



College of Education & Human Development

Educating, Engaging, and Empowering

Collaborative Action Plan

The mission of the College of Education and Human Development is to provide academic and professional practice in the areas of teacher preparation, health/recreation-physical education, counseling/psychometric, K through 12 leadership, and higher education. We accomplish this through the utilization of research, problem solving, and collaboration in the internal and external environments of the university community. The mission is to develop a laboratory school to serve as a site for clinical experiences and experimental teaching activities. The school will provide a "living laboratory" for research and applied practices to improve teaching and other educational practices. It will also provide a school in which excellence in education theory and practice can be observed, studied, and practiced to lead to more intense research and studies.

The plan includes five charts designed to address each issue related to reform measures.

Issue One: Capacity Building through Professional Development				
Goal: Increase content knowledge and instructional rigor by implementing an ongoing professional development program for college professors and middle school teachers to impact student learning and performance as measured by school performance levels.				
Objective(s)	Action(s)/Activities	Person(s) Responsible	Required Resources	Timeline (Beginning)
<ul style="list-style-type: none"> Determine academic needs of college of education and urban middle school teachers 	<ul style="list-style-type: none"> Compose and distribute needs assessment instrument Collect data from instrument to determine strengths and weaknesses 	<ul style="list-style-type: none"> Curriculum specialists from local school districts and JSU psychometrics 	None	Spring 2013
<ul style="list-style-type: none"> Develop ongoing professional development program to address identified needs from needs assessment instrument 	<ul style="list-style-type: none"> Plan a calendar of activities Identify internal and external consultants to provide training in the areas of identified needs 	<ul style="list-style-type: none"> Leadership and faculty members from school districts, JSU, and external consultants from 	Finances for personnel and materials for identified sessions	Spring 2013
<ul style="list-style-type: none"> Develop new 	<ul style="list-style-type: none"> Identify the support 	<ul style="list-style-type: none"> Collaborative 	Finances for	Fall 2013

teacher induction program for pre-service, student teachers, in-service(novice), and alternate route teachers <ul style="list-style-type: none"> Investigate need for additional staff to manage new teacher induction program 	mechanism needed for pre-service and novice teachers including alternate route teachers enrolled in the Masters of Arts in Teaching (MAT) program <ul style="list-style-type: none"> Identify personnel and methods of delivery to provide identified support such as a master teacher as a clinical staff person 	Team <ul style="list-style-type: none"> Leadership personnel 	personnel and materials to effectively implement the induction program for all participants at all institutions	
<ul style="list-style-type: none"> Develop a teacher exchange program 	<ul style="list-style-type: none"> Allow JSU professors and k-12 teachers to share strategies and methods 	<ul style="list-style-type: none"> Collaborative Team 	None	Fall 2013

Issue Two: School Culture Determined by Classroom Management Goal: Implement procedures to empower JSU faculty, k-12 teachers, student teachers, novice and alternate route teachers on differentiated instructional practices and procedures to address the culture of classrooms in both institutions.				
Objective(s)	Action(s)/Activities	Person(s) Responsible	Required Resources	Timeline (Beginning)
<ul style="list-style-type: none"> Provide differentiated practices and procedures in university and school classrooms with specific reference to learning centers in math, reading, and language/literacy to common core standards to impact school culture and classroom management 	<ul style="list-style-type: none"> Monitor instructional delivery processes Build capacity and reciprocity using teacher exchange programs Master the development and implementation of effective learning centers in middle school to address specific needs 	<ul style="list-style-type: none"> Collaborative Team and internal and external consultants 	Supplemental materials, journals, continuous professional development sessions including all materials	Fall 2013
<ul style="list-style-type: none"> Participate in professional development sessions, seminars, and conferences 	<ul style="list-style-type: none"> Present researched information in training sessions at local, state, and national conferences related to practices learned and being implemented 	<ul style="list-style-type: none"> Persons attending conferences, seminars, and sessions 	Funding for travel to designated conferences	Fall 2014

