

*College of Education*

*Strategic Plan*

**February 15, 2006**

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### ***Charge from Provost:***

“Each college should prepare a strategic plan responding to the Vision Ohio Institutional Plan. The college plan should adopt the principles and priorities articulated in the institutional plan and identify appropriate goals and priorities for each academic unit in contributing to the institutional goals. The college plan should address specific strategies and goals that will clearly demonstrate the ways in which the academic unit will complement and contribute to institutional goals”.

### ***University Goals***

In his September 10, 2004, inaugural address, President Roderick McDavis spoke to the importance of creating a vision that would guide Ohio University’s future. He shared four goals for the University in its third century:

- ***We will become a nationally prominent research university.***
- ***We will increase the diversity of our students, faculty, administrators, and staff.***
- ***We will continue to strengthen and expand our base of financial support.***
- ***We will increase partnerships throughout the region, the state, the nation, and the world.***

## Structure and Process for the College of Education Strategic Plan

### Structure

#### College Strategic Planning Committee

<b>Members:</b>	Tom Davis	Interim Dean
	Glenn Doston	Senior Associate Dean
	Dianne Gut	Associate Dean
	Pat Beamish	Counseling & Higher Education (CHE) Faculty
	Frans Doppen	Teacher Education (TE) Faculty
	Francis Godwyll	Educational Studies (ES) Faculty
	Jerry Olsheski	CHE Department Chair
	Bill Smith	TE Department Chair
	Catherine H. Glascock	ES Department Chair (Strategic Planning Committee Chair)
	Program Coordinators	each program of college
College Community	faculty, staff, representative students	

### Process

A college-wide strategic planning committee was formed during the of Fall Quarter, 2005. This committee was composed of the college deans, three department chairs and one Group I faculty member from each of the three departments. The charge to the committee was to establish a college-wide strategic plan that is structured after and responsive to *Vision Ohio*.

An initial draft of a document was created by the committee chair who distributed it, along with *Vision Ohio*, to all committee members. Committee members were given three weeks to respond. Editing, additions, and corrections were made and draft two was sent to the committee. A meeting was held in mid December 2005 for discussion. This session was responsive to the components of *Vision Ohio* and brainstormed which issues would be the appropriate for a college-wide strategic plan. It was decided that this college-wide strategic plan would serve as an comprehensive document with the in depth descriptions and plans presented in the departmental documents due in May 2006.

The first meeting focused on specific components that should be included in the college level document. After the first meeting, a third draft of the document was created and circulated; not only to committee members but also to the 11 program coordinators in the college. After a three week period, the feedback, corrections, and edits were incorporated in the third draft. A second meeting of the committee took place in early January 2006. A fourth draft incorporated a wide variety of issues discussed at this

second meeting. This fourth draft was distributed to all committee members for feedback and editing. The third meeting of the committee was held the last week of January 2006. The fifth draft was delivered to the committee for a final review. A sixth draft is submitted to the entire college community for feedback. The seventh draft was sent to Interim Dean Tom Davis for his final review on February 3<sup>rd</sup> 2006.

Deans, department chairs, program coordinators and faculty were involved in creating and reviewing this document through committees and document distribution for feedback of draft versions of this final document. Continuing discussions are taking place within departments as they prepare the departmental strategic plans due in May 2006. This process will include the action steps and process development for goal achievement at the program level.

## College of Education Executive Summary

The College supports and is actively engaged in *Vision Ohio*. The university plan to achieve academic goals will further improve the quality of education provided and further enhance the quantity and quality of scholarly output thereby enhancing the University's national prominence. The College of Education faculty has adopted a vision statement that indicates that it “**strives to be an equitable, effective and interactive learning community that makes a difference to education and human development through excellence in teaching, scholarship and service.**” Our contributions will be measured through a set of quality indicators and metrics determined by faculty, administrators and other stakeholders, based upon the highest recognized national standards.

An important measure of national recognition and prominence is through our program accreditation in Counselor Education and Rehabilitation Counseling, Educational Administration, Instructional Technology, Teacher Education and other program evaluation quality indicators in Cultural Studies, Educational Research, and Higher Education. Accreditation is earned only after extensive internal and external evaluation processes. Awards, honors, and memberships in learned societies are valued in the program accreditation process and are encouraged and supported, enhancing our ability to gain national prominence.

