# Table of Contents

9 ..... A Mentoring Model For Technology Integration
9 ..... A Partnership Between Educational Leadership And Professional Development Schools
10 ..... A Social Justice PDS: Using Portfolios To Make A Difference In City Schools
11 ..... Action Research Fellows: Collaborating To Build Capacity
11 ..... Action Research Takes Flight
12 ..... Addressing Student Achievement Through Professional Development School Differentiated Professional Development
12 ..... Against All Odds: The Role Of Resiliency In The Success Of An Urban PDS
13 ..... An Interdisciplinary And Technology-Enhanced PDS Model
14 ..... An International Learning Community: A Successful PDS Model
14 ..... Are New Teachers Prepared In A PDS-Based Certification Program Really Better?
15 ..... Assessing Interns: The Eleven-Year Evolution Of The Professional Portfolio Into NCATE And SPA Assessment Tools - That Work!
15 ..... Assessing The Fiscal And Programmatic Impact Of Taking The “High Quality” Route In Teacher Education: Smaller Can Be Fiscally Better
16 ..... Authentic Learning Experiences For PDS Candidates: Everyone Wins
17 ..... Authentic Teaching In Teacher Education Courses ... What’s That?
17 ..... Been There, Done That, Now What?
18 ..... Beyond The Basal: Giving Students Literary Wings Through Children’s Literature
18 ..... Birds Of Many Feathers Do Flock Together: A Collaborative Model That Works For Schools And Universities
19 ..... Born To Fly
19 ..... Brigham Young University/Public School Partnership: Becoming Increasingly Democratic And Tripartite In Improving Teacher Education
20 ..... Buddy Up!: A Professional Development Partnership School Success Story
21 ..... Building A Professional Development School District: An Evolving Story Of The Good And The Bad
21 ..... Building Bridges Teacher And Engineer Collaboration In A PDS Network
22 ..... Changing The Face Of Professional Development Through
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>Exploring The Culture And Community Of Two Professional Development Schools: Results Of Action Research Projects</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>First Year Challenges And Successes Of A Professional Development School Partnership</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Fly Like An Eagle Or Flop Like A Fish!</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Flying Tandem Into Cyberspace</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Flying Without Wings: Maintaining PDS Partnerships</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>From Orlando, FL, To Aston, PA: Taking The Initial Steps Toward Partnership</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>From Teacher To Teacher: Recruiting Minority Students Through The Holmes Scholars Program</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>From Teaching To Learning: Reflection In Three-Part Harmony</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Giving Them Roots And Wings: Leaving No Young Teacher Behind</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Got “Embedded Professional Development?” How PDS Coursework Applied By Interns Enhances The Instructional Practices Of Their Mentor Teachers</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Here’s Where The Action Is ... Action Research, That Is!</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Honest Talk About The Complexities Of Developing PD5 Relationships: Are We Cleared For Takeoff?</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>How The Work Of An Elementary School Can Impact Teacher Education: A Collaboration Of Democratic Ideas - Teacher Education, PDS Partnerships, And A First Amendment School</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>How To Survive The Growing Pains: A Discussion On The Three Essential Steps In PDS Relationship Building</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>I Want To Teach In An Urban School: Assessing The Impact Of An Urban Professional Developmental School Partnership On Attitudes And Retention Of Pre-Service Candidates</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>If You Build It, Will They Come? Fostering Teacher Buy-In In The PDS</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Incorporating Arts &amp; Sciences Faculty Into The PDS Community</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Initiating Lesson Study In An Elementary Teacher Education Program With Partner Schools</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Initiative To Create A Statewide Research Collaborative In Louisiana For The Promotion And Assessment Of Professional Development Schools</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Based Projects In Service Learning, Action Research And Equity Throughout The K-16 PDS Curriculum</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Intern Service: A Model That Supports K-12 Student Achievement And Pre-Service Teacher Development</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Keeping Up With Reform: How Professional Development Schools Support Innovative Practices In Mathematics Classes</td>
<td></td>
</tr>
</tbody>
</table>
50 ..... Learning And Leading By Design: How Technology, Tenacity, And Teamwork Keep Us Growing

51 ..... Lessons Learned From Geese: Rowan University PDSs In Flight

51 ..... Lessons Learned From Two Middle Level Professional Development Schools: Celebrating Success

52 ..... Let’s Focus On The Math: Gaining Entry And Sustaining PDS Relationships

52 ..... Living The Dream Of Educational Renewal One District’s Journey

53 ..... Maryland Professional Development Schools: Standards-Based Assessment And Data Collection

54 ..... Memorandum Of Understanding: A Tool For Reaching PDS Goals

54 ..... Navigating The Labyrinth: Connecting The Pathways Of Professional Development

55 ..... Neither Fish Nor Fowl: Hybrid Educators And Boundary Spanners

56 ..... New Partners, New Resources: Sustaining And Expanding The Vision

56 ..... Nurturing A Cluster Of Brand-New Professional Development Schools

57 ..... One Schol Taking Flight: A principal’s Journey

57 ..... P-12 Student Learning: Are PDS Partnerships Making An Impact?

58 ..... Palm Terrace Elementary School: A Professional Development School In Purpose And Practice

58 ..... Partnerships - Cluster Internship Partnership Program Promotes Self Efficacy In Student Teachers

59 ..... PDS As A Collaborative Community Of Inquiry: Multi-Level Scaffolding To Promote Social Consciousness

59 ..... PDS As An Agent Of Change: How To Develop A PDS (Pretty Darn Smoothly)!

60 ..... PDS Collaboration: A Unique Student Co-Teaching Field Experience

61 ..... PDS Data Management & Assessment: An Analysis Of Two Institutional Systems

61 ..... PDS Professors-In-Residence: Roles And Responsibilities In Urban P-16 Partnerships

62 ..... PDS University Faculty: Collaborating To Team Teach Secondary Pre-Service Teachers

62 ..... Pennsylvania’s Urban PDS Partnerships

63 ..... Playing Together In The Sandbox: Thriving In Harmony In A Secondary PDS

64 ..... Practice Makes Perfect: Experience As A Methods Instructor

64 ..... Preparing Culturally Responsive Teachers Through School-University Partnerships
65 ..... Preparing Rural Pre-Service Teachers To Be Successful As Beginning Teachers In Urban School Districts
65 ..... Pre-Service Teachers, Mentors, And University Liaisons: Informing Practice Through Action Research
66 ..... Process For Effective Professional Development Schools Implementation & Assessment
67 ..... Professional Development Activities That Feed Directly Into Student Achievement And The Preparation Of Urban Teachers
67 ..... Professional Development School Partnerships: Rethinking The Process
68 ..... Professional Development Schools - Guiding Consistent Improvement Within So Environment Of Innovation
69 ..... Project MET (Mathematics For Elementary Teachers) At The University Of South Carolina
69 ..... Promoting Meaningful Professional Learning Opportunities For Prospective Teachers
70 ..... Pushing The Boundaries Of Professional Development: Using Technology To Promote Instructional Change
71 ..... Putting Our Hands, Heads, And Hearts Together: A School University Partnership That Makes A Difference
71 ..... Putting Our Research Where Our Rhetoric Is: An Inquiry Agenda For PDS
72 ..... Putting Pedagogy Into Practice: The Benefits Of On-Site Education Classes
72 ..... Putting The Pieces Together To Soar
73 ..... Questions, Insights, And Reflections: Electronic Triad Journaling, A Vehicle Of Communication Between The Teacher Candidate, University Professor And Public School Mentor
74 ..... Reading Diagnostics Students Paired With Early Intervention First Graders: Benefits For All
74 ..... Science Enhancement Partnership Project
75 ..... Science For All! - A PDS Middle School/University Collaboration
75 ..... Science Teachers Go Toe-To-Toe With Literacy Integration: A Fledgling PDS Partnership Opens Its Doors To Forty-Three Pre-Service Teachers
76 ..... Seeing “I to I”: Initiating, Implementing, And Institutionalizing The PDS Model
77 ..... Site Coordinators: Tricks Of The Trade
77 ..... Site-Based Liaisons: Spreading Our Wings To Build Connections
78 ..... Soaring The Horizon With Pittsburgh’s PDS Partnerships
78 ..... Spreading Our Wings And Taking Flight: Assessing The Core Assumptions About Purposes And Definitions Of Work By Professional Development School Constituents
79 ..... Spreading Our Wings And Taking Flight: PDS Connects
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>80</td>
<td>Spreading Our Wings: Forming A Middle School PDS</td>
</tr>
<tr>
<td>80</td>
<td>Spreading Our Wings: Understanding The Flight Of The Students We Teach</td>
</tr>
<tr>
<td>81</td>
<td>Spreading The Wealth: Utilizing PDS Resources To Serve More Students</td>
</tr>
<tr>
<td>82</td>
<td>Sprouting Wings And Taking Off: Our Story Of Hatching A PDS Chick</td>
</tr>
<tr>
<td>82</td>
<td>Succeding Together: Multiple Institutions Partnering Together To Create PDSs</td>
</tr>
<tr>
<td>83</td>
<td>Supporting Novice Teachers To “Fly”</td>
</tr>
<tr>
<td>84</td>
<td>Sustainability Issues And Solutions In The PDS</td>
</tr>
<tr>
<td>84</td>
<td>Taking Flight: A PDS Collaborative</td>
</tr>
<tr>
<td>85</td>
<td>Taking Flight In A New Direction: Broadening Collaboration Between The College Of Education And Health Professions And The College Of Arts And Sciences</td>
</tr>
<tr>
<td>85</td>
<td>Taking Flight: The Impact Of PDS Involvement On Teacher Candidates And New Teachers</td>
</tr>
<tr>
<td>86</td>
<td>Taking Flight With Literacy Centers</td>
</tr>
<tr>
<td>86</td>
<td>Taking Flight With Professional Development Through Technology</td>
</tr>
<tr>
<td>87</td>
<td>The Agony And Ecstasy: Creating Simultaneously Four Middle School PDSs</td>
</tr>
<tr>
<td>88</td>
<td>The Baylor University And Waco Independent School District Partnership: A Community Learning With Vision And Purpose</td>
</tr>
<tr>
<td>88</td>
<td>The Challenges Of Change: Potholes, Sandboxes, And Kites</td>
</tr>
<tr>
<td>89</td>
<td>The Impact Of PDS And Non-PDS Teacher Preparation Models On Teacher Retention, Standards Based Teacher Performance, And Student Achievement</td>
</tr>
<tr>
<td>89</td>
<td>The Impact Of PDS On Enhanced Student Learning (One Of The Four Components Of The PDS Mission)</td>
</tr>
<tr>
<td>90</td>
<td>The Impact Of PDS Partnerships In Kansas - A Unique Mix Of Urban And Rural At-Risk K-12 Schools Partnered With Large, Small, Public And Private Institutions of Higher Education</td>
</tr>
<tr>
<td>90</td>
<td>The Missing Partner: Bringing The Community Into School University Partnerships</td>
</tr>
<tr>
<td>91</td>
<td>The Partnerships Council: The Team Approach To Sustaining A Professional Development School Relationship</td>
</tr>
<tr>
<td>92</td>
<td>The Power Of Their Stories: Constructing The Larger Narrative Of Stronger Families And Communities In The Faribault School District</td>
</tr>
<tr>
<td>92</td>
<td>The Social-Emotional Aspects Of Empowering Professional Development School Relationships</td>
</tr>
<tr>
<td>93</td>
<td>The State Of PDS In Pennsylvania</td>
</tr>
</tbody>
</table>
93 ..... Three Years Over The Summit: Challenges And Opportunities Of A Distant PDS Model

94 ..... Too Many Cooks Spoil The Soup ... Or Do They?

94 ..... Too Much To Lose? Relieving Stakeholder Anxiety When A School Becomes A PDS Partner

95 ..... Transitioning From Partner Schools To Professional Development Schools: An Urban University And Urban School System Model

95 ..... Try To Hit The Moving Target! PDS... NCLB... IDEA Highly Qualified Or Highly Confused?

96 ..... Two Key Functions To Establishing A Successful PDS Relationship: Find The Common Denominators And Design An Evaluation Plan

97 ..... Using Cognitive Learning-Centered PDS Practices To Build And Sustain Quality Professionals

97 ..... Using Data As Our Anchor And Best Practices As Our Navigator: Building A Learning Community Between Universities, School, And Home

98 ..... Using Data As Our Compass: A Professional Development School’s Journey Towards Optimizing Achievement Of All Students

99 ..... Using Informal Assessments To Measure Teacher Candidates’ Impact On Student Learning In An Early Field Experience

99 ..... Using Lesson Study As An Opportunity For Professional Growth In An Urban PDS

100 ... Using Professional Development School Inquiry To Promote Action Research

100 ... Using Teacher-Directed Study Groups In A Professional Development School

101 ... Using Technology To Expand The Professional Development School Partnership

101 ... Using The Collaborative Exchange Model To Evaluate Professional Development Schools

102 ... Using The NCATE PDS Standards To Promote Student Achievement In An Urban PDS

103 ... Using Virtual Lesson-Study In A PDS

103 ... We Made It! The First Year In An Urban PDS

104 ... Weaving The Tapestry Of Successful PDS: Leadership Roles And Qualities That Make PDS Work!

104 ... “What Do You Want?”: A Model For A Professional Development Partnership

105 ... What Do You Do When Your Wings Have Been Clipped And The “Birds” Still Want To Fly? Leadership Change And The PDS

106 ... When Good Intentions Aren’t Enough: Overcoming Barriers That Impede Communication And Collaboration Between PDS Networks.
106 ... Where Have You Been? Where Are You Going? How To File A Flight Plan For Students In A PDS

107 ... Winging Our Way Together: Expanding Our Partnership

107 ... Wings Of Flight: A PDS Journey

108 ... Working Toward An Interdisciplinary Teaching Approach In A Grass Roots University/Elementary School Collaboration

109 ... Working With Children Of Poverty: A PDS Initiative
A Mentoring Model For Technology Integration
Paul Jones, Tammy Banerjee, and Kimberly Miller, Towson University

The College of Education at Towson University launched its Professional Development School Network in 1994, beginning with one elementary school in Baltimore County. Ten years later, the PDS Network has 103 schools in eleven counties in Maryland. In 1998, the Towson PDS Network gained national recognition when the Association for Teacher Educators selected it for the Distinguished Program in Teacher Education Award. Since the inception of the Towson PDS Network, delivery of professional development courses for teachers in the schools has been an integral part of the university school partnerships. An important component of professional development has been to assist teachers in the appropriate integration of educational technologies into classroom instruction.

In 2001, Towson was awarded a PT3 federal grant, affording it an exciting opportunity to use technology to foster deeper collaborations between the university and its PDS Network. This grant, the Mentoring to Master Technology Integration Project (TIP), utilizes a faculty mentor/protégé professional development model to support the enhancement of teaching and learning through technology integration in the classroom. Participating teachers submitted a project proposal to integrate technology and were assigned a teacher-mentor to assist them in developing and implementing their project. Teachers also worked with Towson interns during the year and shared their project results with other faculty. At the conclusion of this grant, 182 K-16 faculty had participated in the program, more than half of them teachers from Towson’s PDS Network. This presentation will include data collected regarding the efficacy of this model.

A Partnership Between Educational Leadership And Professional Development Schools
David Squires and Frank Carrano, Southern Connecticut State University
Edward Burns, Edgewood Magnet School
Thomas McCarthy, Jepson Magnet School
Cheryl Brown, Conte/West Hills Magnet School

Since Southern Connecticut State University enrolls students at every level from initial certification through the Ed.D., we have looked to utilize our PDS sites beyond the undergraduate level. We recognize that it is as important for students in the doctoral program to be exposed to real life learning experiences as it is for our pre-service candidates. We view the PDS as a resource for learning about leadership in a school environment through access to the school administrators.

Our discussions with the Educational Leadership department have resulted in a program to involve the doctoral candidates in a school-based practicum within our PDSs. The candidates have been divided into four groups and assigned to work with the school administrators at each PDS. Each group is assigned a project to develop and implement that is identified by the school administrator. Each project is designed to provide the school with a means of supporting a specific, school-wide goal.
The candidates have an opportunity to experience many aspects of administrative responsibilities that require problem solving and organizational skills. The results will enhance the candidates’ preparation for administrative responsibilities as well as providing the PDS with an important source of support for achieving the school goals. This presentation will outline the processes used to establish this collaboration, describing the role of principals as mentors to and as recipients of support from the Ed.D. candidates. We also will demonstrate a model of PDS collaboration, ranging from faculty support of teachers at the initial preparation level through support to the principals at the administrative level.

A Social Justice PDS: Using Portfolios To Make A Difference In City Schools
R.D. Nordgren, Diane Corrigan, Kristien Marquez-Zenkov, and James Harmon, Cleveland State University

The Master of Urban Secondary Teaching (MUST) Program is Cleveland State University’s premiere teacher licensure program, utilizes a professional development school model, partners with area urban high schools, and is founded upon four social justice oriented outcomes (“Social Justice,” “Urban Teaching, “Urban Schooling and Communities,” and “Resilience, Resistance, and Persistence”). One program goal is to prepare future urban teachers to provide high school students with the greatest range of opportunities to show what they know. A portfolio assessment system allows for such a demonstration of knowledge. To help MUST students understand how such a system operates, the program requires them to engage in their own year-long portfolio construction process. The system teaches interns how to assess using these holistic methods and ensures that MUST’s graduates are able to teach for social justice once they complete this program.

Each semester MUST students gather artifacts representative of their experiences and assess these as evidence of their proficiency with the MUST outcomes. Summer artifacts demonstrate students’ understanding of the outcomes, fall artifacts represent observations of these outcomes in action in mentor teachers’ classrooms, and spring artifacts represent implementation of these outcomes in the students’ own classroom practices. At the conclusion of each semester, each student must be assessed as “proficient” with each of the four MUST outcomes, or she/he will not be allowed to continue in the program. This presentation will share the “high stakes” methods MUST uses to prepare city teachers who can make a difference in their schools and communities.

Action Research Fellows: Collaborating To Build Capacity
Emily Parker, Suncrest Primary School
Paul Steel, North Elementary School
Neal Shambaugh and Jaci Webb-Dempsey, West Virginia University
As the research competency for the Masters degree, preservice teachers in the Benedum Collaborative Five-Year Teacher Education Program at West Virginia University are required to design and implement action research projects focused on improving teaching practice to enhance student learning. Students identify the focus of their research and negotiate the design of their projects in the contexts of the Professional Development Schools where they conduct their clinical experiences and internships. The inclusion of the action research project as the culminating research experience is intended to help students address the development of two guiding principles: teachers as reflective practitioners and teachers as members of a professional community. While many improvements have been made to the action research process, one aspect has not been examined - the need for students to see teachers engaging in action research to answer their own questions about their teaching practices and student learning. This presentation will describe the Action Research Fellows project which is designed to encourage a cadre of PDS and WVU faculty to engage in action research in ways that will be transparent to students and develop mentors to support the action research process in the PDSs. During the presentation, the WVU faculty coordinating the project, one of the AR Fellows, and a PDS teacher engaged in documenting the process and impact of the AR Fellows project will share a description of the project, major project activities (including the research Fellows are conducting), and preliminary findings from research being conducted to assess the project.

**Action Research Takes Flight**

*Larry Smith and Ruth Swetnam, Ball State University*

Where is the action research? This is a challenge facing most professional development schools. Educators in the Ball State University (BSU) PDS Network believe inquiry and action research should be standard practice in their schools; however, little evidence of implementation existed six years ago. Fear of the word “research,” lack of experience in conducting research, and lack of understanding were among the reasons PDS teachers gave for not engaging in research activities. Consequently, action research became a focus for the Network professional development initiatives.

The BSU PDS Network is composed of partnerships with 24 schools and sites that include 2 early childhood centers, 1 parochial and 12 elementary schools, 2 middle schools, 5 high schools, a cultural center, and the Indianapolis Children’s Museum. To encourage inquiry-based practice, two grants co-supported workshops that introduced templates for action research proposals and provided mini-grants for PDS schools to implement their action research projects. Consultants from the Department of Educational Psychology were provided stipends to assist the ten schools that submitted proposals. A second round of co-sponsored mini-grants resulted in fourteen successful proposals. By April 2002, every PDS except one was working on an action research project.

The processes used to motivate university liaisons and school personnel to develop research projects will be shared with the audience. The template that was designed to guide teams through an outline of their
action research projects will be demonstrated. Examples of finished projects will be available.

**Addressing Student Achievement Through Professional Development School Differentiated Professional Development**

*Diane Davis, College of Notre Dame of Maryland*

*Barbara Morant, Furley Elementary School*

*Kristen Poff, Medfield Elementary School*

The presentation will describe a current PDS partnership among five schools that worked together toward increased student achievement through differentiated professional development opportunities. Through a Maryland Higher Education Commission (MHEC) grant, three Baltimore City PDSs, and two Baltimore County PDS schools are working together to bring about improved student achievement via a 3-track model of differentiated professional development. Track 1) Teacher mentoring designed to enhance the support needed for interns and new teachers during years of early induction into the teaching environment. Track 2) Course offerings through the College of Notre Dame of Maryland to support first year and provisional teachers in achieving “highly qualified” status. Track 3) Curriculum Enhancement/Action Research designed to provide enrichment opportunities for tenured teachers and provide support in the implementation of research to address critical areas identified in the school improvement plan. Representatives from three of the schools and the PDS Coordinator will describe various aspects of the grant activities and how they have benefited the PDS partnership. Each school involved has determined through its School Improvement Plan the specific professional development needs for its teachers and designed a tool to monitor and assess the impact of the professional development on student achievement goals. A representative from each school meets together as the Strategic Planning Committee to plan collaborative grant activities and share what each is doing. The presenters will share the benefits they have seen by being members of this unique PDS collaborative.

