some of the teaching methods from the literature/instructional

development sessions in h/her own classes.

- Evidence that the faculty member assesses whether or not h/she has been successful in increasing student learning by doing some formative evaluation with h/her students, adjusting h/her approach, asking a peer to come into the class to review the changes h/she has implemented.

SCHOLARSHIP

The Scholarship of Teaching and Learning

Definition: The Scholarship of Teaching and Learning is the "systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession, and, after review, is disseminated to the professional community" (Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning).

Evidence of the Scholarship of Teaching and Learning:

- Evidence that the faculty member's scholarship in the schools or in the university classroom is public, peer reviewed and critiqued.
- Evidence that the faculty member's scholarship is exchanged with other members of professional communities through postings on websites, presentations to h/her department or college, presentations at professional conferences, and/or written up and published.
- Evidence that the scholarship builds upon previous scholarship and shared concerns.
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning.

The Scholarship of Engagement

Definition: The Scholarship of Engagement in schools is characterized by the following: 1) it is to be conducted as an academic engagement with the public schools; 2) it is to involve the responsible application of knowledge, theory and/or conceptual framework to consequential problems; 3) it should test a research question or hypothesis, 4) one must be able to use the results to improve practice and inform further questions, and 5) resulting work should be available for dissemination for peer review of results (Glassick, Huber and Maeroff).

Evidence of the Scholarship of Engagement:

- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools.
- Evidence that the faculty member applies relevant knowledge toward resolution of the identified need.
- Evidence that the faculty member assesses the impact of the engagement.
- Evidence that the faculty member disseminates for peer review the results of the outreach.

The Scholarship of Discovery

Definition: The Scholarship of Discovery is basic research in the disciplines including the creative work of faculty in the literary, visual, and performing arts. It is the "pursuit of knowledge for its own sake, a fierce determination to give free rein to fair and honest inquiry, wherever it may lead" (Glassick, Huber and Maeroff). It contributes to the stock of human knowledge in the academic disciplines.

Evidence of the Scholarship of Discovery:

- Evidence that the faculty member's research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere.
- Evidence that the faculty member's research represents quality, rather than mere quantity.
- Evidence of the faculty member's publications in high quality refereed journals and the quality and quantity of citations and reprints of h/her research publications.
- If appropriate for the discipline, evidence of the ability to attract extramural funding.

SERVICE

Definition: service is outreach or engagement by higher education faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia's citizens, and to the advancement of public higher education. In the case of service to the public schools, the intent should be for the improvement of teaching quality and student learning. The following activities might be included in work with the schools: involvement in Learning Communities, workshops given based on need, collaborative development of courses, unit writing for the new Georgia Performance Standards, design of field experiences to support existing courses, engagement in co-observation / vertical alignment, etc.

Evidence of Service:

- Evidence that the faculty member links h/her work in some way to public contemporary issues and/or to improving the quality of life.
- Evidence that the faculty member, either through h/her scholarly work and/or service, applies h/her knowledge toward solutions to complex societal problems and human needs.
- Evidence that the faculty member contributes to the continuous improvement of public higher education.
- Evidence that the faculty member contributes in some way to the public good.

Works Cited:

C.E. Glassick, M.T. Huber, and G.I. Maeroff. *Scholarship Assessed: Evaluation of the Professoriate*. (San Francisco, CA: Jossey-Bass Publishers, 1996).

Research Universities Consortium for the Advancement of the Scholarship of Teaching and Learning. *Policies and Procedures Supporting the Scholarship of Teaching and Learning in the Research University, Draft*. Carnegie Consortium for the Advancement of the Scholarship of Teaching and Learning, 2005.

Shulman, Lee. (1998). Course anatomy: The Dissection and Analysis of Knowledge Through Teaching. In P. Hutchings (ed.), *The course portfolio: How faculty can examine their teaching to advance practice and improve student learning*. (pp.5-12). Washington, DC: American Association for Higher Education.

Cases of Faculty Work in Teaching, Scholarship and Service

This link will provide assistance to institutions as they implement Policy 803.17 and its Guidelines.

http://www.usg.edu/academics/handbook/section4/cases_fac_work.pdf

Directions for Rating Tool for Implementation of Work in Schools Policy

The President or Academic Vice President should complete the ratings. Not all indicators should or will be used by all institutions. The term, Leading Indicators, is used to delineate early signs that a culture change is in progress and implementation of the policy is underway. The term, Lagging Indicators, is used to delineate signs that the policy is firmly in place and implementation is deemed to be successful and ongoing. A rating of *NP* or *No Progress* should be used when no steps have been taken to meet the measure in the indicator. A rating of *IP* or *In Progress* should be used when there are steps underway that are documented in the form of minutes, proposals, procedures, etc. A rating of *M* or *Met* should be used when there is concrete evidence that the indicator has been demonstrated by examples such as new policies, procedures, faculty development, financial and other incentives used as rewards for work in schools, promotions, etc.