### *The Future of the College of Education at Ohio University*

The College of Education is poised to be an integral participant in Ohio University's quest to achieve the goals outlined in *Vision Ohio*. Several of our programs have already achieved the status of “national recognition” through the accreditation process. The accreditation process ensures continuous reflection and focused improvement leading to **high quality instruction**. Program faculty have been nationally recognized as experts in the fields of Counselor Education, Higher Education, Instructional Technology, Rehabilitation Counseling, Rural Educational Leadership, Science Education, and Special Education.

To further our commitment to achieving national prominence, faculty are actively seeking external funding for additional research grants and sponsored programs. **New grants and sponsored research** proposals are being generated in the following areas: Counselor Education, Educational Leadership, Higher Education, Instructional Technology, Science and Mathematics Education, and Teacher Education.

The College of Education currently houses four institutionally recognized Centers and four grant-based centers that form the foundation on which we intend to continue to build our grant and sponsored research initiatives, outreach, and professional development efforts, thereby providing quality regional service leading to national prominence.

The College is committed to **enhancing partnerships and outreach programs** and becoming the major source of professional development to schools and agencies in our region. With this in mind, the College of Education faculty are actively pursuing external funding to achieve these goals.

## **Vision, Mission, and Guiding Principles**

### *The Vision of the College of Education*

The College of Education strives to be an equitable, effective and interactive learning community that makes a difference to education and human development through excellence in teaching, scholarship and service.

The College of Education fosters graduates who are

- Informed, responsible practitioners
- Committed to diversity
- Ethical, reflective decision makers and problem solvers
- Principled, expert leaders
- Committed to their professional identity and growth

### *Mission of the College of Education*

The mission of Ohio University's College of Education is reflective of the primary mission of the University. The College of Education provides learning-centered experiences that foster a diverse academic community. This community serves the economic and cultural needs of the region and benefits the state, nation, and world by generating new knowledge and educating future citizens and leaders. The College promotes the efforts of participants, in concert with our educational partners, to design and experiment with new practices, evaluate their impact, and share the results in all relevant arenas.

The academic mission of the College will be realized through the following Academic Priorities established by the faculty to guide our efforts through 2009. The six priorities focus on:

1. enhancing our collaboration with colleges, universities, agencies, and schools
2. diversifying instructional formats to support learning-centered education
3. maintaining and enhancing the diversity of students, staff, faculty and curricula
4. enhancing the College as a learning community committed to lifelong learning
5. maintaining and enhancing high-quality research and scholarly activity
6. encouraging and supporting principled, expert leadership

### *Core Values and Dispositions of the College of Education*

A set of fundamental principles and values guide the practice and development of faculty, students and staff in the College of Education. These include the following:

Commitment to professional competence and on-going professional development.

- Professional practice demonstrates engagement with continuing education relating to both content and pedagogy.
- Professional practice involves decision-making and problem-solving based on reflection, critical thinking and self-awareness.
- Professional practice demonstrates proficiency in the ethical use of technology.

Commitment to social justice.

- Professional practice incorporates multicultural and international perspectives.
- Professional practice respects the dignity of all stakeholders in the education environment.
- Professional practice attends to issues of social, economic, and political equity associated with status categories such as gender, race, social class, and sexual orientation.
- Professional practice entails creation of a challenging student-centered learning environment that makes use of multiple approaches.

Commitment to ethics.

- Professional practice demonstrates responsible, principled behavior.
- Professional practice attends to codes of ethical conduct relevant to particular education specialties.

Commitment to the well-being of students, families, and communities.

- Professional practice promotes the development and welfare of all students.
- Professional practice attends to students' health and safety.
- Professional practice models caring and empathy.
- Professional practice initiates productive relationships with students, families, communities, and colleagues.