**Against All Odds: The Role Of Resiliency In The Success Of An Urban PDS**

*Karen J. Riem and Susan N. Seider, Central Connecticut State University*

*Nancy K. Hines, Dr. James H. Naylor School*

Initiating, maintaining, and sustaining the positive aspects of Professional Development Schools challenges all partnerships. How do PDSs maintain their viability and continue to make positive differences in the lives of students and their families, teacher education candidates, and school and university faculty and staffs? What allows some school and university partners to effectively face the challenges of ensuring success for all of their constituents in order to “foster an empowered, enthusiastic staff of lifelong learners?” (Henderson and Milstein, 2003)
Recent research indicates that a “resiliency” factor may contribute to a PDS’s ability to continue to function despite particular, and in some cases, ongoing threats to its existence. Resiliency, or the ability to recover or rebound readily from change or adversity, was a factor that strongly emerged from a case study of a long-standing successful urban PDS relationship. Analyzing the power of strengths as opposed to deficits can inform our understanding of how partnerships maintain their success over time. How one urban PDS managed to remain resilient despite delimiting factors such as school personnel changes, demographics, top-down administrative edicts, resource deficits, and philosophical leadership and programmatic disagreements, is the focus of this session.

Through the sharing of research analysis, along with specific anecdotes, reflections, and artifacts that illustrate the history of this diverse urban PDS, multiple perspectives on strategies and structures that build and support resiliency in a PDS setting will be described. Presenters include a PDS Researcher/Teacher Education Chair, a School Facilitator, and a University Facilitator.

An Interdisciplinary And Technology-Enhanced PDS Model
Carl Grigsby and Matt Thomas, Central Missouri State University
Jerry Akins, Crest Ridge R-VII School District

This session will present a new and unique PDS model for pre-service teacher preparation that includes application of both interdisciplinary course blocking and technology enhancement. The model has been collaboratively developed and applied by the presenters, two college professors and a K-12 superintendent, representing both higher education and the public schools. This unique model for teacher preparation is structured as a hybrid course block with four overlapping components: 1) traditional face-to-face classroom instruction conducted both in the field and on the university campus; 2) online asynchronous interactive instruction; 3) field experience; and 4) interdisciplinary blocking of complimentary courses. The four components of this innovative program assist with logistical concerns sometimes encountered in PDS settings and also are designed to facilitate learning for pre-service teachers, the supervising teachers, and students in the classrooms. This session will more fully explain the four uniquely overlapping components of the model and will share preliminary feedback on the model’s efficacy from both higher education and K-12 perspectives. Although this PDS model is unique, and although its efficacy is still in the process of being examined and disseminated, the presenters feel that it has potential to be replicated in other teacher education programs and PDS partnerships.

An International Learning Community: A Successful PDS Model
Cindi Chance and Stephanie Kenney, Georgia Southern University
Teacher education and public schools around the world face many similar challenges with unfunded mandates: public accountability, evolving standards, increasingly stringent calls for higher performance with fewer resources, growing numbers of students with educational challenges, shrinking teaching forces, and the integration of technology and other 21st Century mandates. The US and the UK are spending millions of dollars/pounds, and countries are addressing the issues with different foci and strategies. The ILC focuses on resolving many of the educational challenges via our school/university partnerships. Unlike other international programs, the focus is on improved teaching and learning preschool through doctoral programs, not ‘exchanges.’

The five participating Universities and their partner schools in the UK and US have identified common challenges facing schools and have developed a shared comprehensive model and plan of action to address them.

Are New Teachers Prepared In A PDS-Based Certification Program Really Better?

D. Scott Ridley and Peggy George, Arizona State University

The Professional Development School (PDS) model has received attention over the past decade as a method of teacher preparation with promise for improving the quality of new teachers. Little performance-based evidence exists, however, comparing the teaching effectiveness of new PDS-prepared and traditionally-prepared teachers. Even less research exists on the comparative student achievement outcomes of these teachers. Using performance-based indicators, the current study examined the teaching effectiveness of first and second year teachers and found that, in the first year, PDS-prepared teachers out-performed traditionally-prepared and Teach for America teachers in lesson planning and videotaped teaching effectiveness. Furthermore, examining differences in their students’ academic achievement outcomes using Sanders’ value-added method of analysis, this study found that the NCE reading gain scores of students taught by PDS-prepared first year teachers were significantly higher. On the other hand, the NCE math gain scores of students taught by PDS-prepared second year teachers were significantly lower. The possibility is raised that the gap between PDS and other new teachers closes after the first year of teaching. This presentation will provide a brief description of the full-service PDS program model implemented. It will describe the ongoing, long-term research process and findings in order to explore a promising research approach for evaluating PDS program effectiveness that is based on student achievement outcomes.
Assessing Interns: The Eleven-Year Evolution Of The Professional Portfolio Into NCATE And SPA Assessment Tools - That Work!

Shelly Gismondi Haser, Marymount University
Maria Yarmuth, Fairfax County Public Schools

Marymount University and Fairfax County Public Schools have had an eleven-year partnership through a professional development school model that recently expanded into five schools. Interns are placed in one PDS school for the entire school year with a six-week embedded experience at a high-needs partner school. The PDS has two M.Ed. program options: an elementary education program or a dual licensure program in elementary education and learning disabilities.

The professional portfolio is a major assessment piece of the M.Ed. program. The portfolio rubric is aligned with standards of the Association of Early Childhood Education International (ACEI) Specialty Program Assessment report, the National Council for the Accreditation of Teacher Educators (NCATE), and the Teacher Education Accreditation Council. The portfolio measures the intern’s development through authentic performance assessment.

The portfolio rubric has nine standards and is one of the summative assessment pieces used by the Education Department to judge the quality of the intern’s growth. It is worth 20 percent of the intern’s student teaching grade. The intern and program supervisors review the portfolio together and a score for each standard is given. The scores are compiled and used for the SPA and NCATE reports.

Presenters will share the portfolio rubric, scoring approach, and data collection method. The ACEI SPA template will be reviewed and interfaced with the portfolio rubric to show how the criteria are used as an assessment tool. Presenters will discuss what is done with the portfolio rubric data in terms of the PDS and M.Ed. program assessment(s).

Assessing The Fiscal And Programmatic Impact Of Taking The “High Quality” Route In Teacher Education: Smaller Can Be Fiscally Better

Van Dempsey, West Virginia University

In the early 1990s, West Virginia University made the decision to transition from a four-year, undergraduate, bachelor’s level configuration for teacher education to a five-year structure. In the new structure, students engage in five years of study of content and pedagogy. One of the major decisions in shifting to the Five-Year model was to reduce the number of teachers in the program to focus resources on fewer, higher quality graduates. As of May 2004, five cohorts have completed the program, with over 350 graduates. In addition, there are currently over 500 students in the pre-Teacher Education experience and the Five-Year Program.

This presentation will examine the degree to which the cohort model used in the Five-Year Program creates cost efficiencies by ensur-
ing that a greater percentage of students will complete the program on-time or within six years as full-time students. The working assumption of the program is that fewer students in more intensive and consistent enrollment patterns will offset lower numbers of overall enrollment in the former four-year model. The analysis will include the following components: 1) size of student cohorts; 2) intensity of program of study; 3) admission-retention success and cohort stability over the program of study; and 4) predictability and stability of revenue generation for the university by the smaller, but more consistent and stable cohorts of program students.

Authentic Learning Experiences For PDS Candidates: Everyone Wins

Marvin Chapman and Joyce Frazier, University of North Carolina at Charlotte
Kathleen Elling, Nancy Cousar, and Diane Markovits, David Cox Road Elementary School
Patricia Riska and Tiffany Spangler, University Meadows Elementary School

Direct involvement in authentic, school-based activities by pre-service candidates from the University of North Carolina at Charlotte is resulting in a strong link between those activities and the professional development of candidates. Those results support research that shows that candidates, participating in school-based internships, indicate a plausible link between those activities and the impact on their professional growth (Teitel, 2003). The potential for such impact is far-reaching.

Collaborative efforts are taking place to increase candidate involvement in professional development schools because research also indicates that teacher candidates learn better in professional development schools than in traditional teacher preparation programs (Levine, 2002). The pre-service teachers highlighted in this presentation are involved at two second-year PDS sites. School site activities of candidates include:

- Attending university courses taught on site
- Completing clinical experiences
- Analyzing student performance data
- Planning lessons with guidance from in-service teachers
- Developing integrated instructional units with grade level planning teams
- Launching newly-adopted writing programs
- Participating in assessment activities
- Providing feedback to PDS staff about school culture and climate

Candidate involvement is creating observable impacts on school staff, university professors, and elementary school learners. The purpose of this presentation (through the perspectives of administrators, staff, and university professors) is to showcase the valuable experiences of these pre-service teachers, impact on student learning, collaboration opportu-
nities for the schools and university professors, and assessment measures in place. Handouts highlighting presenters’ comments will be available to participants. Audience participation and comment will be welcomed.

Authentic Teaching In Teacher Education Courses ... What’s That?
Cristina Gomez and Jolene A. Stanford, The University of Alabama
Martha Cameron, Coneta Guin, Pam Henderson, Jenny Thagard, and Amy Vail, Davis-Emerson Middle School

The participants in this presentation will discuss the connection between a professional development school partnership and authentic teaching in teacher education courses. The rationale, format, benefits and future program plans will also be made clear.

Effective teacher education is a crucial component of professional development school partnerships. The Alabama Consortium for Educational Renewal (ACER) provides a unique opportunity for classroom teachers to contribute to this effort through collaborating with University of Alabama College of Education faculty. Undergraduate education courses are scheduled on-site at PDSs each semester. Classroom teachers in the content areas of English, math, science, and social studies co-teach the courses with UA faculty. Although the course syllabus includes the same curriculum standards as on-campus courses, the format of the school-site course differs from other sections. Differences might include clinical opportunities for students during the school day, feedback on assignments from a variety of evaluators, and school-based guest speakers. Student course evaluations for the school-site courses verify the benefits of scheduling the course at the school-site as well as involving classroom teachers. Future plans include a larger number of courses offered school-site in this format.

Been There, Done That, Now What?
Gerald P. Carlson and David J. Beard, University of Louisiana at Lafayette

Been There! The University of Louisiana at Lafayette started three Professional Development Schools in 2000. Our five-year plan specified the addition of two schools per year. We currently have eleven PDSs so we have exceeded our plan!

Done That! Collaboration between our university and K-12 schools has proven to be very successful based on data gathered. We want to share that data with you. We are especially pleased with our assessment process. Through self-assessment and reflection, we determine – Now What.

Our presentation will focus on our successes, concerns addressed as garnered from the assessment data, the assessment procedure, and how we plan for the future using our assessment data. If you need information about how, what, when, where, and/or why, this is a presentation you do not want to miss!
Beyond The Basal: Giving Students Literary Wings Through Children’s Literature
Tracy Lackey and Cathy Wayne, White Knoll Elementary School

Prescribed standards, minimum time allotments for instruction, pull-out remediation programs, and standardized testing have created an instructional quandary for the classroom teacher. By creating an inclusive balanced literacy classroom co-taught by the resource and regular education teachers, we have been able to maximize valuable instructional minutes and integrate all content areas into the language arts curriculum through the utilization of children’s literature. Using children’s literature facilitates an increase in efficiency in addressing numerous state mandated standards. Multiple groupings are used to ensure students receive individual, small group, and whole group instruction. Learning experiences are created by analyzing data gathered during careful classroom assessments so instruction is tailored to meet the current needs of each student. Individual and small group instruction target specific diagnosed areas needing improvement, while whole group instruction provides scaffolded experiences at a more challenging level. An added benefit of children’s literature is the ability to teach students the author’s craft using exemplar texts providing excellent models of a variety of skills students can rely on to assist them in the development of their own writing skills.

Students are given numerous opportunities to work collaboratively to solidify their knowledge base and develop crucial interpersonal skills. Resource students are able to feel part of the group, and inclusion in the regular education classroom fosters confidence. Standardized test scores showed much growth, with some students scoring proficient on various aspects of our state-wide assessment. Our PDS interns are being exposed to the balanced literacy program through partnerships with classroom teachers, allowing them to expand their repertoire of research-based best-teaching practices.

Birds Of Many Feathers Do Flock Together: A Collaborative Model That Works For Schools And Universities
Jennifer Platt, Nicola Johnson, Caroline Marrett, Charissa Marrah, Mayra Ruiz, Muthoni Kinemia, Willette Young, Michelle Mitcham-Smith, Jamia Richmond, Wendy Greenidge, and Vincent Mumford, University of Central Florida
Torrence Broxton, Palm Terrace Elementary School
Suzanne Snow, Goldsboro Elementary Magnet School

The University of Central Florida/Orlando Science Center Holmes Partnership is a collaborative model that includes and involves school and university faculty and administrators, doctoral students, and members of the community who are engaged in research and practice that shape and support education. Our philosophy is best expressed by Robinson and Darling Hammond (1994) in their statement, “Professional Development Schools (PDSs) are organizations that cannot be created by either public schools or universities acting alone. They grow out of and depend upon collaboration for their very existence.” Celebrating its
seventh year as a member of the Holmes Partnership, the University of Central Florida/Orlando Science Center Holmes Partnership continues to work with its partner schools in five central Florida counties. Over the years, we have had to redefine and refine our goals and relationships to address the specific needs and concerns of our multiple stakeholders. The knowledge gleaned and the experiences gained have provided invaluable insight in developing a model that truly works. Our presentation therefore will focus on how to build and sustain a successful school/university partnership. Drawing upon our own experiences, we will discuss some pitfalls to avoid and safeguards to take in this on-going process. In addition, we will share how the UCF/OSC Holmes Partnership financially supports its partner schools, doctoral students, and faculty, and how it maximizes available resources. Finally, we will offer ways to implement best practices while providing a mechanism to support research, innovative thinking, and professional development.

Born To Fly
Michele Vosberg, Joyce Meier, Deb Fordice, Carol Duehr, and Janet Sauer, Clarke College

How do students in a Professional Development School learn? What do they learn? Do the students learn what the instructors think they are teaching? Is there a hidden curriculum? Students in the Clarke College Professional Development Schools videotaped their teaching experiences, reflected on their learning, and analyzed their learning experiences. The instructors and students have synthesized this learning by creating a movie showcasing student learning in the PDS setting. The movie touches on topics such as professionalism, motivation, learning expectations, meeting standards, meeting the needs of all children, and, perhaps most importantly, understanding what it means to be a teacher. Using the analogy of learning to fly, students uncover what it means to learn in a professional development school, spending their junior year combining methods courses and clinical experiences in the PDS sites. Join us for popcorn and a movie, followed by a discussion, sharing why we believe that in a professional development school we are... born to fly.

Brigham Young University/Public School Partnership: Becoming Increasingly Democratic And Tripartite In Improving Teacher Education
Marta Adair, M. Winston Egan, Marie Tuttle, and Joy Campbell, Brigham Young University
Vicci Gappmayer, Wasatch High School

This session examines the unique organizational structures and relationship-centered activities that have substantively improved the governance and development of teacher education programs at Brigham Young University. These newly created structures include the development of the University Council on Teacher Education, the Center for the
Improvement of Teacher Education and Schooling (CITES), Partnership Advisory Councils, and the Professional Development Academy.

The question is simply this: How do we effectively form and sustain functional, tripartite structures and related relationships that improve teacher education and schooling? Stating this question in another way: How do we create meaningful partnerships that promote and sustain simultaneous renewal?

Conference participants will explore the meanings of the term tripartite, particularly as it relates to the governance and development of teacher education programs in university settings. Moreover, conference participants will become familiar with past and recent BYU efforts to form, to energize, and to sustain tripartite committees, councils, and other organizational structures committed to the improvement of teacher education and public schooling.

**Buddy Up!: A Professional Development Partnership School Success Story**

*Margaret Lautier Donnelly, SUNY Oswego*

*Peggy Losurdo, Palermo Elementary School*

Our story started in January, 2003, when SUNY Oswego recognized a need to develop an expanded model for professional development. The Professional Development Partnership School (PDPS) initiative was formed to build upon the successful Professional Development School model. Using master level college supervisors placed in Oswego County school districts, the PDPS initiative was launched.

Palermo Elementary School has completed its incubation period and has emerged into a strong PDPS with an active team currently working on two inquiry projects to increase literacy in its K-4 population and to build a stronger learning community.

Our panel of team members will present our Buddy Literacy Project. Our middle to high level 4th graders work with middle to low level younger students on Reading and Writing skills. We will discuss the cross grade level collaboration inclusive of special needs teachers that made the project possible, the means by which the program was funded, the involvement of SUNY Oswego pre-service teachers, and the significant impact it has had on the student learning at Palermo ES.

Presenters will also discuss the impact of the 2004 PDS Conference on the pre-PDS at Palermo ES, the Buddy Literacy Project, and the steps taken to build a program like ours. The classroom teachers will share students’ journal entries, visuals, and anecdotes about the project. We will include a question and answer period.
Building A Professional Development School District: An Evolving Story Of The Good And The Bad

Marcia Bromfield, Lesley University
Marya R. Levenson, Brandeis University

Project Open (Ongoing Professional Education Network) is a K-16 collaboration in which Boston College, Brandeis University, Lesley University, and the Watertown Public Schools are engaged in creating a Professional Development School District in which the responsibility for the preparation of new teachers, the development of experienced faculty, and the improvement of practice is shared with the ultimate goal of increasing learning for students, interns, and teachers. Project Open features include an emphasis on the placement of interns in cohorts, performance assessment of interns, high quality mentoring and teacher induction, school based inquiry, teacher leadership development, engagement of arts and science faculty, and the development of a residency model of teacher preparation. Project Open is in its fifth year, making incremental changes over time but not without confronting a number of significant issues. In our session we will not only share our successes in moving toward the accomplishment of our goals but also our continuing problems and several of our failures as we struggle to change the nature of the work of educators in Watertown schools and the three participating universities. We continue to struggle with a number of complex issues in achieving institutional collaboration and knowledge networking as we strive to balance the interaction between well founded, thoughtful change from outside the system with a supply of new knowledge and leadership within the system. Our story is truly an evolving story of the good and the bad.

Building Bridges Teacher And Engineer Collaboration In A PDS Network

Stephen Thompson, University of South Carolina
Doris Hawkins, White Knoll Elementary School

What kinds of collaborations are possible in a PDS network? How can you create them? This presentation describes a unique form of elementary teacher and engineer collaboration, discusses the influence of participation on major stakeholders, and provides essential components that make this type of collaboration work. Additionally, the presentation discusses the processes through which this project was created and institutionalized.

Initial funding through the National Science Foundation allowed the University of South Carolina’s (USC) Colleges of Engineering and Education to establish a Fellowship program for graduate level engineering students. These Fellowships placed engineering students in grades 3, 4, and 5 classrooms for 10 hours per week over an entire school year to collaboratively develop and implement lessons with teachers. The role of these engineering students was to provide specialized knowledge to enhance student learning in math and science. The role of the classroom
A teacher was to provide the engineering students with opportunities to enrich their teaching and communication skills. As a result, both teachers and engineering students gained significant professional development opportunities while enriching student learning.

This program has since been made a regular part of graduate education in Science, Technology, Engineering, and Math (STEM) disciplines at USC. Through a variety of fellowship opportunities, graduate students from various disciplines will be taking part in these types of collaborations starting in the 2005 school year. Join this session to find out details and see the impact that this exchange of knowledge and understanding can have on learning in a PDS school.

**Changing The Face Of Professional Development Through Math And Science: Inquiry Based Learning For Culturally Relevant Teaching**

Leslie Agard-Jones, Djanna Hill and Stephanie Koprowski-McGowan, William Paterson University

The Inquiry for Math and Science Partnership (IMS) at William Paterson University is a partnership designed to study and develop effective responses to issues facing the preparation and professional development of elementary school teachers in urban centers with a math/science concentration. The IMS partnership has focused on three critical areas: (1) ineffective teaching of science and math; (2) lack of retention of elementary teachers in urban areas with math/science expertise; and (3) the variety of external and internal factors by which individual school administrations are challenged. The IMS Partners of William Paterson University, Paterson School #2, and Passaic School #11 have built upon a 5-year existing PDS relationship through the New Jersey Teacher Quality Enhancement Consortium. Teaching science and math in ways that produce intrinsic motivation in the students and seeks to empower the teacher, mentor, and administrator and parent, thereby producing change in the community (Darling-Hammond, 1997), are ideas that support this Project.

The IMS Partnership serves as a great example to others in our growing field of PDSs of how to rejuvenate existing PDS relationships while challenging the school community as a whole. By sharing techniques and strategies to promote scientifically-based research, needs assessment, and high quality professional development through inquiry based and culturally relevant learning, our partnership serves as a model for how to successfully institute change from teacher pedagogy to increased student achievement.
Changing University Classrooms While Changing Practices In The Schools
Linda Lengyel and Rose Mautino, Duquesne University
Lonnie Carey, McKeesport Area School District

This presentation will discuss how faculty from two different disciplines and an urban school district partnered to collaboratively change how teachers are prepared. We will review the activities of a grant funded project: Changing University Classrooms While Changing Practices in the Schools. The project focused on identifying new assessment and instructional practices for students with severe disabilities in the academic area of literacy. Historically, if a student was identified as having severe disabilities, the focus of instruction was on functional life skills. There is little information available about increasing the literacy skills of students with severe disabilities, and preparation programs for both special education teachers and reading specialists rarely teach assessment and instructional methods for literacy for students with moderate/severe mental retardation. This partnership arose out of Drs. Lengyel and Mautino’s shared interest in preparing teachers to provide effective literacy instruction to all students and Mrs. Carey’s interest in expanding the literacy experiences for students with severe disabilities. Video tape footage and pictures of collaborative activities will be used to illustrate the work that has been done. Presenters will share how this work fits into the framework of Professional Development Schools, both at the university and the school district. Challenges of being a university faculty member involved in PDS and of having a cross-departmental partnership will be discussed in an interactive format facilitating brainstorming, sharing of information, and feedback from the audience.