Rating Tool for Implementation of Work In Schools Policy*

*Board of Regents Policy Manual, Policy 803.17

(Please see directions on page 2)

Implementation Components of Work in Schools Policy	Leading Indicators	Rating*	Lagging Indicators	Rating*
Advocacy	President, Provost, Dean and Department Chairs in Arts and Sciences, and Dean and Department Chairs in Education actively advocate for Work in Schools Policy.		Within the College of Arts and Sciences and the College of Education faculty have clear understanding as to what constitutes “significance” in scholarly teaching, in the scholarship of teaching and learning and in the scholarship of engagement.	
Support	Financial resources, such as mini-grants, are made available to appropriate offices on campus to support the Work in Schools Policy.		Increased numbers of faculty in Colleges of Arts and Sciences and Education draw upon the available financial resources to increase their involvement in Work in Schools Policy.	
Participation	Increasing numbers of Arts & Sciences and Education faculty incorporate into their workload instruction, scholarship and service as described in the Work in Schools Policy		Increasing numbers of Arts & Sciences and Education faculty generate products and deliverables as a direct result of their participation in the teaching, scholarship and service activities as described in the Guidelines for the Work in School Policy.	
Recognition & Reward	Institutions have in place policies and programs to recognize and reward faculty for this work.		Increasing numbers of faculty are recognized and rewarded for significant participation in approved efforts on teacher preparation and school improvement through decisions in promotion and tenure, pre-tenure and post-tenure review, annual review, merit pay, and workload using the Work in the Schools Policy.	

Institution: _____

Person Completing Report: _____

Date: _____

Explanation of Ratings (include listing of documents such as minutes, proposals, new policies or procedures, programs, etc.):

*Rating Scale:

NP – No Progress

IP – In Progress

M – Met

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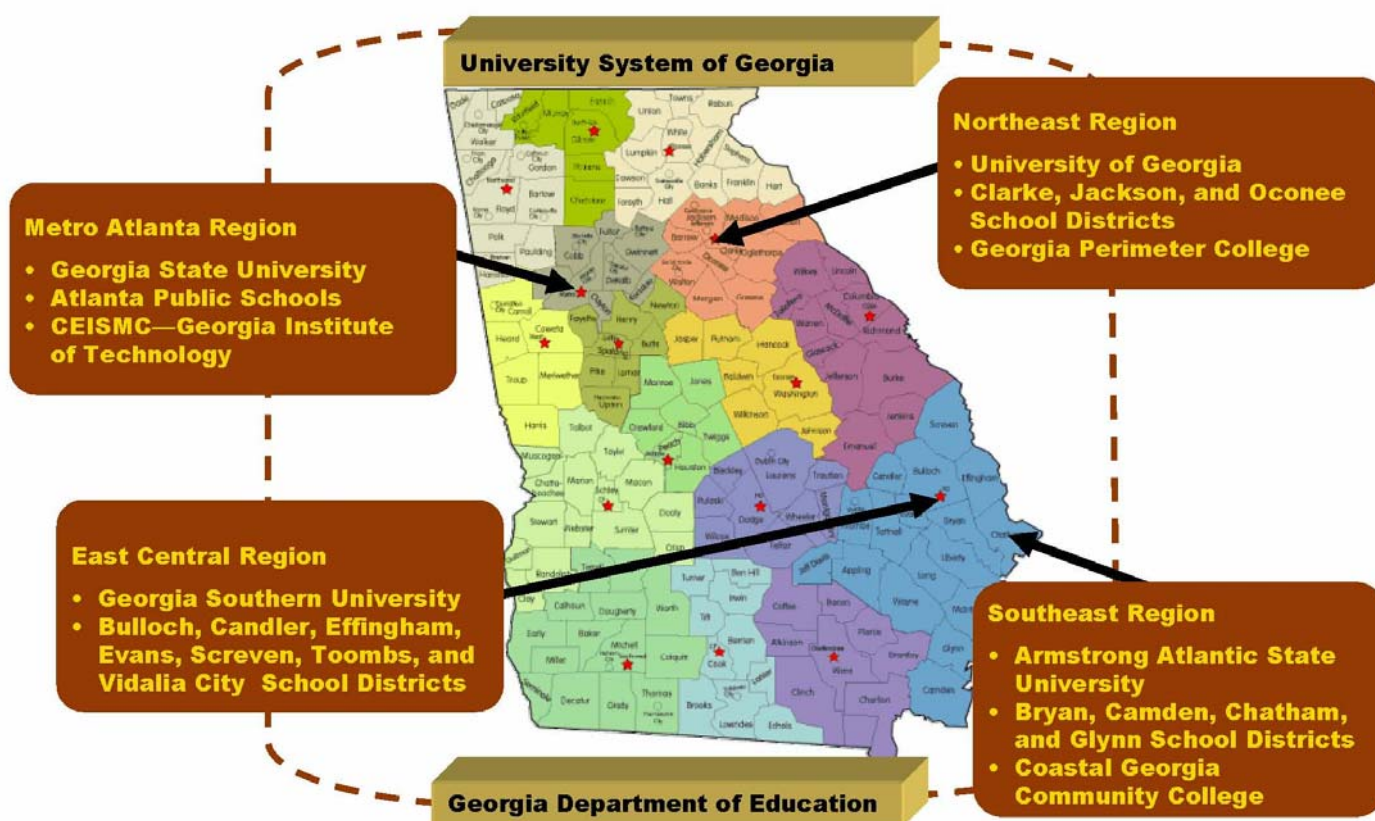
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Regional and State Partnerships





We're on the Web
www.gaprism.org
www.mathsciencesuccess.org



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