## **Program Goals and Metrics**

### **Measures/Metrics for Undergraduate/Graduate School-Related Professionals**

At present, all assessments focus on candidate mastery of a set of college-wide standards. The following 13 Unit Standards represent a careful alignment of standards, both external to the unit and generated by the unit. Comprising this list are measures/metrics derived from the following sources:

1. National Council for Accreditation of Teacher Education (NCATE) Unit Standards,
2. Interstate New Teacher Assessment and Support Consortium (INTASC) standards,
3. International Society for Technology in Education (ISTE)
4. Interstate School Leaders Licensure Consortium (ISLLC)
5. Educational leadership Constituent Council (ELCC)
6. College/Unit Core Dispositions,
7. College/Unit "Characteristics of Graduates,"
8. Ohio University Undergraduate Outcomes from Ohio University's "*Vision Ohio*,"
9. PRAXIS™ II Domains
10. PRAXIS™ III Domains.
11. National Board of Certified Counselor Examination
12. Council for Rehabilitation Counselor Examination
13. Ohio Counselor Licensure Examination

The 13 Unit Standards listed below represent the principles most highly valued by the unit:

1. Commitment to the education and welfare of all learners.
2. Mastery of academic content knowledge.
3. Understanding of learners and learning.



4. Ability to plan effective instruction.
5. Effective classroom instruction skills.
6. Ability to design and implement effective assessment.
7. Ability to create an effective learning environment and the disposition to do so.
8. Commitment to reflective practice.
9. Understanding of the nature of the education profession, including professional relations, responsibilities, and conduct.
10. Ethical behaviors as practitioners and citizens.
11. Proficient, ethical use of technology.
12. Commitment to lifelong learning and growth.
13. Mastery of general skills and knowledge desirable for an educated populace and for graduates of Ohio University.

### ***Assessment Council***

Ohio University's College of Education has established an Assessment Council, a body comprised of faculty members and other stakeholders designed to oversee the development, administration, planning, evaluation, analysis, and reporting of assessments of program and unit quality. The composition of the Assessment Council is as follows:

1. representatives from each Professional Preparation program on the Athens campus (to include one representative from each multi-age area from outside the College of Education: Arts & Sciences, Fine Arts, Health & Human Services)
2. representatives from each regional campus
3. College of Education administrators
4. Chair of the Department of Teacher Education
5. Accreditation Coordinator
6. student representatives
7. representatives from area P-12 schools

### ***Measures/Metrics of Faculty Productivity:***

While not all inclusive the following list measures used by the College of Education's three departments in evaluating the contributions and quality of professional work by our programs and faculty.

### **Scholarship**

#### ***Measures:***

- 1) Academic Quality Improvement Program (AQUIP)
- 2) International Society for Technology in Education (ISTE)
- 3) Interstate School Leaders Licensure Consortium (ISLLC)
- 4) Educational leadership Constituent Council (ELCC)
- 5) Grants and Sponsored Programs
- 6) Boyer's Model of Scholarship
- 7) Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- 8) Council on Rehabilitation Education (CORE)

- 9) Delaware Report-multi-year-external comparisons

### Teaching

- Measures:*
- 1) Aggregated assessment data
  - 2) National Council for Accreditation of Teacher Education (NCATE)
  - 3) Interstate New Teacher Assessment and Support Consortium (INTASC)
  - 4) Council on Rehabilitation Education (CORE)
  - 5) Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
  - 6) Delaware Report-multi-year
  - 7) Student/course evaluations
  - 8) Graduates' careers/professions

### Service

- Measures*
- 1) Professional organizations leadership and participation
  - 2) University committees' leadership and participation
  - 3) College committees' leadership and participation
  - 4) Department committees' leadership and participation
  - 5) Program committees' leadership and participation
  - 6) Community Professional Development leadership and participation
  - 7) Partnership Development and participation

In depth descriptions of the above listed items will be provided in the departmental/program strategic plan due in May 2006.

## *Undergraduate Academic Goals*

Our undergraduate program is well recognized regionally and throughout the state for the quality of its graduates. There is great potential to enhance this reputation and expand the program regionally through entrepreneurial efforts at our regional campuses. Graduate quality is a vital concern and will remain a top priority. The accrediting body for undergraduate education is National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC) which have given national recognition to our programs.

The undergraduate program is housed in the Teacher Education Department with service courses provided by two programs within the Educational Studies Department (Cultural Studies and Instructional Technology).