Charting A New Course: Transforming Top-Down Leadership Into Team Leadership
Lori Broughton and Laura Mackay, McWhirter Professional Development Laboratory School
Joan N. Maier, University of Houston - Clear Lake

McWhirter is a Pre-K through 5th grade elementary school in Clear Creek ISD, Houston, Texas, with over 50% low SES and 60% Latino students. McWhirter opened its doors as a Professional Development Laboratory School in partnership with the University of Houston-Clear Lake School of Education in 2001. Attempting to transform the school’s leadership model has been a challenging, frustrating, yet very rewarding experience. Most people resist change, and when change affects the basic character of the school culture, many people will get upset. McWhirter PDLS’s leaders will share with participants the key concepts, processes, and lessons learned, over the past three years, as they have engaged all stakeholders in changing the school’s leadership from a top-down “closed-climate” into a school that is becoming known for its TEAM LEADERSHIP and “open-climate.” The school’s leaders are working with the faculty, staff, and parents to encourage and support all stakeholders in the development of knowledge, skills, abilities, dispositions, and characteristics needed to increasingly share in control and decisions that will
Collaborating Colleagues: Pre-Service Teachers Embark On Fledgling Flight
Pat Daniel and Patricia Alvarez McHatton, University of South Florida

In the Fall semester 2004, 29 pre-service educators spread their wings and took flight with their two university professors sharing the point of the “V” at the oldest PDS associated with the university. These 29 pre-service educators were English educators and special educators, teaming together writing lesson plans, teaching middle school students, designing an interdisciplinary unit, and conducting case studies.

The educators at the PDS collaborated with the professors and the pre-service educators regarding the teaming design, providing insights about the individual students, as well as insights about the professional development of the pre-service educators.

Presenters will include both of the professors, an English teacher, and an ESE teacher from the PDS; the voices from multiple pre-service teachers will be shared via their weekly observations/reflections. We are also gathering data via pre- and post-intervention surveys. Artifacts will include their interdisciplinary units and case studies.

Collaboration For Student Success: Bringing Theatre Into The Classroom
Edward Burns, Edgewood Magnet School
William Elwood and Frank Carrano, Southern Connecticut State University

Edgewood Magnet School has been a PDS for three years. We have been seeking opportunities to expand the university collaboration beyond field placements for teacher candidates. Edgewood is a HOT (Higher Order Thinking) school, which subscribes to the view of utilizing the arts to support student learning. We approached the Theatre Department to determine how we might make a connection between the two. The result has been a partnership between the Theatre Department and the school that has focused on bringing the department’s students into the school to support their academic goals.

This semester, three theatre arts students are working with a social studies teacher in the seventh and eight grades to develop a series of activities that will provide opportunities for students to participate in dramatic performances that are connected to the curriculum. This collaboration provides a site-based experience to the university students that will bring life to what they are learning in their classes. It also provides an opportunity for the classroom teachers to bring life to their subject by infusing theatre into the learning experience. We expect this collabora-
tion and others to become a regular part of the university experience for students in the theatre department.

This initiative provides a model for our goal to expand the PDS initiative at Southern Connecticut State University outside the School of Education into other departments so that a broader range of students will participate in the PDS experience. Moreover, this represents a unique opportunity to recruit individuals into teaching who may not have considered teaching as a career. Issues regarding the use of the Arts in K-12 schools will be discussed.

Commonality And Individuality: Sustaining A Network Of PDS Collaborations
Marcia Bromfield and Harriet Deane, Lesley University

Since 1992, Lesley University has been engaged in Professional Development School partnerships with three K-8 schools in Cambridge, Massachusetts. From the beginning, we’ve been committed to partnerships based on a balance between tailoring the nature of each PDS to the needs and culture of each school, while maintaining common features and providing opportunities for networking across schools. The balance has sometimes shifted over the 12 years, allowing the models to evolve and helping to sustain the partnerships.

Some of the common features and networking opportunities include: core faculty liaisons, assigned to the school for a quarter time; regular meetings of liaisons; placement of clusters of pre-practicum and practicum students; book groups; mini-conferences; teachers as adjunct faculty; library access; and conference participation.

The focus at each school has been different, however. The Tobin has emphasized technology, and the liaison has worked with teachers and students to integrate and use technology. The Peabody has concentrated on developing an effective and coherent literacy program across the grades and has participated in Literacy Collaborative activities with Lesley’s Center for Reading Recovery. The focus at the Baldwin has been on the involvement of teachers in site-based courses and the development of year-long internships.

In this presentation, we will address how decisions are made about the work, what structures have been put in place to sustain the partnerships, how the partnerships have existed without external funding, and how they continue to evolve.

Crafting A University Professional Development School Model
Kim Creasy, Claudia Balach, and A. Lee Williams, Slippery Rock University

The presentation will focus its attention on the process being developed and utilized at Slippery Rock University of Pennsylvania to bring together a common design to existing professional development school partnerships.
Currently Slippery Rock University is partnered with three distinctly different public school districts operating three varied professional development school programs. This academic year has brought about the formation of a Professional Development School Committee within the Elementary Education/Early Childhood Department of the College of Education. One of the goals of the committee is to merge the current programs into one SRU model, which will fit the requirements of the institution and will establish commonality of mission, consistency in supervision, structure of governance, expectations of teacher candidates, and methods of reporting.

This presentation will share the methodologies utilized in this process that should prove beneficial to institutions that are expanding their partnerships and those seeking to establish an institutional-wide consistency of expectations in these partnerships.

Critical Friends Groups: Supporting Student, Novice, and Teacher Learning

Patricia Norman, Trinity University
Katherine Golian and Heather Hooker, Walzem Elementary School

A small but growing number of professional development initiatives rest on the assumption that “teachers teaching teachers” is a powerful means of improving student learning. This model of professional development often calls for an initial group of teachers to be trained, after which they serve as teacher leaders within their school. In the case of Critical Friends Groups (CFGs), teachers attend a coaches institute led by the National School Reform Faculty where they learn how to help a small group of their school colleagues create a professional learning community by establishing group norms and engaging in collaborative practices. Specifically, coaches use protocols — a set of procedures to structure a focused, equitable, substantive conversation — to help group members examine teacher and student work, solve problems, discuss texts, and observe each other’s teaching (Bambino, 2002; Glickman, 2002).

In this presentation, a university teacher educator, mentor teacher, and intern will describe how participating in Critical Friends Groups at their PDS impacts their work with students, colleagues, and children’s families. Specifically, the university teacher educator and mentor teacher will discuss their work as co-facilitators of a study group for Critical Friends Group coaches, including insights they have gained into their role and practice as facilitators as well as challenges they have encountered in helping the school to become a stronger place for students, novices, teachers, administrators, and university faculty to learn. All three presenters will also describe how their CFG work has shaped their teaching and professional learning.
Defining The PDS Mentor Role: What It Means For The Teacher
Douglas Lare, Jeffrey Scheetz, Patricia Smeaton, and Faith Waters, East Stroudsburg University

This presentation will summarize the results of a study that highlights the teacher-perceived advantages and disadvantages of being a student teaching/PDS mentor. Typically, teacher education programs have clearly defined responsibilities for student teacher mentors. Therefore, it is not unusual to have anecdotal reports which show that teachers report significant benefits from being a student teacher mentor, especially as they reflect on their own teaching.

As the number of PDS programs increases, it is critical to determine whether there is a similar benefit for the PDS mentors. Little research has been conducted which can document whether the defined role of PDS mentors actually benefits the teacher. Two established PDS programs, one at the middle level and one at the high school level, served as the sites for this study. The population included the PDS mentors for both graduate and undergraduate PDS students. Through interviews, a survey and focus groups, the research team was able to distinguish the teachers’ perceptions on the differences between the two roles. Subtle differences were uncovered related to the length of time the PDS has been in existence. Perhaps more importantly, the study was able to document the added value of being a PDS mentor versus being solely a student teacher mentor.

By clearly documenting the ways teachers can benefit from a PDS program, this study may help convince teachers that PDS is not only a professional obligation, but also an experience which will help them grow as they reflect on their own teaching.

Design On A Dime: Creating Pathways Of Collaboration Between Mentors And Teacher Candidates
Debbi Leialoha, Miki Heyne, and Marissa Walsh, Graceland University
Amanda Bradford and Terry Brown, Procter Elementary School
Jami Daffer and Karin Engram, Thomas Ultican Elementary School

Grant gone, brain numb, inspiration won’t come? Learn how year-long internships can be sustained on a shoestring. Motivated by research results that show that learning to teach through engagement in authentic experiences with ample opportunities to reflect and inquire through social interaction is influential in how our teacher candidates perceive their practice, the presenters will share their strategies of how increased collaboration between interns and their mentors can be facilitated by creatively managing time and resources. Faced with depletion of funding, two-fold expansion sites, and doubled enrollment, we have increased opportunities to communicate about the teaching and learning process through the use of “shadow” interns. This t-chart experience will reveal how we accommodate mentor and intern participation in professional seminars that take place during the day, mentor support and training
through brown bag luncheons, and how two faculty support four PDS sites.

**Designing Viable Ways To Connect Arts And Sciences Faculty To The Preparation And Professional Development Of K-12 Teachers**

_Debra Patterson, Theresa Montano, and Larry Oviatt, California State University Northridge_

Faculty from the arts and sciences departments of art, music, Chicano/a Studies, kinesiology, history, and geological sciences have been actively involved in designing connections between the university and the staff and programs at the new PDS sites of California State University Northridge. Some faculty serve as site liaisons, working regularly to design vibrant experiences for K-12 students, teachers, and fieldwork students. Teachers have been invited to explore the resources of the university and are volunteering to confer with arts and sciences faculty and to attend professional development workshops and events. One project has immersed university faculty and K12 teachers in a common inquiry into the pedagogy, content knowledge, and materials of the social sciences classroom of the high school and the university, establishing a safe environment for change. Other faculty have formed study groups in math, social studies, and kinesiology for discussions between the university, local community colleges, and PDS sites related to the articulation between these levels. This on-going work is funded by the Teachers for a New Era initiative, and the various projects established by arts and sciences faculty are offering the unique opportunity to design more viable ways to connect the university to K-12 teachers, students, and to student achievement.

Conference participants will receive a description of the various projects and their key goals and activities, which may be helpful in establishing similar groups at their institutions.

**Developing Strategies And Techniques Of Assessment For Use In PDS**

_James F. Collins and Mary L. Collins, Nova Southeastern University_

This presentation will address the components and characteristics of a good evaluation system; different types of evaluations such as traditional/alternative; teacher performance/student performance measures; and aligning standards, curriculum, instruction, and assessment. There will be opportunities to unwrap the standards to discover the inherent knowledge, skills, and dispositions absolutely necessary for the student to acquire in order to succeed at every level and every task. By this we mean translating broad, general statements into specific behaviors and then selecting the appropriate strategies and techniques for teaching them. Through these discussions participants will be able to see how the assessment process by itself becomes a critical facilitator for achieving
excellence in teaching and learning. Appropriate handouts will be pro-
vided.

**Differentiated Accountability In Diverse Professional Development Schools: What Have We Learned?**
*Winona Taylor, Samuel Billups, Marilyn Rondeau, and Virginia Johns, Morgan State University*

Candidates in the teacher education programs at Morgan State University complete their professional development school requirements in two of four school systems: Baltimore City, Baltimore County, Anne Arundel, and Howard County. The academic achievement, technology, ethnic, school, and socioeconomic profiles of each school system are not the same. In addition, the stakeholders have different perceptions of what outcomes matter and how to measure them. Since credible and systematic documentation of the impacts of each professional development school is critical to the growth and sustenance of the partnership, there was a need to develop a model of differentiated accountability. In accordance with the purpose of this conference, the goals of this presentation are to: specify the need for a differentiated model of assessment that is comprehensive and credible to a variety of stakeholders; describe the process in progress to develop the model; and describe aspects of the model related to issues of PDS standards, NCATE, and local accountability systems.

**Dispositions For Success In A PDS: A Comparative View**
*Nancy Casey, St. Bonaventure University
William Gile, Alabama A&M University*

What is fundamental to the success of a PDS? We believe that there are key dispositions that lead to learning, positive relationships and growth for all constituents. What effect does a PDS model have on the perceptions of pre-service teachers, university faculty and clinical faculty regarding dispositions? How do those perceptions differ from or align with similar groups in a non-PDS pre-service program?

We have collected data in two pre-service teacher education settings — one a rural, private, religiously-affiliated university in the northeast with a majority white student population, the other a southern, public, urban, historically-black university. We asked three groups to “nominate” key dispositions and to rank them in terms of importance in PDS/methods/student teaching settings.

The session will present data comparing and contrasting perceptions of pre-service teachers at different points in their programs, clinical faculty, cooperating teachers, and university faculty. We will discuss the differences between those groups and between the two universities. We will engage the audience in an analysis of differences and an explanation of similarities. In addition, we will discuss materials, strategies, and
assessments each school uses to help pre-service teachers understand and develop appropriate dispositions.

An early version of this work was presented at the 2004 PDS conference, reporting data collected from a PDS setting. Following the conference, Casey and Gile have collaborated to extend the study and develop the comparative approach. We believe that we will be able to highlight effects of PDS partnerships on this critical dimension of dispositions.

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Diversity And Collaboration: Implications Of Culture For Developing And Maintaining Effective Relationships In Professional Development Schools

Charlene Johnson, University of Arkansas

Understanding and appreciation of diversity has been touted as requisite among those considered effective in today’s classrooms. Most of the research that addresses diversity focuses on the public school classroom students and how educators (majority European American) need to embrace those considered “different” in terms of content and pedagogy. As we strive to develop professional development schools that “embrace” diversity among students, how are pre-service teachers of color “embraced” or tolerated within teacher educator programs? How are the varied experiences of pre-service teachers perceived, interpreted and evaluated within professional development schools?

This session looks at how students of African descent are received and facilitated in a five-year Masters of Arts in Teaching (M.A.T.) program with a yearlong internship. The majority of students in the public schools, as well as the teacher candidates, are of European descent. Presently, there are several students of African descent in a middle level cohort. For this session, the experiences of these interns and their implications for the M.A.T. program are addressed. Differences in interactions, speech, and demeanor, and their implications for interns’ level of comfort in the M.A.T. program, their interactions with their supervisors (university and public school), and the growth and development of the program itself are discussed with the audience. Suggestions for negotiating meaning and incorporating students of color more effectively within teacher education programs are offered.
Don’t Just Rekindle The PDS Fire - Use The Blowtorch! A Restructuring Of PDS Governance

Ginger Zierdt, Minnesota State University
Lori Byrd, Lincoln Elementary School
Mary Danielson-Gates, Roosevelt Elementary School

As any long-term partnership grows and evolves, there may be times when the fire seems to burn less intensely and is in need of some rekindling. During the spring of 2004, the PDS partnership facilitated through Minnesota State University, Mankato, felt the need to rekindle its “governance” fire which burned so brightly in its beginning union, but over time had grown less vibrant. However, merely fanning the tender flames was not an option for this ambitious ensemble of K-12 teachers and administrators, university faculty, and community members - the blowtorch was called upon!

Changing the governance structure could have a major impact on the decision-making process and the balance of influence and commitment among the six school districts and the university. By involving key decision-making stakeholders, such as the K-12 school superintendents and the Dean of the College of Education, the level of excitement and anticipated achievement is at an all-time high. All P-16 participants are working diligently to manage and transform the structure, balance spontaneity with thoughtful planning, promote parity and equity, and, most importantly, connect people and institutions. Participation continues to grow, and there is an overwhelming sense that important work is being “allowed” to get done ... and will get done. The “blowtorch” effect is rekindling the PDS spirit, and we would be honored to share our story with you and explore additional interventions!

Effective Professional Development School Partnerships: Building And Nurturing The Relationships

Lawrence Lyman, Emporia State University
Fred A. LeMaster, Burlington Elementary School
Merle D. Patterson, Butler Community College

Effective Professional Development School partnerships require investments of time and energy to build and nurture the collaborative and collegial relationships among college faculty, community college faculty, public school administrators, and public school teachers. Emporia State University began its first Professional Development School partnership with the Olathe Unified School District in Olathe, Kansas, in August, 1993. During the 2004-2005 school year, all elementary education students are required to complete a year-long Professional Development School assignment in at least two grade levels.

The elementary school Professional Development School program at ESU has established partnerships with nine Kansas school districts. The 23 elementary and intermediate schools participating as PDS part-
ners are located in rural, small town, suburban, and urban settings. Two community colleges are also PDS partners.

Students at Kansas City Kansas Community College and Butler Community College can complete general education courses taught by community college faculty, professional education courses taught by ESU faculty, and then move to Professional Development School sites located in the respective communities.

This presentation will focus on strategies used to develop collaborative and collegial relationships between faculty in The Teachers College at Emporia State University, the Butler to Emporia from Students to Teachers program (BEST), and public school Professional Development School partners, such as the El Dorado Unified School District and Burlington Elementary School.

This presentation will share strategies which have worked for the participants in building and nurturing collaborative and collegial Professional Development School relationships:

1. selecting appropriate agencies for Professional Development School partnerships
2. working with college and district level administrators
3. encouraging “buy in” from prospective mentor teachers and other school personnel
4. providing appropriate training for mentor teachers and administrators
5. promoting communication
6. involving community colleges in Professional Development School partnerships

Eleven Years And Counting: The Lasting Impact Of PDS Experience On Teaching Careers

Roger Brindley and Pat Daniel, University of South Florida

Four schools, one middle and three elementary, have been in a PDS partnership with this university for eleven, nine, six and four years. This research documents whether PDS interns went on to find success and satisfaction in their teaching careers, and if so, to what extent they continued their professional development and became educational leaders. All graduates since 1992 who experienced a PDS were surveyed. We have lost touch with many over the years, but while we can’t claim that the response rate of 20% (80 returns) represents all our former PDS interns, we believe these eighty graduates provide substantial insight into the work of the PDS partnerships.

The data is consistently positive and reflects the professional values articulated in the PDS mission. 74% of all our PDS graduates have extended their education beyond the baccalaureate level (in a state that does not require this), 95% reported they would recommend this university, and 74% of the respondents are still classroom teachers, while 6% work in administration. Just 20% of the PDS respondents have left the profession and only 4% stated they planned to leave in the future, while
70% reported job satisfaction. Compared to national rates of attrition, these are significant findings. Notably, 21% have already become department heads or lead teachers, and 45% had taken other leadership roles (e.g., district committees, PTA presidents, union representatives, etc).

This proposal will elaborate on these statistics and share the teachers’ narrative accounts, their thoughts on PDS, and their shared vision for education. Combined they represent powerful testimony for the long-term influence of PDS experiences on the future careers of pre-service teachers.

**Enhancing School Culture And Collaboration Through Curricular Projects: Research, Integration, And Technology**

*Mary E. Styslinger, Susan L. Schramm-Pate, and Eva Monsma, University of South Carolina*

*Sara Biltz, Mid-Carolina High School*

This presentation will engage participants in conversations around curricular projects between education faculty at the University of South Carolina and teachers at both partner and professional development schools. Presenters will share stories of collaboration that detail the processes and products of teacher research, integrated curriculum, and electronic portfolios. Following a brief overview of their projects, a dialogue with participants will ensue in which questions can be explored together.

Teacher Research: This first presentation will highlight collaborative research conducted between university researchers and classroom teachers. Teachers will share the processes and products of their research conducted at partner and professional development schools affiliated with the University of South Carolina. Recommendations on how to facilitate teacher research and publish resulting studies will be made.

Integrated Curriculum: This second presentation will emphasize the collaborative practices and the progressive educational theory involved in creating middle school integrated curriculum units between graduate students at the University of South Carolina and teachers in a partner school. Using the state standards and the school district’s pacing guides as a point of departure for thematic development, the focus will be integrated curriculum developed around democratic values, habits of mind, life skills, and personal relevance.

Electronic Portfolios: This final presentation will focus on teachers of physical education in partner and PDS schools who are held accountable for ensuring students meet cognitive, psychomotor and affective competencies in various movement forms. Aligned with the national standards (N.A.S.P.E, 2004) and Preparing Tomorrow’s Teachers for the Use of Technology (PT3), electronic portfolios as a medium for fostering assessment strategies and technological exchange in the collaborative network will be demonstrated.
Evaluating The Success Of Professional Development Schools: The Transformative Model Of Professional Development

Terence O’Connor, The College of New Jersey
Muriel K. Rand, New Jersey City University

As we “spread our wings and take flight,” we need to thoughtfully examine the success of our collaborative partnerships. In this session, we will share The Transformative Model of Professional Development as a tool to improve our practice in Professional Development Schools. In this model, the collaborative context is a holistic system with two important dimensions. The first is Social Level, which includes changes in the individual teacher and changes in the community in which teachers function. The other dimension is Praxis Level, which includes changes in teachers’ reflection as well as changes in teachers’ action in the classroom. These dimensions can be understood best as a matrix with four components that show how Professional Development Schools contribute to effective, sustainable change.

Using The Transformation Model of Professional Development, we will examine why our Professional Development School efforts succeed or sometimes fail, and where more support is needed to sustain the professional growth needed to further spread our wings and take flight.

