

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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Directions: The President or Academic Vice President should complete the ratings above. 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.

Background: Beginning in 2004, as a part of the University System of Georgia's National Science Foundation Grant, Partnership for Reform in Science and Mathematics (PRISM), a committee called the Strategy #10 or Faculty Rewards Committee began focus groups to sample participant responses to five exploratory questions on student under-achievement in math and science; potential alliances between higher education and K-12 schools to improve SM education; barriers to and strategies for productive partnerships; and incentives that would encourage higher education faculty to help improve math and science education in primary and secondary schools. Work continued through a statewide symposium, campus discussion groups, campus interviews and literature reviews. To foster the sustainability of PRISM goals at the system, university, college and departmental levels, the Strategy 10 Committee used all of the evidence described above to develop a policy for the USG *Board of Regents Policy Manual*, which specifically advocates rewarding faculty for work in K-12 schools. This policy, 903.17 Work in Schools will provide the umbrella for institutions to use in developing similar policies or procedures at the institutional, college and departmental levels. The policy has the flexibility to encompass all types of universities and local department values in decision-making for promotion and tenure, as well as to provide a continuum of definitions of scholarship. In addition, guidelines for implementation of the policy are located in the *University System of Georgia Academic Affairs Handbook: 4.03.02*. These guidelines charge each president with implementation of the new policy at the institutional level where he or she will be responsible for providing leadership for advocating, assessing and rewarding practices. The guidelines address sustainability with a variety of incentives. The USG Website features additional resource for institutions and contains definitions, examples of evidence, and case study exemplars.

803.17 Work in the Schools (*Board of Regents' Policy Manual*)

Board of Regents' approval of University System of Georgia institutions to prepare teachers includes the expectation that state 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 efforts in teacher preparation and school improvement through decisions in promotion and tenure, pre-tenure and post-tenure 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.
- 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. See Section 4.03.02.