**Specific College of Education Strategic Actions*****To enhance our undergraduate programs we will:***

1. Expand and improve our Center for Partnerships benefiting the college, state and region by adding additional professional development opportunities for teachers, administrators, and other professionals.
2. Enhance opportunities for research, sponsored programs, and creative activities for undergraduate students.
3. Expand Upward Bound (urban and rural high school students) to enhance our potential student diversity and service to underrepresented populations.
4. Expand our College of Education Learning Communities for new students and Welcome Weekend activities for first year students.
5. Improve the quality of our Field Experiences and Student Teaching both locally and abroad.
6. Enhance our ability to make data-driven programmatic decisions.
7. Improve first-year student retention by instituting EDTE 150 (Introduction to Teacher Education).
8. Enhance our Service Learning Projects in partnership with regional schools and agencies.
9. Explore alternative program models for students enrolled in the Honors Tutorial College.

***Graduate Academic Goals***

The College of Education is dedicated to enhancing our culture of scholarly research and creative activities of students, faculty, and staff. We are committed to expanding quality graduate programming in higher education, P-12 education and human services, thereby enhancing our national prominence. We value outreach efforts that directly target issues unique to the Appalachian region as well as issues relevant to the state and nation.

**Specific College of Education Strategic Actions*****1. We will continue to improve programs through the reaccreditation process***

<b>a. Teacher Education</b>			
i.	NCATE	fully accredited	2000
<b>b. Instructional Technology</b>			
ii.	NCATE	nationally recognized and approved program	2005
iii.	ISTE		
<b>c. Educational Administration</b>			
iv.	NCATE	nationally recognized and approved program	2005
v.	ISLLC		
<b>d. Counselor Education</b>			
vi.	CORE	fully accredited	2003

COE Strategic Plan	February 2006	
vii. CACREP	fully accredited	2001
<b>e. Higher Education</b>		
vii. CAS	aligned with standards	2005

**2. We will expand internal/external counseling research and services through the Vision Ohio initiatives implementation funds provided to the George E. Hill Center for Counseling and Research.**

**3. We will enhance our leadership and instructional role using educational technology**

a. The Instructional Technology program is a statewide leader that will expand their programs regionally and internationally and continue their internal grant-sponsored activities and partnerships with other programs and colleges (i.e., Colleges of Engineering, and Arts and Sciences faculty).

b. The Higher Education program will continue to assess the effectiveness of the Course Applicability System, a web-based information access portal designed to provide advisors and students with specific information about the applicability and transferability of courses taken at one institution of higher education in Ohio toward the fulfillment of a particular degree program at another institution within the state.

**4. We will enhance research opportunities for our faculty by**

a. Increasing our research, sponsored programs, and creative activity efforts through external foundation funding, scholarships, and other grant opportunities.

b. Utilizing current partnerships and Centers to enhance faculty research opportunities

c. Seeking new funding sources to support research

d. Determining how best to prioritize programs under new RDP to generate research opportunities

e. Build capacity for research by providing information workshops, needs assessments, and sponsoring a research mini-conference in 2007.

## **Faculty, Staff, and Student Quality and Diversity Goals**

The College continues in its effort to attract and sustain highly qualified faculty, staff, and students. The College seeks opportunities to enhance the professional potential of all our community members. Staff development expands our ability to diversify work skills and provide opportunities for professional growth of our staff. Our goal is to expand the involvement of students in student organizations as an opportunity for professional growth.

**Specific College of Education Strategic Actions**

***Increased faculty diversity and quality are ongoing goals.***

***The College of Education will:***

1. Seek funding for Visiting Professors from diverse backgrounds
2. Establish a systematic mentoring program for new faculty
3. Conduct a diversity survey in Spring 2006 of entire college community
4. Enhance active participation of Dean's Advisory Committee on Diversity
5. Improve professional development, especially for new faculty, including a college-wide faculty preparation program for leadership opportunities and teaching and learning with technologies
6. Increase accessibility for faculty with disability challenges both physical and learning oriented
7. Strategic realignment of program funding through the RCB system

***Increased classified and administrative staff diversity and quality are ongoing goals.***

***The College of Education will:***

1. Encourage participation in educational endeavors to improve professional growth
2. Seek broader potential pools of applicants when positions become available
3. Increase accessibility for staff with physical and learning challenges
4. Provide opportunities for campus-wide leadership involvement such as Classified Senate

***Increased student diversity and quality are ongoing goals.***

***The College of Education will:***

1. Provide a student orientation to the College of Education culture to assist students and faculty in adjusting to the environment
2. Create an active Recruitment/Retention Program
3. Create faculty/student informal meetings
4. Financially support undergraduate and graduate students to present research at regional and national conferences
5. COE Research Conference-students and faculty are invited to participate
6. Seek opportunities for our students to actively pursue leadership opportunities.
7. Increase accessibility for students with disability challenges both physical and learning oriented.