Exceptional Expansions: A Tale Of Transition From An Elementary Education PDS To A Dual Licensure Model

Jo Ann Daly and Jeffrey Leone, Marymount University
Carolyn Kazemi, Fairfax County Public Schools

In 1994, Marymount University and Fairfax County Public Schools established the Professional Development Academy at one elementary school in Reston, Virginia. It soon expanded to two elementary sites. The model provided PK-6 licensure for cohorts of approximately twenty-four interns for ten years. While this model met the earlier needs of the school system, current needs include training teachers in the critical need area of special education. Focusing on this change renewed the original intensity of the university and school system partnership.

During the 2004-2005 academic year, the program has expanded to include four elementary schools and a high school. Interns now have the option of earning a dual licensure in elementary education PK-6 and learning disabilities K-12. Additionally, all members of the cohort are eligible for LD provisional certification.

This presentation will provide an overview of the collaborative process that resulted in this new professional development school model. Details will include: responding to the school system’s needs; establishing a two year informal pilot program; adjusting coursework for the LD licensure component; working with the schools, human resources personnel, and university faculty; and coordinating changes with identified
mild. The recruitment process of mentors and candidates will be explained. Presenters will conclude the session with a review of the first year of full implementation and assess the future of the new model.

Presenters include university faculty, local school system on-site coordinator, and a dual employed (university faculty and public school system) learning disabilities expert.

Expanding Horizons: New Ways Of Educating Teachers In A Secondary PDS

Judi Neufeld, Lander University
Marilyn Gobble and Gay McHugh, Emerald High School
Chris Schwartz, Oakland Elementary School

The purpose of this presentation is to share the results of two innovative methods for providing pre-service teachers with meaningful clinical experiences at Emerald High (a secondary PDS). The first innovation, one that flies in the face of agreed upon definitions of “highly qualified” instructors, is that education majors are regularly placed out of field for their 300-level clinical experiences. This occurs as they are completing a course that all secondary and K-12 education majors take concurrently with their 300-level clinical experience. Students completing this 25-hour practicum requirement at Emerald teach five lessons and explore community agencies. The instructor, a vice-principal at Emerald and adjunct faculty member at Lander, places these education majors in a variety of classrooms at this secondary PDS. For example, P.E. majors may be placed in special education classrooms and music majors may be placed in history classrooms. Originally majors were placed out of field due to space constraints. Now these arrangements are made purposefully and have come to be viewed by Emerald faculty members, Emerald students, and Lander education majors as valuable for a variety of reasons. The second innovation is that education majors and the in-field teachers who work together for the 400-level clinical experience (semester preceding student teaching) at Emerald are given the opportunity to continue to work together through the student teaching semester. Initial results for both types of experiences have been positive. Presenters will share the impact of such activities on their practice and the resulting changes in their students.

Expectations And Outcomes Of A K-16 Professional Development School Partnership

M. Gail Shroyer and Sally J. Yahnke, Kansas State University

This presentation describes multi-institutional collaborative teaming, partnership roles and expectations, and the outcomes of the K-16 KSU PDS Partnership. The goal of the partnership is to improve K-12 education and the KSU teacher preparation program through collaboration with university faculty and 5 partner district administrators and teachers. The presentation will include (1) a description of our teaming approach to K-16 reform, (2) expectations for KSU Arts and Sciences and
College of Education faculty and K-12 teachers and schools, and (3) the impact of the PDS Partnership on the KSU teacher preparation program and PDS student learning. We will link the discussion of our expectations and outcomes to the NCATE Professional Development School Standards. Our experiences have led us to conclude that teacher education and K-12 student learning can be enhanced through the development of a learning centered community, inquiry based practice, the establishment of structures, resources and clear expectations for all partners, and the establishment of a mindset that we are responsible for one another’s students.

Exploring The Culture And Community Of Two Professional Development Schools: Results Of Action Research Projects
William de la Torre, Joyce Burstein, Genein Jefferson, and Christy Peterson, California State University Northridge

Through an action research project designed to satisfy the course requirements of Equity and Diversity in Schools, fourteen university students who are currently credential candidates working in a cohort at new PDS sites are studying aspects of the culture of the school and the larger community. Course faculty, a colleague who observed the process of the action research project and the dynamics of the class members, and two representative students will highlight the results of the cohort’s action research projects. Participants will receive a copy of the stages of the action research assignment and will gain a clear understanding of the benefits of this type of interactive project.

First Year Challenges And Successes Of A Professional Development School Partnership
Karen Foster and Darlene Turner-White, Alabama A & M University
Kreslyn McGinnis, Montview Elementary School

The Alabama Commission on Higher Education (ACHE) Title II No Child Left Behind (NCLB) Grant, directed by Dr. Karen Foster, Director of Field Experiences at Alabama A & M University, established a professional development school partnership with the Huntsville City Schools. The multifaceted grant incorporated the following:

1. Professional development activities were designed to improve students’ performance in reading and mathematics, while integrating technology to facilitate the improvement.

2. Teachers were provided release time one day per month to receive professional development in the areas of reading, mathematics, and technology.

3. Consultants were provided one day per month to follow up within the classrooms and ensure that best practices were implemented.
4. A Smart Teaching Classroom was established at the school, equipped with a Smart Board, a computer, an LCD projector, a TV/VCR, and an overhead projector.

5. Computers, printers, scanners, reading and mathematics software, and literature libraries were purchased for each classroom.

6. An undergraduate university pre-service class met at the Montview, in the Smart Classroom, to be able to apply theory into practice.

7. The project had an applied research design. Tests scores were analyzed and assessed at the beginning of the project. Intervention was prescribed, based on the analysis. Post scores will determine gains.

In addition to the listed program dynamics, the presentation will include success stories as well as data indicative of progress resulting from the partnership. Challenges will also be revealed to help others avoid unnecessary pitfalls.

Fly Like An Eagle Or Flop Like A Fish!

Debbie Williams, Louisiana State University Shreveport

The partnership of Midway Elementary Professional Development School (MEPDS) and Louisiana State University in Shreveport (LSUS) created changes in the opportunities offered to Elementary Education teacher candidates and in-service teachers. The need for on-site collaboration was increasing due to the redesign of undergraduate coursework, especially reading/language arts, and professional development needs of in-service teachers. With the current teaching of reading/language arts courses taking place on-site at MEPDS, the “hands-on” opportunities meant coordination of pre-service teachers and students and the need to increase materials and resources. In-service teachers at MEPDS are participants in a peer coaching model for professional development. To support this model, a professional library and an area for modeling best practices was needed. Other problems and concerns, such as meeting space, scheduling of classes, personnel availability, and funding, were brought to the forefront during current and future planning for the continuation of the partnership. One solution surfaced: create a model classroom housing professional materials and resources to serve as a “learning lab” for both pre-service coursework and in-service professional development.

This session will provide an overview and outline of the collaboration between the university and MEPDS personnel in the creation and implementation of an on-site model classroom at MEPDS. University faculty will highlight coursework offered, funding sources, and teacher candidate contributions to the “learning lab” environment. MEPDS representative will highlight the history of need, room design, financial responsibility of the school district, and coordination of pre-service and in-service teachers within the learning environment.
Flying Tandem Into Cyberspace
Betty Charlton, Carver Academy Middle School
Sheila Gloer, Baylor University

Come spread your wings as we take flight into cyberspace. Baylor University and Carver Academy Middle School will lift you off the ground as we share how we collaborate in the area of technology integration. This PDS partnership understands that technology integration enhances both our classroom practice and our teacher preparation program.

Soaring above many obstacles, collaboration takes place via the distance-learning lab as we keep the lines of communication open between the PDS campus, the university, and the world. We will demonstrate how seminars take place with content specialists from the university who demonstrate “best practice” and answer questions of university students who immediately put these ideas into practice in 6-8 classrooms. University students then participate in using the same technology to connect their field students to a team of NASA astronauts who are testing new equipment “live” in the Nevada desert. Baylor students keep up with campus announcements, take exams, and complete assignments while at Carver by using the Internet and the Blackboard program. They also produce web-based electronic portfolios as demonstration of meeting program benchmarks, complete with video clips of their teaching, scanned artifacts, and links to Web Quests and interactive technology lessons which they create for use by their Carver students.

Some would argue that an inner city school like Carver would never be able to fly. We’ll show you how this multicultural campus and the university teacher prep program have soared to new technological heights.

Flying Without Wings: Maintaining PDS Partnerships
Ocie Watson-Thompson, Patsy Washington, Hannah Cawley, and Joan Ports, Towson University
Anita Watson, Jessup Elementary School

Starting a Professional Development School Partnership is a tremendous endeavor involving many layers of negotiations. Partnerships are political, intellectual, and social organizations. Effective implementation of Professional Development School collaboration requires common understandings, respect, and shared philosophies of all of the partners. There are key steps in initiating the process of starting a partnership. These steps are almost prescriptive with modifications and revisions to address the uniqueness of each Professional Development School partnership. However, maintaining and sustaining a partnership is a greater challenge. This session will describe and identify key factors that have assisted in the longevity of two thriving partnerships.

Some attention will be given to how these partnerships were started since the presenters believe this is the foundation for success. The presenters will describe the process of developing shared vision and mission statements, with plans for achieving common goals and objec-
The main focus of this session will be on maintaining and sustaining an effective partnership.

After years of collaboration with two school systems and four schools, the presenters (university faculty and school faculty members) will describe the activities and behaviors that have allowed the partnerships to survive and thrive. This session will answer the following questions:

• How do partnerships continue when there are changes to the demands of schools?
• How do partnerships continue to be enthusiastic and motivated after the novelty is gone?
• What happens when faculty members leave?
• What happens when there are administration changes?
• How do you maintain dedicated and committed mentor teachers?

There are many challenges to maintaining mutually rewarding Professional Development School partnerships. When there are problems the first impulse is to dismantle the relationship. This session will identify transition steps and activities that have been effective in sustaining partnerships. Further, the session will describe how the roles and responsibilities of the partners impact the life of the partnerships. Finally the three “Cs” will be described and discussed with suggested activities: Communication, Commitment, and Courage.

From Orlando, FL, To Aston, PA: Taking The Initial Steps Toward Partnership

Joseph E. Gillespie, Neumann College

Last March we attended the PDS National Conference to explore the implementation of this model. Five months later we are beginning this school year with a solid foundation in place with room to build and grow. This workshop will outline the steps this small, private, liberal arts college took from the first discussions on campus after the national conference, securing the buy-in and involvement of the larger college community, our initial outreach to superintendents and principals, and the program we have in place today. Part of the model is our unique and innovative virtual PDS relationship with one secondary school in Philadelphia, Pennsylvania, some thirty-five miles from our campus. Through the medium of teleconferencing we have greatly enhanced our methods courses for secondary education majors while also contributing to the professional development of several faculty members at that secondary school.

This workshop is designed to address the needs of the small, private colleges with real budget restrictions and small faculties who understand the worth of the PDS model and wish to begin to partner.
From Teacher To Teacher: Recruiting Minority Students Through The Holmes Scholars Program
Willette Young, Mathoni Kimemia, and Carolyn Walker-Hopp, University of Central Florida

Faculty of color continue to be underrepresented in institutions of higher education. Recent studies report that less than 14% of full time faculty are persons of color (Astin, Antonia, Cress, & Astin, 1997; Turner, 2002). This overall lack of diversity in higher education can be linked to the challenges in recruiting and retaining teachers of color for K-12 education.

Increasing minority representation in higher education is critical to addressing diversity within education, as well as the retention and recruitment of minority teachers. Faculty of color in higher education can assist in developing a climate of multiple viewpoints, perspectives, and theories. Future teachers and their classes will not only gain in-depth knowledge but have opportunities to learn from their teacher’s experiences.

For this reason, the Holmes Scholars program seeks to recruit and prepare faculty of color in the field of education (Futrell, Gomez, & Bedden, 2003). Through the work of its seven professional development schools, the UCF Holmes Partnership has developed an initiative to recruit and support educators of color and to encourage their work in the UCF PDS.

Through their interactions with the presenters, participants will gain insight about effective approaches to recruiting faculty of color at institutions of higher education. It is hoped that the presentation of the UCF Holmes Scholars Program model will serve to encourage other institutions to undertake the provision of institutional support to their students from underrepresented groups. Participants will leave the session with information about the components needed to create a successful recruitment program for minority educators.

From Teaching To Learning: Reflection In Three-Part Harmony
Paula Elliott, Yvonne Price, Brenda Harshbarger, and Greg Sowder, Straley Elementary School
Richard S. Druggish, Melanie Daniels, Lindsay Haum, Nikki Miller, and Michelle Keeney, Concord University

Recent literature suggests that teacher education and professional development are methods that one might use to improve student achievement (Darling-Hammond, 2000). Collaborative planning, implementation, and assessment have been cited as key components in shifting the educational focus in teacher education programs and public schools from “how to teach” to “how children learn.” (Goodlad, 1994). The shift in focus, coupled with producing knowledgeable, skillful teachers, was the goal of a collaborative project in which a university supervisor, six teacher candidates, and their experienced mentor teachers engaged in
planning, implementing, and evaluating in an effort to improve student learning.

This project was implemented to fulfill several needs. The teacher education program wanted to explore the implementation of an extended internship where six teacher candidates were each mentored by six experienced teachers for an entire semester. Teachers at the professional development school were being trained in “learning-focused” strategies as part of a district initiative. The university was also trialing the “Teacher Work Sample” (TWS) as a performance assessment in which candidates provided credible evidence of their ability to facilitate learning.

For sixteen weeks, the university supervisor, the teacher candidates, and the PDS teachers worked together to plan, implement, and evaluate a unit for the TWS that became the basis for their professional development. Their work was grounded in inquiry, reflection, and participant-driven experimentation. Their goal was, as Darling-Hammond and McLaughlin (1995) stated, to have occasions “to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy and learners.”

Giving Them Roots And Wings: Leaving No Young Teacher Behind

Barbara Nourie, Illinois State University
JoNancy Warren, Cheryl Witucke, and Lavonne Knapstein, Wheeling Consolidated School District #21

Preparing effective teachers, who will be retained to the profession, is one of the most challenging tasks we are facing today. The Illinois State University/Wheeling School District 21 Professional Development School is in its twelfth year of collaboration to train teacher candidates who will ultimately be retained in the profession. The workshop will address the theme of “Roots and Wings” as it relates to this PDS’s programmatic evolution and the experience of the yearlong, undergraduate, ISU Elementary Education Senior. In this university/local school district partnership, the stakeholders work in a coordinated, comprehensive, and intentional way to provide the teacher candidate, and the mentor teacher, with a reciprocal model of professional development. Interns have an opportunity to work in both at risk and high performing schools across the district, while simultaneously attending methods classes and completing clinical experiences. Presenters’ reflections will highlight the PDS “roots” of Roots & Wings: the belief that we are providing our interns with a professional and personal experience that gives them the necessary roots to stay in the profession. Our collective observations over the past decade indicate that they also gained “wings” which allow them to go into any setting as teacher leaders. You will hear about the lessons we have learned over time from the perspective of the university, school district administration, program coordinators, and mentors.
Got “Embedded Professional Development?”
How PDS Coursework Applied By Interns
Enhances The Instructional Practices Of Their
Mentor Teachers
Karen Robertson, Towson University

According to Arthur E. Wise, the Chairman of the National Foundation for the Improvement of Education Board of Directors and the president of the National Council for Accreditation of Teacher Education, “For the most part, the overwhelming majority of professional development (consists of) one-day workshops put on by a consultant who makes a presentation. From what we know about adult learning that is not the way to go.” (Archer, 1997)

The quest for practical, affordable, and applicable professional development for in-service teachers consumes teacher educators. Professional Development Schools offer an aspect of embedded professional development that provides development opportunities that are convenient, ongoing, and tailored to the specific needs of educators. Mentor teachers involved in clinical experiences with interns benefit from the instruction and strategies that interns bring with them to the setting. This transfer of knowledge is the product of embedded professional development.

The purpose of this presentation is to present evidence of “embedded professional development” for in-service teachers and successful strategies for catapulting this transfer of knowledge. Through the analyses of surveys administered to in-service teachers prior to and following their clinical experiences with interns, several areas of successful embedded professional development have been identified and will be discussed.

Here’s Where The Action Is ... Action Research, That Is!
Leslie K. Day and Jennifer J. Golias, Buffalo State College
Lisa Krueger, Eggert Road Elementary School

The Buffalo State College PDS Consortium is a learning-centered partnership supporting the development of students, teacher candidates, faculty, and all PDS partners through inquiry-based practice. One important aspect of this shared vision for developing a learning community is our commitment to action research in our PDS schools. The department of Elementary Education and Reading, in collaboration with the Center for Excellence in Urban and Rural Education (CEURE), offers mini-grants to its more than 45 PDS Partner Schools each school year. These mini-grants are used by college faculty, PDS schools, and our teacher candidates to design action research projects that will have an impact on our pre-K-6 grade learners. Each year many PDS partnerships apply for these grants and at least seven PDS schools are awarded these annual grants. At our fall PDS Consortium Retreat, these mini-grant awardees share their action research through both a poster session and formal group presentation. Each project is highlighted on the Buffalo State College PDS website, often with photographs, abstracts, and a link to the actual
power point presentations. The website availability of this research encourages other PDS partners to consider some of these best practices for their own schools. Recently, results from some of the action research projects have been submitted and accepted for publication in educational journals. The action research grants and annual retreat have given our PDS partnerships a systematic forum for the celebration of their joint work. Join us to hear and see in “action” how the mini-grant supported action research projects support our learning community mission.

Honest Talk About The Complexities Of Developing PD5 Relationships: Are We Cleared For Takeoff?

Harry Chaucer and Judith Miller, Castleton State College
Karen White, Rutland Central Supervisory Union
Patricia Winpenny, Mettawee Community School

Seven years ago Castleton State College and the Rutland City Schools designed a PDS. Two years later, because other schools in the region wanted to create similar partnerships, the college established a Center for Schools. Last year its director formed a study group linking professors from the education and liberal arts faculties with faculty and administrators from area school districts. We met monthly to discuss common readings. We agreed to learn together before making decisions about designing a regional PDS. In the process, we discovered our shared beliefs. A key event occurred when the Castleton Education Department sought advice from the group on its undergraduate program renewal: the study group shifted its focus from theory to practice, demonstrating the potential of shared decision-making.

This year the study group reconvened as an action-planning group to consider a regional structure based on the core values of the PDS movement. The inquiry began: What is an appropriate structure and decision making process? Should we define levels of membership and commitment? How do we guarantee that diverse members of the PDS will practice the core values of the PDS movement, particularly in this age of high-stakes assessment? How do we sustain our patience and resolve when in reality the process of developing PDSs may mean we are continually taking off, but never taking flight?

In the spirit of the PDS belief in collaboration, we will use protocols to promote open discussion where conference participants join in an honest conversation focused on these complicated issues.
How The Work Of An Elementary School Can Impact Teacher Education: A Collaboration Of Democratic Ideas - Teacher Education, PDS Partnerships, And A First Amendment School

James C. Lane and Tracy West, Columbia College
Bonnie Avilez, Nursery Road Elementary School

What happens when a First Amendment School, a PDS partnership and college faculty come together to reform elementary education and the preparation of elementary teacher candidates based on the civic principles and virtues vital to a democracy, freedom and the common good? Come hear about the continuous renewal efforts of Nursery Road Elementary School (Columbia, SC) and the Columbia College Department of Education. The faculty and staff of Nursery Road Elementary, a First Amendment School, and higher education faculty at Columbia College have worked to create learning environments at each institution that feature democratic freedom, rights and responsibilities, community engagement, and active citizenship. Following the lead of Nursery Road Elementary, Columbia College has incorporated educational initiatives for teacher candidates that ensure these candidates will educate future students for freedom and responsibility. This presentation will focus on the recent work as a First Amendment School at Nursery Road and the recent initiatives of the PDS collaborative between Nursery Road and Columbia College. This work has led to significant changes in methods and foundational courses in the Department of Education’s certification program. The connection of this work to the South Carolina Network for Educational Renewal will also be highlighted.

How To Survive The Growing Pains: A Discussion On The Three Essential Steps In PDS Relationship Building

Brandi N. Herring and Andrew McCabe, New Jersey City University

A positive relationship between institutions is a necessary component of a successful Professional Development School. For nearly three years, Snyder High School and New Jersey City University have worked in unison to create a leading PDS. During this time, we have begun to bridge the gap by sharing fiscal, material, and human resources. What we have learned, however, is that sharing resources can be meaningless without a genuine relationship between institutions.

In retrospect, we speak confidently when we say that we have survived the growing pains. We further believe that the experiences and lessons learned at Snyder are invaluable to educators everywhere as they initiate or expand their PDS work. Having reflected, we have identified three essential steps in PDS relationship building.

First and foremost, you must establish trust. Due to increased reform initiatives, many teachers are reluctant to participate in programs
that may be short lived. In response, university partners should be persistent and consistent in proving their loyalty to the teachers.

Once trust is developed, you should maintain momentum. After realizing the difficulty in gaining the teachers’ trust, we worked diligently to maintain it. This is an ideal time to introduce new ideas.

Finally, follow up is absolutely necessary. This step reassures teachers and reminds them of the changes they should be making. Follow up also provides an opportunity for assessment.

The full presentation will discuss each of the steps in greater detail. Presenters will share research as well as actual practices and field experiences.