(local, state, and national) in identified areas				
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Issue Three: Student Performance Measured by Standardized Tests Goal: Increase the content knowledge of student teachers, pre-service teachers, alternate route teachers, and novice teachers by recruiting STEM majors to meet required pedagogical and licensure requirements and providing assistance to Blackburn students during extended time with blended learning.				
Objective(s)	Action(s)/Activities	Person(s) Responsible	Required Resources	Timeline (Beginning)
<ul style="list-style-type: none"> Emphasis on Praxis I and II preparation and mastery of required skills for deep quality in content areas 	<ul style="list-style-type: none"> Identify early teaching and learning barriers and corrective actions to ensure that teachers and perspective teachers have required skills to deliver content knowledge with high levels of proficiency as measured by student performance 	<ul style="list-style-type: none"> Collaborative teams, internal and external specialists, and consultants from the content areas 	None	Summer 2013
<ul style="list-style-type: none"> Integrated Content Specific Skill Development 	<ul style="list-style-type: none"> Increase venues for demonstration of mastery and capacity building opportunities 	<ul style="list-style-type: none"> Teacher exchange participants 	Funds for expenses related to attendance to conferences, seminars, professional development, and consultants	Fall 2013
<ul style="list-style-type: none"> Non-traditional and motivational sessions for k-12 students to remediate and increase basic skills 	<ul style="list-style-type: none"> Implement a blended learning situation for middle school students to provide extended time for students not meeting identified standards Pair-identify k-12 students with student teachers for remediation and motivation 	<ul style="list-style-type: none"> Leadership and faculty of JPS and JSU to develop the venues and delivery procedures Center for Teacher Quality and local school administrators 	Finances for establishing the blended learning environment and compensating participating JSU student teachers as tutors and mentors to k-12 students	Spring 2013

Issue Four: Dropout Prevention

Goal: Increase the concentration and level of activities related to the causes of middle school and high school drop-out rates and determine the collective methods to prevent or offset the identified causes.

Objective(s)	Action(s)/Activities	Person(s) Responsible	Required Resources	Timeline (Beginning)
<ul style="list-style-type: none">Identify causes of high drop-out rates in urban settings specifically the local school districts	<ul style="list-style-type: none">Conduct research to determine the factors and/or characteristics of potential and actual drop-outs	<ul style="list-style-type: none">Collaborative Team that consist of JSU Graduate faculty and students, school district leadership and teachers	None	Spring 2013
<ul style="list-style-type: none">Provide extended time in blended environments for identified k-12 students with a potential drop-out profile	<ul style="list-style-type: none">Examine the results of a blended learning environment as an alternative for identified k-12 students	<ul style="list-style-type: none">Leadership of JSU and local school district	Finances for compensation of personnel with responsibility of implementing and monitoring the blended learning environment Finances for initial start-up cost of materials and logistical technology	Fall 2014
<ul style="list-style-type: none">Provide mentors and support academic staff to identified k-12 students	<ul style="list-style-type: none">Offer before and after school tutorials for identified studentsAssign student teachers as life coaches and/or academic mentors to identified k-12 students	<ul style="list-style-type: none">Collaborative Team of JPS and school district	Finances to pay stipends to students for participating as tutors and/or mentors	Fall 2014

Issue Five: Strong Partnerships through Professional Learning Communities

Goal: Increase collaborative academic activities to ensure a shared sense of responsibility for improving the outcomes of instructional practices.

Objective(s)	Action(s)/Activities	Person(s) Responsible	Required Resources	Timeline (Beginning)
<ul style="list-style-type: none">• Provide planned activities to allow participation of university and school district partnership	<ul style="list-style-type: none">• Increase scope, sequence, level of participation, design, and purpose of partnerships	<ul style="list-style-type: none">• Collaborative Team of JSU and local school districts	None	Fall 2013
<ul style="list-style-type: none">• Develop the professional learning community continuum for the partnership	<ul style="list-style-type: none">• Develop plan of action that aligns the goals and activities of internal and external stakeholders	<ul style="list-style-type: none">• Deans, Chairs, Faculty, Collaborative Team	Finances for consultants and training	Summer 2013
<ul style="list-style-type: none">• Participate in collaborative activities designed to enhance the partnership	<ul style="list-style-type: none">• Define the professional learning community relative to stakeholders within the JPS and local school partners	<ul style="list-style-type: none">• Collaborative Team	None	Summer 2013