## **Environment Goals**

Environmental issues include both physical space and cultural or social climate issues. The College of Education adopted the Learning Center Approach to Education over five years ago. This supportive approach encourages the college faculty, staff, and administration to work collaboratively to accomplish our mission.

New programs in the College demonstrate the development of faculty, staff, and student orientation programs that support an inclusive, supportive, learning-centered environment. We are conducting our second Climate survey in 8 years to gather data and understanding about the attitudes and dispositions of faculty, staff, and students.

Further, the college community is focused on expanding our formal and informal partnerships with local school districts and agencies of the region who serve the people of Appalachia Ohio. In a College of Education both are of vital importance as we facilitate learning for educators and counselors of various levels and agencies.

### **Specific College of Education Strategic Actions**

*To enhance the learning environment for students, staff, and faculty, the College of Education will:*

1. Continue to support undergraduate and graduate student research
2. Monitor our enrollment to ensure the recruitment and retention of a diverse student body
3. Establish a "state of the art" college-wide assessment system
4. Increase accessibility for students with physical and learning disabilities
5. Enhance the student learning environment in the Curriculum and Technology Center
6. Continue to emphasize learning-centered education
7. Support outreach and partnership efforts
8. Establish administrative support processes for the accomplishment of the strategic plan.
9. Assess the outcomes of the strategic plan using appropriate metrics

## **Infrastructure Goals**

The College of Education is well positioned to enhance the productivity of Group I faculty and programs at both the graduate and undergraduate levels.

### **Specific College of Education Strategic Actions**

*To enhance our resource capability, the College of Education will:*

1. Create a parallel RCB budgeting process
2. Prioritize program decisions with the new RDP

3. Link faculty productivity and program development to resources
4. Monitor the effectiveness of enrollment, advising, and Student Services on a regular schedule in order to enhance student advising structures and processes

## **Enhancing National Prominence Goals**

An important measure of national recognition and prominence is through our program accreditation in Counselor Education and Rehabilitation Counseling, Educational Administration, Instructional Technology, Teacher Education and other program evaluation quality indicators in Cultural Studies, Educational Research, and Higher Education. Accreditation is earned only after extensive internal and external evaluation processes. Awards, honors, and memberships in learned societies are valued in the program accreditation process and are encouraged and supported, enhancing our ability to gain national prominence.

### **Specific College of Education Strategic Actions**

***The College of Education will:***

1. Create a grant writer position to work with programs and faculty to increase funding for research and sponsored programs
2. Establish grant and sponsored research goals for the College
3. Encourage faculty to apply for national teaching and research awards
4. Encourage students to apply for teaching and research awards
5. Encourage participation in national student organizations
6. Encourage staff to apply for national awards in their professional areas
7. Evaluate our relative rankings in national publications (U.S. News & World Report) to determine our ability to enhance our position
8. Expand and publicize College-wide partnerships

**Appendices**



## College of Education Programs, Degrees and Licensure

### Counseling and Higher Education Department

Program	Degrees	Licensure
Higher Education College Student Personnel	Ph.D. M.Ed. M.Ed.	
Counselor Education and Supervision Rehabilitation Counseling School Counseling Community Counseling	Ph.D. M.Ed. M.Ed. M.Ed.	Certified Rehabilitation Counselor School Counselor National Board Certified Counselor Professional Counselor/Clinical Counselor

### Educational Studies Department

Program	Degrees	Licensure
Cultural Studies in Education Instructional Technology in Education Educational Research and Evaluation Educational Administration	Ph.D. M.Ed. Ph.D. M.Ed. Ph.D. M.Ed. Ed.D. M.Ed.	Teacher  Principal Superintendent

### Teacher Education Department

Program	Degrees	Licenses
Adolescent and Young Adult Early Childhood Middle Childhood Reading Special Education	M.Ed. M.Ed. M.Ed. M.Ed. M.Ed.	B.S. Ed. B.S. Ed. B.S. Ed. B.S. Ed.
		Teacher Teacher Teacher Teacher
(With licensure available in some Master's Programs)		

Curriculum and Instruction                      Ph.D. M.Ed.