I Want To Teach In An Urban School: Assessing The Impact Of An Urban Professional Developmental School Partnership On Attitudes And Retention Of Pre-Service Candidates

Donna Keenan, Katherine Kasten, and Cathy O’Farrell, University of North Florida
Katherine Witsell and Zac Champagne, West Jacksonville Elementary School

While our multifaceted Urban Professional Development School (UPDS) partnership has been ongoing for the past seven years, our presentation will focus on how we have assessed the impact of immersion activities at three partnership schools on our pre-service candidates. Specifically our objectives include:

1. Briefly describing the immersion activities of pre-intern and intern candidates onsite at the three UPDSs;

2. Describing how the attitudes and beliefs of pre-interns and interns concerning teaching in an urban environment changed as a result of their experiences using data collected from questionnaires and survey instruments; and

3. Describing the effects of the immersion activities encountered at three UPDSs on beginning teachers’ retention in urban schools using data gathered by the Duval County School District office.

A large chunk of the immersion activities for pre-intern candidates requires them to tutor two or three struggling readers in the literacy skills on a weekly basis as part of their course requirements. Recent researchers have found evidence of pre-service teachers’ growth in the understanding of diverse populations through tutoring programs (Cobb, 2001; Xu, 2000).

To assess the pre-intern candidates’ attitudes and beliefs about teaching diverse populations, the Urban Teaching Survey was used. This is a UPDS partnership-generated, self-reporting instrument that assesses intentions to teach and willingness to teach in urban settings. Findings indicate that experiences in the UPDS have significant, positive effects on students’ attitudes and beliefs. Additionally, the district reports that 86% of teachers who interned in the UPDSs are still teaching after five years.
If You Build It, Will They Come? Fostering Teacher Buy-In In The PDS
Jacqueline Halte, Morton Elementary School
Tracy Scott, Patterson Elementary School
Kim Cheek, West Chester University

A major challenge facing university/school partnerships is creating dynamic professional development opportunities for teachers that are not simply vehicles for recertification. These experiences have to be exciting for teachers and positively impact teacher behavior in the classroom.

Our school/university partnership involves a state university with a long and proud history as a teacher education institution and four schools in one of the ten largest urban districts in the United States. We created a Community of Inquiry, a decision making body comprised of teachers, university faculty members, and school and district administrators, to oversee our PDSs. Professional development opportunities are created by this team of school and university representatives. Semester-long courses are co-taught by a university faculty member and a district curriculum specialist. Courses are anchored to the district’s core curriculum and address state standards. Classroom coaching/demonstration by course instructors is an integral part of the course design. The semester immediately after the course, teachers can participate in a teacher study group to explore the same topics in greater depth. The study group meets for both face-to-face and online sessions.

This session will describe the Community of Inquiry, how it was created, and how it functions. We will discuss strategies that foster teacher buy-in to professional development opportunities in the PDS.

Incorporating Arts & Sciences Faculty Into The PDS Community
William R. Fisk, Julia Weir, and Julie McGaha, Clemson University

Typically the establishment of a Professional Development School (PDS) Network is spearheaded and accomplished by collaborations between/among teacher education faculty and P-12 school teachers. The teacher training “unit” as defined by NCATE, however, includes ALL those individuals who teach a prospective teacher, including Arts and Sciences faculty. Furthermore, the needs of P-12 schools, teachers, and students are often very tightly aligned and most easily met by those in the Arts and Sciences disciplines. The conclusion is that Arts and Sciences faculty need to play a key role in the PDS movement just as advocated by John Goodlad in the Agenda for Education in a Democracy.

At Clemson we have had some early success in forming linkages and bridges between the P-12 schools and teachers and our university Arts and Science faculty. Through the use of a campus-wide survey, web sites, PDS site meetings, and a high school “consortium,” we have established many key linkages and brought many Arts and Science faculty into the PDS family. We will share our efforts and results and encourage discussion of how this is best accomplished.
Initiating Lesson Study In An Elementary Teacher Education Program With Partner Schools

Ann Taylor, Barbara O’Donnell, Stephen Marlette, Jennifer Bolander, and Gloria Reading, Southern Illinois University Edwardsville

Since its introduction from Japan in the 1990s, lesson study has been adopted in the US as an exciting professional development structure for classroom teachers (Fernandez & Yoshida, 2004; Lewis, 2002; Stigler & Hiebert, 1999). In this presentation, we share a story of collaboration and change in a K-9 undergraduate elementary teacher education partnership program. A group of faculty work imaginatively, programmatically, and collaboratively to introduce lesson study as a repeating assignment in our undergraduate methods courses. Our presentation is divided into three parts. First, how we organized and now think of our course assignments as they are implemented during field experiences in our partner schools. Second, the reality of our first two years of implementation, including formal and informal feedback from our cooperating teachers. Lastly, a summary of the benefits and issues that have arisen, including planning for future improvement.

Initiative To Create A Statewide Research Collaborative In Louisiana For The Promotion And Assessment Of Professional Development Schools

Karen Callender and Candi Bagley, Louisiana State University
Connie LaBorde and Dawn Bassinger, Louisiana Tech University
Faye White, McNeese State University

The creation of a state-wide research collaborative to investigate Professional Development Schools developed from an initial investigation by a group of student-teacher directors and the state P-16+ Coordinator. What emerged following the pilot study was the unusual collaboration between the initial researchers, directors of student teaching at every college/university in the state, state policy makers, and the Deans of Colleges of Education.

In a pilot study, researchers investigated specific responses from PDS personnel and state school performance scores to determine the impact of PDSs on: 1) PK-12 student learning, 2) school faculty perceptions of the growth and development of school clinical faculty, and 3) school faculty perceptions of professional preparation and development of teacher candidates.

What followed is a remarkable joining of parties from all facets and levels of education. At the state’s request, the findings of the study were presented to state leaders and policy makers for consideration as the criteria for measuring the symbiotic relationship between PDS partnerships and their higher education partners. Directors of clinical experiences at every higher educational institution were invited to join the research collaborative. The deans of the Colleges of Education were
Based Projects In Service Learning, Action Research And Equity Throughout The K-16 PDS Curriculum

W. Bumper White, University of Southern Maine
Carol Miller, Sherwood Heights Elementary School

In 1998, the University of Southern Maine’s Lewiston-Auburn College and the Auburn Public Schools jointly implemented a brand new undergraduate collaborative Professional Development School (PDS) program called Collaborative Learning And School Success (CLASS). Since that time we have been continuously revising the program to achieve simultaneous renewal through integrated pre- and in-service professional development. A current focus area is initiating and implementing three distinct and parallel problem-based learning projects combining elements of research, community service, professional development, and teaching focusing on critical and reflective thinking, civic responsibility, and personal and professional growth.

• Service-Learning Project
• Action Research Project
• Equity Project

The inherent nature of a PDS teacher preparation program is to develop meaningful interactions among groups and communities of learners and educators. These interactions promote opportunities for problem-based learning experiences due to the strong working relationships established in a PDS. This includes implementing a combined Action Research and Service-Learning Project and an Equity Project enhancing the learning experience of both the pre-service and K-8 students in mentor teacher classrooms and leading towards the goal of creating a viable learning community in the partner schools.

This presentation will focus on the major areas with which the CLASS PDS program develops and implements a problem-based learning integrated curriculum. The intent is to share effective strategies and components with other participants that demonstrate the success from the lessons learned and making them applicable for implementation at their own sites.
Intern Service: A Model That Supports K-12 Student Achievement And Pre-Service Teacher Development

Deborah Piper and Michael Kochanski, Towson University
Jon Appelt, North County High School
Ro MacEachen, Lindale Middle School

Intern service is a defining component of the Towson University PDS model, providing a direct and immediate contribution to school improvement goals while engaging interns in the work of school beyond the classroom walls. In this presentation, we will provide an overview of the Towson University Master of Arts in Teaching (MAT) service requirement, including discussion of how the model is shaped by the needs and priorities of the PDS learning community developed with partner secondary schools in Anne Arundel County, Maryland. PDS Site Coordinators will describe how opportunities for service have been structured and evaluated within their schools and share evidence of the impact of intern service on student achievement. The AVID Program, a countywide, school-based tutoring program designed to provide academic support and enrichment for the diverse student population, will be described. As career changers, MAT students typically bring academic and professional skills to their internships that enable them to serve the PDS community in unique and highly effective ways. An MAT intern will describe connections between service and growth as a pre-service teacher with special emphasis on the strengthening connections between service and teaching. Participants will gather resources for initiating or strengthening PDS service requirements that will have a positive impact on student achievement.

Keeping Up With Reform: How Professional Development Schools Support Innovative Practices In Mathematics Classes

Laura Kent and Paul Chaplin, University of South Carolina
Chrissy Fortner and Brooke Scott, Rice Creek Elementary School

The nature of the role of Professional Development Schools provides educators with opportunities to continue to explore innovative methods for improving mathematics instruction as envisioned by the NCTM (2000) Principles and Standards document. Among the many recommendations, teachers are encouraged to include a variety of representations, including concrete materials, to help students visualize and make sense of mathematical concepts and procedures. For elementary mathematics topics such as number and operations, these could include students’ own constructions, unifix cubes, and base ten materials.

The purpose of this presentation is to describe how teachers from Rice Creek Elementary School, in partnership with the University of South Carolina, implemented “DigiBlocks,” a base ten manipulative, to support their instruction of place value concepts. The collaborative aspect of this PDS-University partnership encouraged teachers to enact standards-based lessons at the school level and provide practical impli-
cations of theory and research for university students intending to become teachers. The classroom teachers, also serving as cooperating teachers for the students in the mathematics methods courses, presented their ideas to the pre-service teachers and provided opportunities for the methods instructors to observe the use of the DigiBlocks in their second and third grade classes.

Learning And Leading By Design: How Technology, Tenacity, And Teamwork Keep Us Growing

Karen J. Riem, Central Connecticut State University
Nancy K. Hines, Dr. James H. Naylor School

Partners in this diverse urban PDS have been committed to full participation and reciprocal renewal since formally joining together in 1998. As literature and personal experiences attest, these goals are easier to write about than to realize, especially in an era of accountability and accreditation pressures and fiscal limitations. The School and University Facilitators will share insights and artifacts from a process that has transformed their N-8 PDS from a good school accepting teacher candidates from a good university program to a dynamic learning community in which teachers, students, staff members, student teachers, field students, administrators, parents, professors, and other community members are actively engaged in learning, teaching, problem-solving, strategic planning, research, reflection, and celebration.

Currently, technology-related action research projects based on teacher-identified needs and tied to individual professional development goals and to a variety of university course requirements inform teaching and learning at all grade levels. Supported by federal PT-3 funds and other partnership grants, these multi-level learning/sharing/leadership opportunities benefit all participants and demonstrate the potential power of true collaboration.

The presenters will describe strategic decisions that have led to full participation at the school level, course/program enhancement at the university level, and commendations in NEASC and NCATE accreditation reports. Highlighting an innovative Student Digital Portfolio project, presenters will share strategies for collaboration, integration and creative financing, and illustrate the impact of a mini-proposal structure on leadership development, accountability, and the use of technology to enhance teaching, learning, assessment and communication. Specific templates and project information will be available.
Lessons Learned From Geese: Rowan University PDSs In Flight
Carol Sharp, Ronald K. Butcher, Diane Mazzei, and Gail Epifanio, Rowan University

PDS partners share a common direction and sense of community, as do geese in flight. PDS partners believe that adults and children learn best in the context of practice with nurturing support. Geese, too, gently guide their fellow geese on their journey in flight. Using “Lessons Learned From Geese,” Rowan’s PDS partners will demonstrate how the university expanded from one site in 1989 to thirteen today by developing a strong sense of community and commitment by all involved.

Participants will gain knowledge related to the key elements in sustaining those partnerships. Financial aspects will be shared that describe grant funding, university budget support, and contribution of school district funds. However, the main focus will be on the community that sustains the partnerships. While the flight has not always been direct or smooth, Rowan’s PDSs have managed to stay the course by capitalizing on the skills, capabilities, talents, and resources of every member to be the wind beneath the wings of each other’s programs. Specifics of one partner school’s initiative will serve as an example of how the development of a culture for shared learning and building of capacity sustains their PDS. Participants will leave with a plan to strengthen their program.

Soar high with the support of your fellow “geese”/leaders. Flap your wings and flock to this session to “uplift” your PDS.

Lessons Learned From Two Middle Level Professional Development Schools: Celebrating Success
Jackie Menser and Claudia Cox, Randolph Middle School

This session will examine lessons learned in forming and sustaining two middle level PDS relationships. Presenters include school and university colleagues who work together for a teamed approach across these sites. Primary lessons learned include: 1) components necessary for strong PDS partnerships, 2) practices which help interns and teachers collaborate most effectively, 3) ways to ensure the growth of all stakeholders, and 4) ideas for meeting the expectations of NCATE within the invitational nature of the PDS.

UNC Charlotte’s College of Education has successfully partnered with two Professional Development Middle Schools from neighboring districts. One, Concord Middle, is a suburban school, while the other, Randolph Middle, is an urban school. These diverse sites provide UNC Charlotte’s middle grades majors with opportunities for clinical hours and internships in positive school environments that feature dedicated teachers and administrators. To promote the work of the partnership, UNC Charlotte annually gives $5000 to each school, with the district often providing additional funds.

Each middle school has a faculty liaison who serves as the direct contact between the school and the university’s PDS professors. Those
involved have found that the PDS provides reciprocal benefits for the schools, such as: better prepared new teachers; appropriate practices modeled by school and university faculty; intern assistance to classroom teachers; professional development provided by professors; action research conducted in each building; courses taught at the school sites, including an M.Ed. program; and, most importantly, greater opportunities to meet the developmental needs of all middle level students.

Let’s Focus On The Math: Gaining Entry And Sustaining PDS Relationships

Jill Perry, Rowan University
Patricia Walsh, Williamstown Middle School
Sandra L. Atkins, West Virginia University

Though the vision of the PDS model as a “whole-school reform” model has become more prevalent, the four presenters have found that by focusing on a single subject area (mathematics) we have been able to build partnerships that have contributed to the learning of K-8 students and pre-service and in-service teachers. Starting with a “narrow” focus enabled us to concentrate on meeting achievable goals. All the while, however, we have kept in mind the “bigger picture” of whole-school reform.

Sandy and Dana have a newer partnership, one that they have developed independently of university and school district initiatives. Their focus thus far has been on the mathematics learning of the elementary school children in Dana’s care. They are in a unique position, however, as Dana is a “teaching principal” (both a teacher and the school’s principal).

Pat and Jill have been working together for three years as part of the Rowan University/Monroe Township PDD and have found that a “spiraling out” has occurred. What started as visits to each other’s classes has “spiraled out” into myriad activities that involve all of the mathematics (and many special education) teachers at WMS. Jill now holds her pedagogy classes at the middle school, where the pre-service teachers are able to spend full days collaborating with the WMS students and their teachers.

In this presentation, we will share many of the activities (like co-teaching, onsite classes, Math Buddies, and teacher-requested workshops) that have helped us to build and sustain our PDS and cross-institutional partnerships.

Living The Dream Of Educational Renewal One District’s Journey

Patty Schumacher and Suzanne Love, Independence Missouri School District
Richard Andrews, University of Missouri Columbia
In 1998, the Independence, Missouri, School District became an active participant in the MU Partnership for Educational Renewal (MPER). In that year, the district participated in one MPER program, putting one mentor teacher and two Fellows in one elementary school. Six years later, the district has five mentor teachers and eleven Fellows in five elementary and middle schools. In addition, the district is involved in a full-year senior intern program, has reconstituted an elementary school to become a mentoring site for pre-service and beginning teachers, provides housing for MU students, provides leadership in the MPER governance structure, and has Master’s and Ed.D. degree programs available on-site in the district. Because of these partnership efforts, district culture has evolved into a “professional learning community” with job-embedded staff development that is impacting continuous school improvement and building teacher leadership. This 6-year journey has been the result of “dreaming big” and collaborating with university personnel to make the dream of educational renewal a reality. Hear the district’s “real life” story, complete with successes and roadblocks, in making this journey a win-win situation for all - district personnel, university personnel, and, most importantly, the students of Independence, Missouri. Presenters will explain how this journey could be replicated nationwide to positively impact the future of education.

Maryland Professional Development Schools: Standards-Based Assessment And Data Collection
Michelle Dunkle, Maggie Madden, and Cheri Wittmann, Maryland State Department of Education

PDS represents the most widespread reform ever in Maryland’s teacher preparation programs. The Maryland State Department of Education (MSDE) requires that all candidates seeking certification through regular teacher education programs be trained in a Professional Development School (PDS) to comply with the Redesign of Teacher Education in Maryland, the policy document that guides state teacher education. PDS work is centered in priorities of the individual school’s improvement plan, based on goals and objectives aligning with state curriculum and testing mandates. Training in a PDS must represent a minimum of a 100 day internship across two consecutive semesters. Teacher interns become totally engaged in the outcome-based performances of preK-12 students and reflect that engagement in performance- and standards-based (Inter-state New Teacher Assessment and Support Consortium [INTASC]) and rubric-assessed portfolios. MSDE collaborated with teachers, administrators, school system PDS liaisons, Institution of Higher Education (IHE) instructors, and PDS liaisons to develop, pilot, validate, and implement Maryland PDS Standards that guide the development, operation, and assessment of Maryland PDSs. This has led to the development of a PDS Assessment Framework that is used in state program approval and joint state/NCATE accreditation visits.

In October 2004, MSDE completed a survey of 20 Maryland IHEs concerning all aspects of PDS. Michelle Dunkle was responsible for designing the survey, collecting and analyzing the data, and completing...
Memorandum Of Understanding: A Tool For Reaching PDS Goals

Linda McCalister, Appalachian State University
Kay Campany, Eddie Clark, and Becky Griffith, Avery High School
Marc Gamble and Alex Rollins, Ashe High School
Kathy Howell, Beaver Creek High School

Although there are potential drawbacks with a memorandum of understanding (MOU), there are some real advantages when stakeholders are struggling toward developing organizational structures and making PDS goals a reality. If the agreement reflects the beliefs, goals and mission of the stakeholders in a partnership in a way that allows flexibility and growth in shared understandings, it may become a useful document toward this end. The shared commitment of partners to the goals and mission of a PDS is reinforced and clarified in the written agreement. It becomes a tool for formation of a PDS. Understanding is created by the group and everyone has had a stake in building the MOU before it is signed. Dialogue at different levels, discussion of best practices, and continual questioning and reflection is the basis for this agreement. The agreement points out the process toward PDS outcomes, as well as commitments among organizational entities. A MOU is also a vehicle for discussing different beliefs and organizational barriers and structures. This presentation will portray one PDS’s struggle toward building this document and will highlight the important issues and essential questions that grew out of discussions. The MOU is in its final iteration and headed toward the chairs of arts and science and college of education for discussion.
learning among the partners. The development of the continuing professional development opportunities should be based on needs assessments, university programs, school improvement plans, needs related to the development of mentoring knowledge, and skill development for inducting teacher candidates into the profession.

Modern labyrinth designs seek new forms for new purposes, with pathways looping back and forth with often complex and winding routes, yet still providing one path to the center. Professional development activities may include formal courses, independent and collaborative action research, curriculum development projects, workshops, attendance at professional conferences, and school visits, circuitously leading to a more “professional” Professional Development School.

This presentation will provide concrete examples of collaborative professional development opportunities for all involved in the PDS, as well as unique payment arrangements for University coursework. Follow our Labyrinth to the heart of PDS work - development of teaching and learning for all.

Neither Fish Nor Fowl: Hybrid Educators And Boundary Spanners

Lynnette B. Erickson, Janet R. Young, and Leigh K. Smith, Brigham Young University
Janet L. Losser and Jenni Wimmer, Nebo School District/Brigham Young University

Brigham Young University has enjoyed a twenty-year partnership with five surrounding public school districts, which comprise over one-third of the student population of the state of Utah. One feature of this partnership is the collaborative ownership of teacher preparation programs by both university and public schools. To this end, a variety of roles and responsibilities have evolved that might best be characterized as “hybrid” because they are and are not like traditional positions associated with universities and public schools.

Clinical Faculty Associates (public school teachers who serve for 2-3 years at the university as field-based faculty) and District Liaisons (university personnel who facilitate teacher education efforts within a given school district) are examples of such individuals who span the boundaries between public schools and the university. Both are charged with strengthening and extending partnership relationships. These hybrid educators must create new spaces and ways of being as they press for growth and change within partnerships.

This session will address the notion of hybrid educator and consider challenges and possibilities faced by those who work between the boundaries of university and public schools to educate teacher candidates. Presenters will examine the impact of hybridization on those individuals who serve as hybrid educators, and on those with whom they work. In order to shed light on the impact of hybridization within school-university partnerships, the presenters will discuss possibilities and tensions within our long-standing partnership where simultaneous renewal of teacher education and schooling is explicitly pursued.
New Partners, New Resources: Sustaining And Expanding The Vision
Mapril Glenn, Felicia Cade-Turner, and Tonya Wilson, Sumner Elementary School
Theodore J. Gourley, Rowan University

As program funding drew to a close, Sumner Elementary School and its PDS partner, Rowan University, have reached out to new partners and explored new resources to sustain and expand their PDS relationship. Through a grant from the Beaumont Foundation, they have received resources and support to continue working together to develop a collaborative learning community. Key to this collaboration is the use of technology as a bonding agent.

The PDS partnership had made use of technology as a tool for students and staff to collaborate with other PDS schools in the Rowan University program. However, the urban Sumner School community is characterized as minority and disadvantaged. The community members don’t have the advantage of access to technology typical of many other communities in New Jersey. The PDS participants successfully worked together to obtain a grant from the Beaumont Foundation for technology for use by both the school and community. The grant expanded the concept of a learning community to include community based and faith based organizations in the Sumner neighborhood. The grant included a technology cafe that was open to adults interested in developing technology literacy and having access to computers. The school’s plans included a parent technology support group and students who could serve as mentors to adults. The on-going development of this program included both the Sumner School and Rowan University staff working together to assist in teacher development, student teacher involvement, and student and community education, thus expanding the PDS learning community and supporters.