Specialization/Cognate in Curriculum & Instruction:

- General Curriculum and Instruction
- Cultural Studies in Education (double listing)
- Instructional Technology (double listing)
- Mathematics Education
- Middle Level Education
- Reading and Language Arts
- Science Education
- Social Studies Education
- Special Education

## College Of Education Partnerships

### **ABLE: Adult Basic Literacy Education Resource Center**

Partners: Ohio Department of Education; Ohio ABLE Resource Centers Focus: Providing professional development services to 500+ administrators, instructors, aides and support staff in 28 ABLE-funded programs in SE Ohio.

### **ACCLAIM: Appalachian Collaborative Center for Learning, Assessment and Instruction in Mathematics**

Partners: National Science Foundation; University of Kentucky, University of Louisville, Marshall, University of Tennessee, West Virginia University. Focus: Building mathematics capacity and expertise through advanced degree programs in mathematics, job-embedded professional development for middle and high school mathematics, and research that connects mathematics and rural education.

### **Center for Higher Education**

Partners: The Center partners with higher education institutions, the state of Ohio, and other higher education stakeholders. Focus: (1) To conduct research and policy analysis devoted to topics relevant to higher education in the state of Ohio, the Appalachian region and the nation; (2) To develop collaborative relationships that enhance capacity to meet challenges facing higher education in Southeastern Ohio and the Appalachian region; (3) To engage in activities that support the strategic priorities of Ohio University; (4) To provide faculty and students at Ohio University with opportunities for professional experience and research. During the next five years, the Center will seek opportunities to further these goals in two primary areas of interest: a) student access and success, and b) human resources development.

### **Center for Study and Development of Literacy and Language**

Focus: Support and coordination of studies of literacy and language to improve educational opportunities for children, families and adults.

**College of Education School-University Exchange of Services Agreement**

Partners: P-12 school districts and cooperating teachers in Ohio. Focus: School-based, clinical teacher preparation: early field experiences and student teaching.

**SEO-CEMS** Southeast Ohio Center of Excellence in Mathematics & Science

Partners: Ohio Board of Regents; SE Ohio Schools; Rio Grande University, Rio Grande Community College, Shawnee State University, Coalition of Rural and Appalachian Schools. Focus: Improvement of teaching and learning of P-16 mathematics and science in Southeastern Ohio.

**CORAS: Coalition of Rural and Appalachian Schools**

Partners: Ohio University College of Education. Focus: Support and advocacy in continuous improvement of educational opportunities available to all children.

**COST: Consortium for Overseas Student Teaching**

Partners: Inter-university consortium and 26+ P-12 school, world-wide. Focus: Cross-cultural and cross-national teacher preparation experience.

**George E. Hill Center for Counseling and Research**

Partners: Ohio University community and the Athens Community Focus: a teaching facility for Master's and doctoral students from the College of Education's Counselor Education Programs. Counseling services are provided under the supervision of faculty instructors to campus and community clients.

**Upward Bound**

Partner: U.S. Department of Education; families; 16 high schools. Focus: Recruitment and services to support transition from high school to college for potential first-generation college students.

***Undergraduate Teaching Partnerships*****CARE Partnership** (Creating Active, Reflective Educators for Democratic Society)

Partners: Federal Hocking Local Schools, Alexander Middle School. Focus: Teacher Preparation; Democratic Teaching

**Chauncey Literacy Partnership**

Partner: Chauncey Elementary School, Athens City Schools. Focus: Teacher Preparation; Early Childhood Literacy

**East R.E.A.D. Partnership for Early Childhood Education** (Reaching Excellence and Achievement through Difference)

Partner: East Elementary School, Athens City Schools. Focus: Teacher Preparation, Early Childhood

**East R.E.A.D. Partnership for Middle Childhood** (Reaching Excellence and Achievement through Difference)

Partner: East Elementary School, Athens City Schools. Focus: Teacher Preparation, Middle Childhood

**The Plains Partnership: A Professional Development School**

Partner: The Plains Elementary School, Athens City Schools. Focus: Teacher Preparation; Early Childhood