Nurturing A Cluster Of Brand-New Professional Development Schools
Barbara Charness, Sepulveda Middle School
Dennis Clancy, Monroe High School
Kathleen Spearman, Langdon Elementary School
Nancy Prosenjak, Genein Jefferson, and Christy Peterson, California State University Northridge

California State University Northridge (CSUN) was one of the institutions selected by the Carnegie Corporation to receive a grant under the Teachers for a New Era (TNE) initiative. The luxury of this grant has provided the unparalleled opportunity to establish a cluster of three new PDS sites (an elementary, a middle, and a high school in the same area). An organizational structure is being developed collaboratively to provide the opportunity for staff at these schools to learn from one another and to work together to prepare pre-service teachers. Representatives from each of the three schools, as well as two pre-service teachers who are part of a cohort immersed in the context of the school, will provide the specifics of the organizational structure and will describe the mutual benefits of
such a partnership, the challenges, and the outcomes that benefit the initial preparation of teachers and the professional development of experienced teachers.

One School Taking Flight: A Principal’s Journey
Gregory Boso, Mineral Wells Elementary School
Cynthia S. Kelley, West Virginia University Parkersburg

In the search for a way to bring trained instructional assistance to his school, the principal of Mineral Wells Elementary School turned to the Partnerships Project. The Partnerships Project is the Professional Development School program associated with the education program at West Virginia University at Parkersburg. Because of socio-economic factors and yearly academic assessments, Mineral Wells Elementary School does not qualify for supplemental funding or instructional resources.

In this session the principal will discuss the two-year process of becoming a Professional Development School. He will describe the year-long planning process and then share experiences of his first year as the principal of a Professional Development School. Mr. Boso will discuss the challenges of becoming a Professional Development School from the perspective of a principal in a school of veteran teachers. He will also talk about the positive changes he has witnessed in his school as a result of the relationship with the college and other schools in the Partnerships Project. This session is a must for all principals who are contemplating becoming a Professional Development School - words of advice and wisdom will be offered.

P-12 Student Learning: Are PDS Partnerships Making An Impact?
Ken Bell, Boise State University
John Bale, Boise City School District
Larry Bond, Riverside Elementary School

Those of us who are involved in professional field based teacher education can vouch for the positive impact that the PDS Model has on the preparation of pre-service teachers. But what are the effects of a PDS on P-12 students? With so much attention on outcomes based education, teacher accountability, and ultimately test scores, we must focus attention on the effectiveness of the PDS Model to assist in and improve P-12 student learning?

Last year, Bell & Bale discussed the effectiveness of the Boise State University, Kinesiology Department PDS model, and highlighted the benefits to pre-service teachers, in-service teachers, and university faculty. This year we will present the impact that this PDS model is having on the cognitive, affective, and psychomotor development of elementary age children. The school principal has joined our team this year and will present the effectiveness of this PDS study from an administrator’s viewpoint.
This session will examine the differences between student learning in elementary physical education PDS partnership classes and non-PDS classes. Multiple assessment tools and strategies will be discussed, as well as the findings of this action research project.

**Palm Terrace Elementary School: A Professional Development School In Purpose And Practice**

*Jeffrey S. Kaplan, University of Central Florida*

*Torrence E. Broxton, Palm Terrace Elementary School*

Palm Terrace Elementary School is a Title I elementary school, situated in Daytona Beach, Florida. An inclusive setting, Palm Terrace is the home to a diverse student body, complete with a mixture of students who are tracked in both regular and special education settings. This unique setting has produced a small group of dedicated teachers who have made it their mission to conduct action-research projects about the special nature of their institution and how its special inclusive setting has produced significant changes in school climate, culture, and pedagogy.

This presentation will vividly demonstrate how a small group of Palm Terrace Elementary instructors came together to study questions of relevance and importance to their professional development as teachers and as a community of learners. Particular emphasis will be placed on how teachers worked together to improve their learning outcomes, instructional methodology, and academic purpose. Teacher and student voices will frame the research presentation, followed by a discussion of how this elementary school has benefited from its designation as a Professional Development School site.

**Partnerships - Cluster Internship Partnership Program Promotes Self Efficacy In Student Teachers**

*Pamela Boyd and Michael E. Bush, Auburn University*

Auburn University implemented a new and innovative professional development partnership program called the Cluster Internship Partnership Program (CIPP) for its elementary pre-service teachers. The CIPP involves a partnership with the college teacher supervisor and a cluster of teachers in the elementary school. The CIPP uses a student-centered philosophy that emphasizes the importance of college of education members working together with schools to train and educate teachers.

The Cluster Internship Partnership Program involves an intern who works under the supervision of a cluster or team of teachers within the same school. The CIPP uses reflective practices as a means to improve teacher preparation while student teaching. The supervising teacher’s role changes to mentor, and he or she moves from advice giver to
questioner and listener and encourages student teachers to be reflective thinkers.

This session will present the structure of the CIPP and the benefits for pre-service teachers, in-service teachers, university educators and elementary students. It will also report the increase of self-efficacy in pre-service teachers as a result of participating in the CIPP.

**PDS As A Collaborative Community Of Inquiry: Multi-Level Scaffolding To Promote Social Consciousness**

*Monica Taylor, Montclair State University*

*Gennifer Otinsky, Grover Cleveland Middle School*

We will discuss the ways in which our collaborative community of inquiry influenced the exploration of racism for sixth graders and pre-service teachers through a variety of critical literacy endeavors. Our community of inquiry developed as a result of our growing collaboration as a sixth grade language arts/social studies teacher in a public, suburban middle school and a professor of education at a suburban state university during the process of establishing a Professional Development School partnership. We believe that our PDS partnership provides an ideal vehicle for striving to heighten the awareness of our young students, pre-service teachers, teachers, and university professors about our roles as citizens in a social and political democracy.

We will examine the role of inquiry in the social studies curriculum, the problematic nature of collaborative inquiry and social justice teaching that was revealed by this project, and how our own struggles with understanding these issues about power inequities influenced our teaching and implementation of these units through sharing actual products of inquiry that were constructed by our sixth graders and pre-service teachers. The intent of this session is to help us examine the potential of a multigenerational community of inquiry in its pursuit of heightened social consciousness about racism and of the development of a sense of being agents of change. Ultimately, we will discuss how our scaffolding together sheds new light on our understandings of race, ethnicity, and culture in our society and our potential identities as activists.

**PDS As An Agent Of Change: How To Develop A PDS (Pretty Darn Smoothly)!**

*Dick Swantz, Teri Staloch, and Sarah Johnston-Rodriguez, University of Wisconsin LaCrosse*

*Fran Finco, School District of Onalaska*

*Roger Fruit, Onalaska Middle School*

*Deborah Markos, Logan High School*

One year ago, a fifteen-member team from the School Districts of La Crosse and Onalaska, in partnership with the University of Wisconsin-La Crosse, attended the Professional Development Schools National Conference...
Conference to learn more about PDS. After returning to Wisconsin, dreams were shared, visions created, and the future of PK-16 education and teacher education in our area was changed forever. The ideal of Professional Development Schools has had an impact on the “education scene” in ways we never could have imagined one year ago.

Hear about the year-long journey from the perspective of several key stakeholders and hear about the role PDS played in several PK-16 initiatives and the paradigm shift that has taken place regarding teacher education and PK-16 partnerships. Examine the role PDS played in the curricular reform process, instituting a blended curriculum to meet unique learner needs. Through collaboration with partners in the College of Liberal Studies and the College of Allied Health and Sciences, an outdated quality program was transformed into a progressive quality program, significantly improving the quality education for all.

Although we do not have all the answers, nor have we even touched the surface on the potential of PDS, we believe that we have built the foundation, and, most importantly, the relationships for PDS to serve the educational community well.

PDS Collaboration: A Unique Student Co-Teaching Field Experience
Robert Erbe and Donald Yates, Georgian Court University

A national emphasis exists for enforcement of educational rights of all students according to the Individuals with Disabilities Education Act and the No Child Left Behind Act. This emphasis includes placing increased responsibility on teacher preparation programs to provide teacher candidates who can co-teach effectively in inclusive settings. Many student teaching field experiences, the capstone for mastery of inclusive knowledge, skills, and dispositions, may not provide this opportunity. Local educational agencies may not furnish effective inclusive placement settings with only one cooperating teacher.

In order to overcome these limiting factors, an innovative teacher preparation field experience was designed and implemented placing special and elementary student teacher pairs within the same classroom with like-paired cooperating teachers. This inclusive setting was provided by partnering a local school district with the university through a grant. Students would experience best practices in a co-planning and a co-teaching model. Besides traditional evaluative criteria, students’ performances were evaluated for performance mastery of co-teaching, knowledge, skills, and dispositions. Student teachers were immersed in inclusive skills necessary to be more effective general and special education teachers. Co-teaching assessment and instructional methodologies for differentiation and accommodation were utilized to promote better success for students within the full range of diversity. The same partnering district also provided interns from a graduate school administrator cohort that utilized an inclusive education perspective. The interns were assigned these same classes for observation and supervisory support as part of their administrator preparation program.
PDS Data Management & Assessment: An Analysis Of Two Institutional Systems

Elliott Lessen and Curt Lox, Southern Illinois University Edwardsville

Teacher Education Partnerships are under tremendous pressure to document efforts that “high quality” teachers are being trained. At Minnesota State University Mankato and Southern Illinois University Edwardsville, common assessment strategies across all teacher education partnerships have been identified and are currently being utilized to generate a partnership database and assessment system. The purpose of this panel presentation will be to demonstrate and discuss two approaches to a comprehensive PDS assessment and data management system at two universities. System demonstration will illustrate the ease of use and its applicability and transfer to other universities and existing systems. Panel members will discuss their respective roles and experiences in using the system. Audience participation and active learning opportunities through small group activities will be provided to encourage application of the principles discussed.

(The presenters thank Terry Pellett of Minnesota State University for his contributions to this session.)

PDS Professors-In-Residence: Roles And Responsibilities In Urban P-16 Partnerships

Muriel K. Rand, Jo-Anne Mecca, and Allan DeFina, New Jersey City University

One quarter of our faculty in the College of Education at New Jersey City University participate in Professional Development Schools as Professors-In-Residence (PIR). These Professors-in-Residence have been fundamental in helping us “spread our wings and take flight.” We established the Professor-in-Residence Program with our urban partner districts and local community college as the first step in our P-16 collaborations. NJCU faculty and Hudson County Community College faculty are assigned to one of our urban partner schools for the equivalent of one day per week.

In this session we will share the roles and responsibilities, successes and challenges that our Professors-In-Residence have experienced. We will focus on the diverse paths they have taken in each individual school by answering the question, “What Does a Professor-in-Residence Do?”

1. What were the most rewarding activities you accomplished this past year in your school?

2. How would you define the role of Professor-in-Residence?

3. What conditions are critical for success as a PIR?

4. As a PIR, what role do you see action research playing in your Professional Development School?

5. What future steps do you think would be valuable for improving the Professional Development School relationship?
We have found that our twelve Professors-in-Residence work in as different ways as their schools are different; however, we also believe there are underlying patterns that lead to success, and there are lessons we have learned that will help other collaborative partners work towards spreading their wings and taking flight.

PDS University Faculty: Collaborating To Team Teach Secondary Pre-Service Teachers
Nancy Albrecht and Gwen Carnes, Emporia State University

The presenters will share case study research of Professional Development School (PDS) university faculty members who collaborated weekly to team teach pre-service teacher educators. The purpose of this exploratory case study was to examine formal collaboration as a means of effective development for college of education faculty. Practices of one university collaborative instructional team (CIT) whose members collaborated to plan and present a pre-service teacher education course at Mid State University over the period of one semester (Spring 2002) were examined. Attention was given to a variety of variables ranging from course curriculum, job satisfaction, and motivation as well as other topics emerging from the data. Multiple data sources generating data included: non-participant observation of the CIT during weekly collaborative meetings; bi-weekly, individual interviews with CTT members; a final reflective group interview with the CTT; structured reflections of bi-weekly interviews; and other related documents.

Categories and themes emerged during ongoing analysis. A major overarching theme, “Teacher educators’ commitment to improving teaching and learning through collaborative reflective practice and its transformational nature,” was identified. This overarching theme represented four sub-themes: culture of the CTT, teaming process of the CIT, transformation of CTT members, and stressors on CIT members. The researcher found collaboration to be an intricate and evolving process based upon a foundation of trust that allowed the process to grow and emerged as professional development.

Pennsylvania’s Urban PDS Partnerships
Thomas Mullikin, Pennsylvania State System of Higher Education
George Bonekemper, Muhlenberg College
Kim Cheek, West Chester University
Janine Macklin, Pittsburgh Public Schools
Christopher Baldrige, Shippensburg University

The Pennsylvania Academy for the Profession of Teaching and Learning has established new Professional Development School partnerships in a number of urban cities. These collaborative efforts provide an opportunity for pre-service teachers, classroom teachers, and university faculty to develop a mutual understanding of the urban school culture, implement research-based successful practices, enhance teacher preparation programs, and recruit new teachers to these schools.
This presentation will explore the elements of urban education and the urban multi-cultural community our schools serve. Presenters will provide an overview of their school community and share some of the successes in their Professional Development Schools. The Pennsylvania Academy for the Profession of Teaching and Learning has provided Title II Teacher Quality Enhancement funds to a number of institutions to support these professional development efforts. Their goals include (1) development of a pre-service teacher education model that prepares future teachers for urban education, (2) improvement of instruction and increased knowledge among classroom teachers, and (3) increased levels of student achievement.

While Pennsylvania’s largest urban school populations are in Philadelphia and Pittsburgh, there are numerous small cities, each with unique populations, representing a variety of communities and cultures. This presentation will provide an overview of Pennsylvania’s urban schools and their communities. Presenters will share the successes resulting from the Professional Development School model.

Playing Together In The Sandbox: Thriving In Harmony In A Secondary PDS
Edward Yergalonis, Rahway High School

Traditionally, the high school bureaucracy has encouraged secondary teachers to be territorial in nature. Yet removing barriers and reducing teacher isolation are key components of any educational reform model. Years of failed reforms and a “reform of the day” mentality have helped form cynical and suspicious secondary educators. Introducing new staff, new ideas and changing paradigms in a large secondary school can be likened to a large sandbox at a local playground where new toys and people are regularly introduced. Just like the sandbox, the PDS is a constant ebb and flow of people, opinions and routines. Those who attend this discussion will hear how one urban principal attempts to keep the “peace” in the sandbox by keeping all focused on the improvement of teaching and learning. Some questions that will help focus the discussion are:

• How does the clinical supervisor work with interns, teachers, and administrators?
• How does the school work with a variety of intern levels?
• How do the university and high school students benefit?
• How are new teachers mentored in the process?
• How do interns seamlessly get hired into full time teaching positions?
• How does it all happen without breaking down?
Practice Makes Perfect: Experience As A Methods Instructor

Kevin Berry, Alachua Elementary School
Keith Tilford and Diane Yendol-Hoppey, University of Florida

In this presentation, methods instructors explore their different experiences. These methods instructors have educated pre-service teachers in the context of a Professional Development School partnership. Two of the instructors are primarily affiliated with the University of Florida. The other two are primarily affiliated with a local school district and are practicing teachers at a rural elementary school.

One of the issues that will be explored is the traditional dilemma of theory versus practice. Course evaluations indicate that pre-service teachers feel that the majority of their college coursework is theoretical in nature and not realistic. Pre-service teachers also feel classes taught by classroom teachers are more valuable to them and are more relevant to their future as educators. Still, many methods courses are taught by university faculty and graduate students who may not have had experiences in classrooms outside the university for an extended period of time.

The presenters will discuss how they balance the theory versus practice phenomena in their particular courses. They will highlight the changing level of collaboration among classroom teachers, university faculty, and pre-service teachers. The presenters will also discuss how their experiences have changed other aspects in the development of a particular PDS partnership. Further, they will discuss the possible implications on the development of future PDS partnerships.

Preparing Culturally Responsive Teachers Through School-University Partnerships

Frank Lucido, Martin Ward, Margaret Bolick, and Cathy Pohan, Texas A & M University-Corpus Christi

In order to better serve the growing number of culturally and linguistically diverse students within our public schools, teachers must be well equipped to design curriculum and instruction that is culturally responsive. Recent students indicate that graduates of school-university partnerships and Professional Development Schools learn better and outperform graduates from traditional teacher preparation programs (Levine, 2002; Teitel, 2001). With this in mind, Texas A & M-Corpus Christi (TAMUCC) has partnered with area school districts to provide pre-service teachers with the kinds of experiences that will best prepare them to work effectively with diverse students.

Since TAMUCC is situated in South Texas, which is characterized by a high concentration of culturally, linguistically, and economically diverse students, our teacher candidates especially learn how to (a) create learning environments that encourage academic risk-taking and engage students in active learning (Dweck, 1999; Krashen, 1985); (b) increase literacy/bi-literacy skills and improve thinking through meaningful content integration and instruction (Caine & Caine, 1991; Simon, 2002; Tomlinson, 2000); and (c) develop learning experiences that generate
deep and meaningful connections across domains, as well as between the curriculum and students’ own life experiences (Beyer, 1998; Findley, 2002). This session seeks to share some of structured experiences we have designed at the elementary and secondary levels that are helping teachers to close the achievement gap for CCISD students.

Preparation of Rural Pre-Service Teachers to Be Successful As Beginning Teachers in Urban School Districts

Nancy Foley, Northwest Missouri State University
Wes Elders, Northeast Middle School
Rebecca Newcom Belcher, Horace Mann Laboratory School

This presentation will discuss the implementation of partnerships between Northwest Missouri State University and two urban schools in the Kansas City Missouri School District. Northwest Missouri State University’s College of Education traditionally has prepared teachers for the rural areas of northwest Missouri, southern Iowa, and southeast Nebraska. During the last five years, with the advent of two partnerships within a large metropolitan school district, Northwest has expanded its teacher preparation focus to include preparing teachers for urban school districts. A two-year residential internship program that is preparing rural, Caucasian pre-service teachers to be highly successful beginning teachers in the urban center of Kansas City, Missouri, will be showcased. The evolution of Northwest’s partnership with Northeast Middle School from a traditional field-based to a technology-based partnership will be discussed. Participants at this presentation will receive valuable information on the implementation of these two PDS partnerships to prepare pre-service teachers for urban schools.

Pre-Service Teachers, Mentors, And University Liaisons: Informing Practice Through Action Research

Connie Bowman, University of Dayton
Eileen Booher, Centerville High School

The empowering of pre-service and mentor teachers is seen through the action research projects that permitted them to work collaboratively, ask questions, and look for answers in a systematic manner. Action research, according to Bissex and Bullock (1987), permits the teacher to be “an observer, a questioner, a learner, and a more complete teacher” (p. 4). The pre-service teacher and the mentor worked together as teacher-researchers on questions that were meaningful to them. Together they identified a problem or situation, formulated specific research questions, determined the method and procedure for investigating the question, conducted research (collected and analyzed data), reflected, and made decisions based on the results of the research. This process was recursive.
based on the reflections of the pre-service teacher and the cooperating teacher.

This session will address the various action research projects conducted by student teachers and mentors in our partnership schools. The team will explain the process, the implementation of the project, the issues, and the assessment of learning that was achieved by the students in the classroom as well as the learning achieved by the candidates.

The team will discuss what was learned from these projects about students as well as the place of action research and the impact of action research in the partner schools. Our candidates must be able to reflect upon practice and implement strategies that assist students in achieving learning. Through the use of action research, the pre-service teacher is able to engage in research with the mentor teacher, assess student achievement, and reflect upon teacher practice in the context of the classroom and the community as a whole.

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**Process For Effective Professional Development Schools Implementation & Assessment**

*Melvin Smoak, Orangeburg Consolidated School District Five*
*Betty Hicks, Whittaker Elementary School*
*Tillmon M. Ancrum and Tina Hemby, Clark Middle School*
*W.C. Howard and Courtney Howard, Claflin University*

A team of P-12 teachers, university professors, a teacher candidate, and administrators will discuss their successful PDS journey from the initial conception to evaluation of their expanded learning community. The P-12 team is composed of a nationally board certified teacher from the PDS middle school (adjunct professor at Claflin University), an elementary principal, a middle school principal, and the superintendent, all of whom are from Orangeburg Consolidated School District Five, which is located in Orangeburg, South Carolina. The university team members are a Professor of Education / PDS Director, an Associate Professor of Education, and a student enrolled in a university class at Whittaker Elementary School. The team will discuss their collaborative partnership, which promotes professional development of Orangeburg Consolidated School District Five’s teachers and graduates of Claflin University’s School of Education during the first three years after graduation; develops the skills, knowledge, and dispositions of teacher candidates; promotes inquiry directed at the enhancement of teaching and learning practice; and enhances student learning.

This session shares the unique elements of the expanded learning environment of Orangeburg County, South Carolina, and encourages interaction between the presenters and audience. The program format will include an introduction providing a brief overview of the planning, implementation, and assessment of all phases of the PDS. The primary presentation includes a discussion of the PDS experience from the individual perspective of each presenter. The last component of the session will be dedicated to questions and responses.
Professional Development Activities That Feed Directly Into Student Achievement And The Preparation Of Urban Teachers

Nicolette Armstrong and Jason Martin, Martin Luther King, Jr. Elementary School
Kevin Bivins, Linda Haymon, and Heather King, Lemington Elementary School
William Nicholson, Indiana University of Pennsylvania

Our PDS partnership is focused specifically upon improving the achievement of students in low-income communities and on the preparation of high-quality urban teachers. This presentation will focus specifically on the professional development model we have adopted and are trying out for the first time this year. We are moving toward the creation of a learning community culture in which focused professional growth for all participants is an inherent and normal part of our lives. Since one-shot workshop models are inadequate, the university has made available three year-round consultants to facilitate the work of in-service and pre-service teachers. Study groups have been formed to focus on specific professional needs tied to student learning needs. Collaboratively designed after-school programs have been implemented so that pre-service teachers can gain further experience by engaging students in enrichment and supplemental learning activities. For example, we have begun a technology team, a science club, and a book-buddy project. In addition, our on-site courses are linked closely to identified professional development needs, and in-service teachers participate as either guest instructors or when they want to attend a session on a particular topic. A 12-minute DVD of our success in preparing urban teachers will be shown as it tracks some of the graduates of our PDS schools.

Professional Development School Partnerships: Rethinking The Process

Phyllis Sanders, Beverly Flowers-Gibson, and Glenda Holland, University of Louisiana Monroe
Felicia Conway-Sledge, Lincoln Elementary School

As many colleges of education across the country work to build strong collaborative Professional Development School partnerships with K-12 school districts, it is soon discovered that this appealing concept can be quite a challenge. Several variables, including, but not limited to, initial district approval, selection of partner schools, selection of PDS liaisons, and candidate placements are key factors that must be heavily weighed in this decision making process.

Like many institutions, the University of Louisiana at Monroe has had long standing partnerships with K-12 schools in and around the service area. In the past, many of these informal partnership agreements allowed the placement of candidates in schools for field and clinical experiences.

This presentation will outline the steps taken to restructure and formalize the process of professional development partnerships schools. Presenters will share their experiences during the process, as well as the
Professional Development Schools - Guiding Consistent Improvement Within So Environment Of Innovation

Daphne Wright Gilstrap and Rebecca Rothschild, Sumner School
Walter Quint, Rowan University

A Professional Development School (PDS) is innovative because its faculty and administration willingly experiment with ways to improve teaching and learning.

This willingness to experiment is enhanced when the school faces socio-economic challenges as it strives to have students meet state and federal standards. This “challenged” status frequently qualifies the school for additional financial aid.

Additional financial resources, knowledge of challenges, and innovative professionals result in a dynamic school. These dynamics make it imperative that the leadership team chart a course of action. The goal is to maintain the direction with innovative people and enough money to change programs at will.

Summer School is located in Camden, New Jersey— one of the most financially challenged communities in New Jersey. The district receives significant state aid to improve programs. Nearly five years ago Summer School and Rowan University combined forces to create a Professional Development School.

As partners the school and university implemented many programs. More importantly, the partners have developed a process to guide their innovation. The process uses data driven decision-making and research on best practice. The innovation is guided by a “grid” that delineates the timeline and grade levels for programmatic change.

The “grid” was developed and is monitored by the principal, university liaison and school leadership team. The “grid” helps the faculty and administration maintain focus with an environment of challenge and change.

This program focuses on how to develop the “grid” and how to use it to maintain a steady course within a culture of innovation.
Project MET (Mathematics For Elementary Teachers) At The University Of South Carolina
Debra Geddings, George Johnson, and Mary Ellen O’Leary, University of South Carolina

At the University of South Carolina, collaboration with area elementary teachers in the PDS Network has led to significant developments in the teaching of Mathematics for Elementary Teachers. Collaborative learning, manipulatives, math games, and math lessons through children’s literature have put the mathematics in context and made the content course more meaningful for the prospective teachers. One innovation has been a particular success: the Pen Pal program, which pairs the prospective teachers with elementary students for a weekly exchange on the mathematics each group is studying. Recent USC graduates who have taken the “new” MATH 221 rank the course as one of the most useful components of the teacher preparation program.

Building on this success, Project MET is creating and testing a model for collaboration between Mathematics faculty, Education faculty and public school teachers in the development and teaching of mathematics content courses required for teacher preparation. Major objectives of the project include increased participation by mathematics research faculty and more effective instruction in the content courses. We will discuss the Project MET model, including strategies for cooperative teaching of selected topics, summer workshops for new instructors, the Faculty Resource Kit, the Peer Leader program, and the Pen Pal program.

Promoting Meaningful Professional Learning Opportunities For Prospective Teachers
Diane Yendol-Hoppey, Angela Gregory, Aisha Wood-Jackson, Dimple Malik, and Keith Tilford, University of Florida
Kevin Berry, Alachua Elementary School

The collaborative work supported at Alachua Elementary in conjunction with the University of Florida benefits all participants involved, especially the prospective teachers. The principal, mentor teachers, and university faculty work together to develop meaningful projects that will benefit student learning, while also preparing prospective teachers for tasks they will likely continue throughout their professional careers. Specific attention is given to the collaborative development of meaningful assignments for prospective teachers to carry out within school classrooms. The purpose of this session is to provide specific examples of the work in progress at Alachua Elementary, with an emphasis on the learning tasks developed for prospective teachers. The implemented tasks highlight three overarching goals: collaboration, teacher reflection, and student learning.

The designed learning tasks also require participants within the partnership to interact at various levels. The planning project is focused on the interaction and collaboration between the mentor teachers and prospective teachers. The espoused platform project encourages prospective teachers to analyze their own teaching against their espoused beliefs as educators, promoting reflection as a learning tool. The inquiry project is carried out by prospective teachers under the guidance of field
advisors and mentor teachers and focuses on designing and documenting interventions to improve student learning, especially students targeted for AYP under the No Child Left Behind Act.

This session will share the three prospective teacher learning tasks in progress at Alachua Elementary, provide project structures, and share outcomes with session participants from the perspectives of university faculty, field advisors, and mentor teachers.

**Pushing The Boundaries Of Professional Development: Using Technology To Promote Instructional Change**

*Carl Fields, Lisa Langley, Dimple Malik, Aisha Wood-Jackson, and Diane Yendol-Hoppey, University of Florida*

The purpose of this interactive clinic is to share with other professional development collaborators the multiple technology strategies used in our Professional Development Community to engage novice and practicing teachers in critique, discussion, and “reflection-on” their own teaching practice. Our community is a partnership between the University of Florida School of Teaching and Learning, Alachua Elementary School, and P.K. Yonge Developmental Research School. The session will begin with an overview of our community and will follow with a brief introduction of three technological strategies used to enhance supervision and develop wise teaching practice. Dimple Malik and Aisha Wood-Jackson will share pre-intern’s asynchronous web-based discussions and detail how they facilitate reflection. Carl Fields will present how video can be used as a tool in reflective coaching with pre-service teachers. Lisa Langley will share how e-mail is used for local and distant supervision in our community. Each strategy will be presented in centers. At each center, participants will be able to review artifacts collected, engage in discussion and critique with presenters who have used and studied the particular strategy, and acquire materials that would support implementing the particular tool when they return to their own Professional Development School context. The participants will rotate through each center (10 minutes each) and then Diane Yendol-Hoppey, the discussant, will synthesize the presentations and engage the audience in reflection on the concepts presented, as well as a sharing of other strategies that the participants may be currently implementing within their own context.
Putting Our Hands, Heads, And Hearts Together: A School University Partnership That Makes A Difference

Jim Brandenburg and Kevin Berry, Alachua Elementary School
Dimple Malik, Keith Tilford, Aisha Wood-Jackson, and Diane Yendol-Hoppey, University of Florida

This presentation highlights the ongoing development of an emerging PDS partnership between the University of Florida and Alachua Elementary School. Participants reflect a variety of stakeholders in that partnership. Each stakeholder will share his or her experiences and offer his or her unique perspective about what makes this particular PDS partnership so valuable for everyone.

University faculty and graduate students will share their roles in the development of this partnership. They will focus on how they persuaded school personnel to participate, as well as how they cultivated the partnership with those on the university campus. They also will discuss the benefits they have experienced with regard to the education of pre-service teachers.

Practicing teachers will share their various roles in the process as well. They are currently teaching and mentoring pre-service teachers and in-service teachers, as well as teaching elementary students. They also are enrolled in graduate courses to further their professional development. The teachers will discuss how the partnership has personally benefited them and their students.

The principal of an elementary school in that partnership will share his role in the process, as well as offer ideas about how to develop new PDS partnerships. He will discuss all the school-based benefits, including the areas of instructional resources and staff development.

In the end, the presenters will discuss their plans for the future of this partnership. Specific questions to be discussed are how the partnership will continue to develop and how the partnership can be sustained into the future.

Putting Our Research Where Our Rhetoric Is: An Inquiry Agenda For PDS

Lori Moonan, Brookside Place School
Daniel Katz and Lourdes Zaragoza Mitchel, Seton Hall University

It is easy to become excited by the potential of a Professional Development School. The model promises mutual benefits for both university and school district, offers a paradigm of teachers as lifelong learners, and establishes productive collaboration for researchers with pre-service, novice, and veteran teachers alike. After three years of PDS work, we began to wonder about our PDS effectiveness and to search for models of inquiry. Until recently the evidence of Professional Development School effectiveness has been somewhat limited, especially as it relates to assessing the impact of PDSs on “increased student learning.”
Upon examining our own PDS practice, we were faced with four critical questions: 1) What changes in teacher education have occurred from the PDS? 2) What changes in teacher practice stem from the PDS? 3) Has student learning in the school improved as a result of those teacher practices? and 4) What methods of inquiry and what data will produce clear evidence in support of these conclusions? For the sake of this presentation, we will share the findings of an action research project conducted by two professors and ten teachers from the PDS. We gathered data using surveys and structured interviews and looked at teachers’ level of implementation and what, if anything, influenced teacher reflection. We believe that before we can truly evaluate our effectiveness we need to present “evidence of quality,” but we need to know what “evidence” and “quality” are.

Putting Pedagogy Into Practice: The Benefits Of On-Site Education Classes
Mary Morrow, Montclair State University
Susan Eckstein, Warren Point Elementary School

Warren Point Elementary School’s PDS partnership is an invaluable resource for Montclair State University’s teacher education program. In addition to providing placements for education candidates and collaborating on curricular and action research projects, this elementary school is the meeting site for weekly education classes - Integrating Elementary Curriculum and Assessment and Seminar for Inclusive Classrooms. This on-site location enables Montclair education students to participate in observational rounds which relate to the weekly course topics. Instructional class time is led by MSU faculty members in Warren Point Elementary School. An integral part of class periods is the scheduling of “rounds” - visitations to K-5 classrooms. Warren Point staff members share their experience and expertise by demonstrating weekly course topics within their classrooms and modeling effective teaching practices. These teachers also visit the education classes as guest speakers. As the teachers participate in these critical training activities, they refine their existing practices for the observing student teachers. This liaison stimulates the use of newer research-based instructional strategies in the school. Having a collaborative community enables teacher education candidates to take their pedagogical studies from the textbook to authentic classroom settings. The results are teacher candidates who are well prepared to enter the field of education and who excel at meeting the needs of their school communities.

Putting The Pieces Together To Soar
Margaret L. Benson and Stephanie Romano, East Stroudsburg University
Kim Riley, Governor Wolf Elementary School

The PDS between Governor Wolf Elementary School in Bethlehem, Pennsylvania, and East Stroudsburg University is in its second year. The framework developed through ESU and their association with two other
local school districts offered the organizers insight into strategies for building a new relationship. The four goals for PDS provided a venue from the outset. The use of small group instruction by the classroom teacher, an intern teacher, and an Apprentice II teacher provides the enhanced opportunity for improvement of student learning. Through the integration of methods courses with two-day weekly teaching experiences at Governor Wolf, pre-service teachers’ preparation takes on a new movement. The development of Inquirer, Explorer, and Observer professional development seminars enhances the professional development of educators. Action research and reflective practice techniques develop research and inquiry into improving practice.

Based on trusting and professional development roles, all of the stakeholders enter into a collaboration that is respectful and invigorating. All people involved are open to learning and modifying preconceived roles and relationships to fit this paradigm shift, wherein the “Ivory Tower” of the university becomes the hands-on practice of the field. Presenters will focus on the avoidance of pitfalls, provide opportunity for frank discussion of developing a relationship based on mutual respect, and share the joy of a wonderful working relationship.

Questions, Insights, And Reflections: Electronic Triad Journaling, A Vehicle Of Communication Between The Teacher Candidate, University Professor And Public School Mentor

Jason Hoffman, Harpers Ferry Middle School  
Marian Kirk and J.B. Tuttle, Shepherd University  
Keri Mahoney and Carol Whittington, South Jefferson Elementary School

The teacher as a reflective problem solver has been the central theme of the Shepherd University teacher education program for many years. Reflection is used as a common collaborative learning experience that is supported by a constructionist pedagogical framework. When teacher candidates were placed in the public schools for their practicum experience, electronic journaling was an effective communication tool that was commonly used by the student and the university professor. The vision of electronic triad journaling resulted from Shepherd University’s collaborative teaming with public schools within Jefferson County, West Virginia. The electronic triad journaling was first implemented at South Jefferson Elementary during the 2002-2003 school year. Fourteen Shepherd University teacher candidates were placed at South Jefferson Elementary as a practicum experience for their junior level integrated pedagogy course. The primary intent of the electronic triad journaling was to expand the on-line reflective feedback to include the teacher candidate, the university professor, and the classroom teacher. Triad journaling helps to facilitate communication between all three parties. This form of communication helps to solve the problem of time constraints in our PDS model, and it enriches the reflective process. Electronic triad journaling allows for professional development and immediate feedback to the classroom teacher, teacher candidate, and university professor. Assessment of pre-service and classroom teacher’s responses during the first year of implementation was generally positive.
Reading Diagnostics Students Paired With Early Intervention First Graders: Benefits For All

Tracy Woof Schroeder, Berry College
Allyson Chambers, Glenwood Primary School

Up until 2001, the Reading Diagnostics class from Berry College had drawn students from many different classrooms for their field experience. We approached Dr. Amber Prince about the possibility of utilizing just our Early Intervention (EIP) classes, which had a maximum of 14 students each. This gave our students one-on-one remedial reading practice once a week and, since the whole class participated, they were not missing any instruction. It allowed the Berry students hands-on practice of their diagnostic testing skills and, by working with one child for approximately 14 weeks, they were able to learn and practice evaluation and remediation.

During the one-hour sessions, each college student was observed at least 2 to 3 times and given evaluative feedback. Instead of just having the two college professors fill this need, the classroom teachers were encouraged to step into the roll of professor and assist with the evaluations of the college students. A benefit for the classroom teachers was being able to observe the reading sessions and see their children through someone else’s eyes and ultimately have some very valuable diagnostic information to work with.

After each session the college students remained on our primary school campus for the remainder of their class. On several occasions, the classroom teacher, relieved in her classroom by the college professor, shared with the college students information on such issues as assessment, Student Support Teams, and government mandates such as the Early Intervention Program. We are now in the 4th year of this successful collaboration.

Science Enhancement Partnership Project

Elizabeth Dershimer and Doug Maclsaac, Stetson University

This session will examine a two-year Professional Development School partnership project intended to meet the challenge of science instruction and learning for a diverse population of upper elementary school students. The project facilitates team teaching in both inclusive and gender specific classrooms to enhance science instruction. During year one of the project a content area professor served as a mentor to the classroom teachers and teacher candidates, providing demonstrations and experiments in the classroom. During the second year of the project a designated classroom teacher has assumed the role of content expert, delivering the primary science lesson and mentoring teacher candidates. Teacher education faculty collaborate with classroom teachers on lesson design, delivery, and assessment and guide teacher candidates who assist with hands on discovery activities, technology integration, and literacy.
An overview of the project will be followed by a breakdown of various roles and responsibilities of project personnel. Indicators of learning for students and teacher candidates, including a discussion of inclusive and gender specific pedagogy, will be presented. The session concludes with suggestions for dissemination, including ideas for duplicating the project in your school even without teacher candidates, and participant discussion.

Science For All! - A PDS Middle School/University Collaboration
Shari L. Britner, Bradley University
Valentine Walker and Lori LePine, Roosevelt Magnet School

This session highlights one aspect of a successful PDS collaboration that exemplifies how school/university projects benefit multiple constituencies. For the last 3 years, science has been a strong focus for this collaboration between Roosevelt Magnet School, an urban P-8 school, and Bradley University’s Teacher Education Department. This aspect of the collaboration was initiated by Roosevelt’s science department chair when he requested help with the school’s first science fair. He and a Bradley science education professor developed a plan for the students in Bradley’s elementary science methods course to assist Roosevelt’s students with their science fair projects. Bradley pre-service teachers assisted students from the initial development of their ideas through completion of their experiments and their presentations at the science fair. One pre-service teacher obtained a Bradley Faculty-Student Collaboration grant with the Bradley professor to provide supplementary funds for student projects. The science fair has packed the school gym with friends, family members, and community people for the last three years. This aspect of the collaboration provides support and encouragement to low-income and minority students, a group under-represented in higher-level science courses and science-related careers.

This collaboration benefits pre-service teachers by providing experience in an urban, low SES, minority school and a unique opportunity to mentor young students engaged in an inquiry investigation process similar to the one required in the science methods class. This integration of learning experiences reflects current best practices in teacher education, science education, and PDS collaboration.

Science Teachers Go Toe-To-Toe With Literacy Integration: A Fledgling PDS Partnership Opens Its Doors To Forty-Three Pre-Service Teachers
Luke Carnacelli, Patty Saternow, Stella Corigliano, Chris Walsleben, and Erin Greco, Central Square Middle School
Mary Harrell, SUNY Oswego
Collaboration between four science teachers at Central Square Middle School and forty-three pre-service teachers underscored a literacy inquiry project aimed at curbing declining reading scores. The research-based interdisciplinary program began with the question, “In what ways will the Individual Directed Reading Thinking Activity (DRTA), a student-centered process that can be applied to any content area, improve reading comprehension?” Pre-service teachers enrolled in a university class titled Literacy in the Content Area received PDS preparation. Administrators, classroom teachers, and two university faculty members began the planning and inquiry stage in the spring semester, 2004.

Session presenters will share academic, structural, and emotional elements which coalesced as the project developed, including: PDS stakeholders’ preparation with the PDS Specialist; pre-service educators’ engagement in reflective journal entries and study groups; multi-leveled administrative support at the university and middle school; and a stakeholder’s discussion of dynamics of risk and discomfort in facing the unforeseen.

Seeing “I to I”: Initiating, Implementing, And Institutionalizing The PDS Model

Ana Maria Schuhmann, Gail Hilliard-Nelson, and Rosalyn Lenhoff, Kean University
Diane Mazzei, Rowan University
Stephanie Koprowski-McGowan and James Kane, William Paterson University
Ed Yergalonis, Rahway High School
Paula Santana, Paterson Public School #11

Three universities (Kean, William Paterson and Rowan) form the New Jersey Teacher Quality Enhancement Consortium which has collaborated with 13 local school districts, initiating Professional Development Schools in 1999. But the road has not always been easy. This presentation is a frank discussion of the challenges and crossroads faced as we moved through the phases of initiating, implementing, and institutionalizing PDSs in local schools.

Along the way we have faced some hard realities: principals changed and our program changed with them, some schools were just “not ready” and we questioned their selection as PDSs, administrative bureaucracy interfered, and the direction was not always clear. But as our panel leader, Dr. Ana Maria Schuhmann, readily acknowledges, “Partnerships are not for sissies!” Together with our partners we have faced the challenges and forged relationships that resulted in learning communities, following NCATE standards which respect the profession of teaching. We have created excellent training grounds for teacher candidates and structures to support new teachers.

Some of our PDSs (represented on this panel) will continue after the grant funding ends, and we will share plans that are in place to provide financial and program supports. However, some will not be encouraged to continue. We have learned and will share some characteristics which seem to predict a successful relationship. Given the complexity of partnering between local schools and universities, we also suggest that
there are pitfalls to be avoided. We will share our recommendations and open the discussion to learn from our participants’ experiences.

**Site Coordinators: Tricks Of The Trade**  
*Angel Hood, Park Elementary School*  
*Whitney McCann, George T. Cromwell Elementary School*

This presentation is for site coordinators and those working with site coordinators. Two site coordinators from Anne Arundel County, Maryland will inspire and empower both new and veteran site coordinators by providing helpful hints for a successful school year. We will discuss how our program has evolved over the last three years and how our responsibilities have changed. We also will share ideas on topics such as developing a working partnership between your school and university, finding that “almost” perfect match between mentors and interns, welcoming interns into your building, and providing support to both mentors and interns throughout their journey. Participants will walk away from this session with new ideas and materials to help them expand their own programs.

**Site-Based Liaisons: Spreading Our Wings To Build Connections**  
*Mary Beth Allen and Pat Pinciotti, East Stroudsburg University*  
*Craig Downey, Lincoln Elementary School*  
*Lyn Krenz, Donegan Elementary School*  
*Stacey Leon, Governor Wolf Elementary School*  
*Janet Matthews, Ada B. Cheston Elementary School*

According to Merriam-Webster, a liaison is a close bond or connection. Within each of the Professional Development Schools in the East Stroudsburg University Network, a specially chosen teacher serves as the liaison, providing the close bond and connection among teachers, administrators, students, teacher candidates, and university faculty. The role of the liaison is critical to making sure that all members of the PDS communities are well informed and clear on goals and expectations. Site liaisons provide support and connections in many ways, including:

- Maintaining effective communication between university faculty and school staff
- Coordinating site-council meetings and disseminating information to the staff
- Attending and contributing to Coordinating Council meetings and sharing information with school personnel
- Keeping track of and organizing support material related to the Professional Development School
- Advertising and promoting attendance at professional development opportunities
Soaring The Horizon With Pittsburgh’s PDS Partnerships

Thomas Mullikin, Pennsylvania State System of Higher Education
Janine Macklin, Pittsburgh Public Schools
Monte Tidwell, Indiana University of Pennsylvania
Michele Cheyne, University of Pittsburgh

The Pittsburgh Public Schools maintain a strong partnership with area colleges and universities. This collaborative effort provides coordinated pre-service placements in this urban district. As a result, teacher candidates receive a greater appreciation for urban education and are better prepared to teach in this environment. Classroom teacher knowledge and skills are aligned with college and university courses through strong professional development activities. Teacher candidates who fulfill their pre-service requirements in the Professional Development School environment often accept teaching positions in Pittsburgh or other major urban districts.

The School District University Collaborative is an organization established by the Pittsburgh Public Schools to (1) recognize their obligation to provide meaningful pre-service education for local colleges and universities, (2) align classroom teacher instruction with what is taught in the pre-service courses, (3) provide meaningful professional development for classroom teachers, and (4) impact the achievement of Pittsburgh’s children.

The Collaborative is funded by the District and the participating colleges and universities. Title II, Teacher Quality Enhancement funds have been provided through the Pennsylvania Academy for the Profession of Teaching and Learning, to advance these Professional Development Schools. An executive director is employed by the District to oversee all pre-service placement and instructional activities. The ability of the school district and the colleges and universities to work together in a PDS setting is unique.
Well-developed Professional Development Schools are essential to efforts aimed at engaging school and university faculty and administrators to improve teaching, learning, and practical inquiry (Ross, Brownell, Sindelar, & Vandiver, 1999). Colleges and universities across the country are working tenaciously to do just that. Many are embarking on Professional Development School initiatives without a model or structure for collaboration in mind. Others are enhancing quality partnerships already in place. All of these efforts are in keeping with the directives of the Holmes Group which contends that teacher education programs must “recognize the interdependence between teaching and learning of teacher candidates and school children” (Zimpher, 2001; p. 42). Recognizing such interdependence requires that schools and universities take a careful look at “core assumptions about the purposes and definitions of work” established in the organizational structure within both institutions; without scrutiny, real change does not occur (Goodman, 1995).

There is a dearth of research relative to creating Professional Development School sites (Zimpher, 2001). This presentation is designed to add to the body of research on this topic. This presentation will report findings from a study including constituents from local practicum partners in North Alabama. The findings reported will provide insight into core assumptions about purposes and definitions of work held by teacher candidates, school/university faculty, and local school administrators. Presenters will discuss results of survey and interview data gathered from representatives of each constituent group. Teacher candidates will discuss the impact of the clinical experiences on their preparation for the teaching profession.

Spreading Our Wings And Taking Flight: PDS Connects Parental Involvement And Parent Advocates

Theodore J. Coker and Naomi H. Dreher, Benedict College
Kenneth Irby, Carver-Lyon Elementary School

Assuming that school improvement is indispensable, an approach to removing the existing deficiencies must show that parents and parent advocates are involved in the process. The sound approach to this is the process of providing parents with a meaningful connection to the school’s instructional program. Parental involvement in an active and supportive role should begin by recognizing the parents’ need to participate in achieving the mission of the school. This concept can be implemented with measurable results.

The PDS must insure that all entities benefit from an active parent involvement process. The benefit pendulum swings both ways when parents have assistance, the students will reap some benefits. Increased enthusiasm for involvement is gained when parents are supported by community advocates because many homes lack visible support from local agencies. Connecting parental advocates and parents in productive activities, which support the school’s objectives, will yield measurable results.
This session will present ways that the NCLB Act can be achieved when we spread our wings and take flight by connecting parents and parent advocates in supporting the mission and objectives of the schools.

**Spreading Our Wings: Forming A Middle School PDS**

*Kier Rogers, Tommy Gibbons, Nicole Dawson, and Ryan Schrock, Rockford Environmental Science Academy*

*Portia Downey and Helen Khoury, Northern Illinois University*

The advent of a Teacher Quality Enhancement grant provided a new direction for the partnership with an area school district and served as seeds to the development of a middle school Professional Development School. Northern Illinois University’s College of Education had an ongoing relationship with the Rockford Public Schools for nine years. During that time, they collaborated in a limited manner, keeping their activities focused on the middle school. The addition of the grant from the U.S. Department of Education changed the focus of the relationship and the nature of the activities.

From the beginning, it became obvious that expanding the existing partnership with the middle school would require different perspectives. There are limited examples of working PDS relationships to use as a framework. The initial formation of a planning team emphasized the unique nature of this PDS model. Faculty joined with teachers from the Rockford Environmental Science Academy to create a PDS middle school relationship which focused on academic success, faculty development, collaborative endeavors, and opportunities for teacher preparation.

Specific events and ongoing activities were planned by teams of faculty and teachers. The middle school students were able to participate in a variety of experiences focused on ensuring student achievement. The teams worked to bring a sense of community into the picture through invitations to participate in the ongoing planning for all aspects of the PDS. Middle school students were encouraged to consider teaching as a career and given opportunities to learn more about teaching as a profession.

This presentation will highlight the unique model designed to help build a middle level Professional Development School. In addition, presenters will address the value of a full year’s preparation to build quality programs for middle school and university students alike.

**Spreading Our Wings: Understanding The Flight Of The Students We Teach**

*Missy M. Bennett, Jason Crawford, Denise Lewis, Brian Nelson, Georgia Southern University*

*Amy Bettinger, Southeast Bulloch High School*

Approximately 12% of the K-12 school aged population in Georgia receives special education services. All teacher education candidates are required by law to take a minimum of one university course to learn more
about working with special needs populations. In Georgia, according to
the 2000 U.S. Census, the estimates of children who live below the
poverty level in the counties surrounding Georgia Southern University
exceed 34% of the population. Approximately 45% of the K-12 students
in Georgia qualify to receive free or reduced-priced lunches, and in
counties surrounding the university campus often the entire school
population receives free breakfast and lunch. However, teacher educa-
tion programs rarely address the needs of this group of public school
students.

Pre-service secondary education teachers at Georgia Southern
University mirror the statistics of other colleges of education nationwide,
mostly white and from middle class backgrounds (Hodgkinson, 2002).
These pre-service teachers are placed for field experiences into the public
school classrooms of local communities each semester, yet they have few
experiences in common with students who come from backgrounds of
poverty.

To address the lack of understanding pre-service teachers have of
many students who populate their classrooms, a socio-cultural assign-
ment, including a tour of the local community, was devised to acquaint
them with the diversity, particularly the culture of poverty, which exists
within close proximity to their local Partner School and to the university
campus. This presentation examines the effects of this socio-cultural
activity on classroom philosophy and practice of secondary education
pre-service teachers at Georgia Southern University and in associated
Partner Schools.

Spreading The Wealth: Utilizing PDS Resources
To Serve More Students

David Lee Keiser and Fran Greb, Montclair State University
Marcia Heard and Mark Jennings, Mount Hebron Middle School
Joseph Macaluso, Montclair High School
Catherine Vitone, Bradford Elementary School

Many partnerships grapple with how to increase capacity while
maintaining quality and integrity. Within the Montclair Partnership, we
have long discussed and brainstormed what to do when a new school
wants to become a PDS, as well as when schools labeled PDS are not
maintaining the intensity and access needed from a PDS. Compounding
these questions is the reality that, given our current allotment of one
fulltime faculty member assigned to a given PDS, we are simply not able
to expand as quickly as we would like. However, by creatively examining
the elements needed to be a PDS in our network, we are moving to
diversify our PDS structures within the New Jersey Network for Educa-
tional Renewal and thus reach more students in our partner schools. In
Montclair, a district with one current PDS, Montclair High School, we are
examining means by which we might scale up to meet more students’
needs. Given the four functions of PDS work (preparation, renewal,
inquiry, and achievement), what structures can we put in place to ensure
that our partner schools continue in working on the four functions? Given
our limited university personnel, how can we reconceive PDS work to
allow for flexible structures, increased enrollments, and capacity con-
Sprouting Wings And Taking Off: Our Story Of Hatching A PDS Chick

Fern Dallas and Janet Painter, Lenoir-Rhyne College
Sherry Willis, Stephanie Ashley, and Cori Newman, Southwest Elementary School

This session describes the process of how a small, liberal arts college in Hickory, North Carolina, and a local, highly diverse, Title I elementary school hatched a fledgling PDS chick and have nurtured it toward first flight. The PDS nest was feathered by a rich partnership heritage of pre-service support that existed between the college and the school in years past. However, both groups desired collaboration on a more meaningful level. Once the chick was hatched, “test flights” occurred where the elementary school hosted successful literacy classes for junior level interns. The literacy professor and the principal decided to further study whether or not this PDS relationship could take off and fly. Grant-funded research utilizing original surveys based on PDS, NCATE, and NBPT standards and focus groups with both partner groups during the spring and summer yielded interesting results and enabled the plan to move forward and the fledgling to move to the edge of the nest poised for its independent flight. The flight plans, or PDS structures, are now in the college program revision, initial funding, and governance building stages. Formal flying is to begin in the Spring of 2005. The research instruments, results, and “flight plan” will be shared with session participants. Come and hear from both partners about our chick and her first flight!

Succeeding Together: Multiple Institutions Partnering Together To Create PDSs

Tony Johnson and Kim Cheek, West Chester University
Sharon Hunter and Bernard McGee, School District of Philadelphia

There are many challenges to implementing PDSs in an urban setting. We have the added uniqueness of two demographically distinct regions within a large school district (Philadelphia) and four higher education partners - two state universities, one private university, and one community college. The history of collaboration among these institutions as participants in the Greater Philadelphia P-16 Council and through a state-funded grant allowed this partnership to create five Professional Development Schools within the School District of Philadelphia.

We will discuss the development and structure of the P-16 Council which includes the local teachers’ union in addition to the partners named above. Council members have worked in small school/university teams to develop individual PDSs while working together on other initiatives.
such as workshops for cooperating teachers. The Council has sponsored joint activities that bring together pre-service and in-service teachers, university faculty, and district and university administrators to explore future directions for the PDSs and how to improve instruction. An electronic newsletter that is sent to all participants (pre-service and in-service teachers, administrators, and university faculty) keeps everyone informed and fosters a sense of community. Part of our presentation will focus on:

- How do a community college and a four-year institution work together in the same PDS?
- How do multiple partners work together to create activities that foster a sense of community among all stakeholders?
- How will partnerships be sustained when the grant period is over?

Supporting Novice Teachers To “Fly”

Kathy Rockwood and JoAnne Ferrara, Manhattanville College
Eileen Santiago, Wanda Cruz-Shankman, and Kelly Budde, Edison Community School

The PDS partnership with Edison Community School and Manhattanville College represents the powerful impact of a school-college collaboration that is set within a community school model, where the philosophy is one of building capacity internally and externally by capitalizing on all available resources. This philosophy set the stage for the partners to develop a formal teacher induction program during 2003-'04. The primary goal was to increase the successful entry and retention of new teachers at Edison, where everyone is held accountable for improving student achievement. Toward that end, we wanted to initiate an exploratory study that examined the mentor-mentee relationship during initial induction into the teaching profession.

We developed a teacher induction program that provides a model of multi-faceted support, accountability, and reflection for everyone involved. Questions that guided our program design and research included the following:

1. To what extent does the mentoring relationship improve teacher reflectivity about effective instructional practice for the novice teacher and the experienced teacher?
2. What are the most effective interventions and actions initiated by the mentors to support the novice teachers’ professional growth?
3. What impact does the teacher induction program have on novice teachers’ instructional practice?
4. What critical elements and structures need to be in place in order to provide sustained support for beginning teachers in the future?

A team presentation will provide an overview of the structures that were put in place and the impact of the program on the novice teachers’ instructional practice. While each of the three mentor-novice teams involved in this program represent unique case studies, the themes that emerged capture a strong community norm at Edison. Eileen Santiago, the school principal, captured the community belief through her analogy...
of the adult elephants who guide and guard the babies in the herd. What we learned is that this ethos added tremendous value to a well designed teacher induction program.

**Sustainability Issues And Solutions In The PDS**
*Terry Berkeley, Karen Schafer, and Carol Stewart, Towson University*

You have established a PDS. The first year or two of the partnership have been very successful. Now you are beginning to have concerns about sustaining the partnership with the same initial level of enthusiasm and effectiveness. In an interactive session, the focus will be on funding and financial support for on-going professional development, competing district priorities, leadership from the university and district perspective, differences in school and university culture, action research, service learning, program evaluation, and capturing and maintaining energy for the partnership. During the presentation, tensions and resolutions for an ongoing successful PDS partnerships will be offered from the viewpoint of a school principal, the university PDS coordinator, and a faculty member. Solutions will be specific and general so they can be applied to a variety of PDS settings in order to maximize collaboration.

**Taking Flight: A PDS Collaborative**
*Angelina Bua and Sandy Kolodziej, Jefferson High School*
*Diane Kuehl, Rock Valley College*
*Portia Downey, Northern Illinois University*

An idea, a grant, an opportunity to collaborate, a new direction for the partnership with a school district, all served as seeds to the development of a high school Professional Development School. Northern Illinois University’s College of Education had an ongoing relationship with the Rockford Public Schools for nine years. During that time, they collaborated in a limited manner, keeping their activities focused on the middle school. The addition of a Teacher Quality Enhancement grant from the U.S. Department of Education changed the focus of the relationship and the nature of the activities.

From the beginning, it became obvious that creating a partnership with a high school would require a different perspective. There are few examples of working PDS relationships to use as frameworks. The initial formation of a planning team emphasized the unique nature of this PDS model. Faculty and deans from Liberal Arts and Sciences, Visual and Performing Arts, Engineering, and Health and Human Sciences joined with the College of Education and the principal from Jefferson High School to create a PDS relationship which focused on academic success, faculty development, collaborative endeavors, and opportunities for teacher preparation.

Teams of faculty and administrators worked to plan and implement a variety of specific events and ongoing activities. Students were able to participate in a variety of experiences focused on ensuring student
achievement. The teams worked to bring the community into the picture through invitations to present at specific events and to participate in the ongoing planning for all aspects of the PDS. High school students were encouraged to consider teaching as a career.

This presentation will highlight the unique model designed to help build a high school Professional Development School. In addition, presenters will address the value of a full year’s preparation to build quality programs for high school and university students alike.

**Taking Flight In A New Direction: Broadening Collaboration Between The College Of Education And Health Professions And The College Of Arts And Sciences**

*Shirley Lefever-Davis and Linda Morrow, University of Arkansas*
*Donna Owen, Fayetteville Public Schools*
*Jeanie Cozens, Gentry Public Schools*

A long-standing PDS program has just launched a new initiative for an existing university partnership. This presentation will give a bird’s eye view of the Physics Teacher Education Coalition (PhysTEC) funded by NSF, which is a unique program emphasizing partnerships between teacher preparation programs, university physics departments, and local schools. The goal of the program is improving the science preparation of future K-12 teachers. One component of the PhysTEC program is a Teacher in Residence (TIR) program where a local K-12 master teacher, on a year leave from teaching, works full time at the university. The TIR assists in course revision, team teaching foundation and methods courses, and mentors first year teachers. For example, the TIR and a university faculty member team teach a newly developed university course titled Freshman Year Experience designed to enhance the retention rate of entering freshmen. A second initiative of the PhysTEC program is a new physics course for elementary education majors titled Physics for Elementary Teachers (PET) developed by San Diego State University. This course uses innovative teaching methods and promotes the application of physics in the elementary classroom. By spreading our wings, this partnership is taking flight in a new direction benefiting everyone involved!

**Taking Flight: The Impact Of PDS Involvement On Teacher Candidates And New Teachers**

*Cynthia S. Kelley, Cynthia L. Gissy, Lara Sawinsky, and Scott Starcher, West Virginia University Parkersburg*
*Teresa Haverty, Franklin Elementary School*
*Bree Deuley, Martin Street Elementary School*

The Professional Development School program at West Virginia University at Parkersburg promotes collaboration between the college and elementary schools. This project is called the Partnerships Project.
As a part of the Project, college instructional strategies courses and clinical practice are offered on elementary campuses. This program requires teacher candidates to commit to spending extended lengths of time in Partnerships schools working with teachers, principals, students, and college faculty.

In this session, teacher candidates will share their experiences related to the Partnerships Project field-based program. Candidates will discuss the rewards of working in a variety of settings as well as challenges, such as time management and meeting expectations of all stakeholders.

Teacher graduates will also share their experiences in Partnerships schools and how it has affected their teaching. Graduates will offer their perspectives on the advantages and challenges of teacher preparation in a Professional Development School program.

This session will give pre-service and new teachers the opportunity to tell their stories of “Taking Flight” as a product of a Professional Development School program.

Taking Flight With Literacy Centers

Cindy Toot, Beaver Local Schools
Paul Gallaugher, Mary Lou DiPillo, Tiffany Chrisman, and Rosemary Zockle, Youngstown State University

Although research espouses the benefits of using literacy centers in primary classrooms during guided reading and formative assessment periods, teachers are sometimes hesitant to utilize these centers for a variety of reasons. Field placements for pre-service teacher candidates often lack the rich experience of working in a classroom where the development and maintenance of these centers is modeled. To address these issues, two partners supported by a Title II grant, an urban university and a rural school district, collaborated on a project that explored the implementation of literacy centers by early childhood teacher candidates within a pre-clinical experience. The lead teacher from the school district who was responsible for designing the project will provide an overview of the centers’ themes, literature, and authentic, hands-on learning activities that were developed to promote problem solving and critical thinking in K-3 students. Results of surveys completed by classroom teachers and teacher candidates regarding the impact of the centers on promoting cooperative and independent work skills will be shared. Attitudinal changes in the participants, as well as the benefits and challenges of using these centers, will be reviewed. Finally, lessons learned during this project that will enable others to “take flight” with literacy centers in their own classrooms will be highlighted.

Taking Flight With Professional Development Through Technology

Deborah Orr, Andrea Collins, Cindy Grant, and Heather Mitchell, Glendale Elementary School
As Glendale Elementary School embarked on its first year of involvement in the Missouri University Partnership, the building focused on educational renewal for pre-service, beginning, and veteran teachers. After data analysis of Glendale’s Communication Arts scores on the MAP (Missouri Assessment Program) Test, staff decided to direct their efforts toward strengthening the building literacy program. The Independence School District’s focus on a balanced literacy model meshed with Glendale’s literacy action plan.

Building staff identified two strengths, successful study group participation and the effective integration of technology as an instructional tool. To build upon these strengths, the staff conducted a study group based on Strategies that Work, by Stephanie Harvey and Anne Goudvis, to investigate strategies that would improve literacy instruction. Technology was used to: video tape lessons; burn lessons to a CD or convert them to an iMovie; and view them on the Smartboard, individually, as an entire study group, and as a school-wide group. This was a powerful professional development activity that allowed all practitioners (pre-service, beginning, and veteran teachers) to reflect upon and improve classroom practices at all grade levels. University personnel were utilized as consultants for the study group format and the necessary technology involved. Information gained from this study group is being shared with university personnel as they revise the elementary literacy program offered to MU students.

Learn how this collaborative university/school professional development activity facilitated the building’s commitment to educational renewal and an improved educational experience for all students.

The Agony And Ecstasy: Creating Simultaneously Four Middle School PDSs
Martha M. Mobley, Kean University

Four middle school Professional Development Schools were created simultaneously as a grant-funded initiative. With the initial focus on mathematics and science teaching driving their creation, PDSs also were expected to be part of an established university model that specified content and student diversification. Based on a three-way partnership of four school districts, one university, and a business partner, factors such as communication breakdowns, divided loyalties, and diffused efforts sometimes led to feelings of disequilibrium.

The four organizational frames developed by Bolman and Deal (1984) focus the lenses through which the start-up year of four PDSs will be analyzed. These frames (structural, political, human reactions, and symbolic) help explain the agony and ecstasy experienced during the initial struggles to establish concurrently PDSs.

We acknowledge that the PDSs are alive and untested one year later. We also acknowledge the importance of the political frame and the reality of conflicts and tensions aroused by uneven partnering. We believe that foundational to PDS is the demonstration that work in schools is collaborative, interdependent and collective rather than individualistic and autocratic. A Professional Development School is one, in our model, that is seriously engaged in developing itself into an exem-
The Baylor University And Waco Independent School District Partnership: A Community Learning With Vision And Purpose
Doug Rogers, Rachelle Meyer, and Barbara Purdum-Cassidy, Baylor University

This presentation will give a brief overview of the partnership between Baylor University and fifteen urban schools in the Waco Independent School District. The presenters will describe the teacher education program that begins with a field experience the first semester of the freshman year and continues until completion of a yearlong internship during the senior year. Presenters will outline the implementation of the undergraduate program at Baylor University and how the instructional sequence and experiences were developed to form the conceptual framework designed to develop a learner-centered educator.

The presenters will then describe the experiences, challenges and obstacles associated with the four-year implementation at each level of the program. This portion of the program will highlight overall consistency across programs and schools as well as program flexibility.

The presentation will conclude with the responses to these challenges and obstacles from program participants. As a result of an anomaly in the field placement scheme, presenters will discuss the inspiration for the redesign of the junior year teaching experience. Preliminary results from the 2004 fall semester will be shared, highlighting the differences between field experiences based on content and field experiences based on pedagogy. Participants will benefit from hearing about the different approaches to field experience. In addition, presenters will discuss the overall program review.

The Challenges Of Change: Potholes, Sandboxes, And Kites
Michael Chirichello and Dorothy A. Feola, William Paterson University

Professional Development Schools are all about change-changing the structure of schools as well as the roles and responsibilities of the professional staff and university faculty who work in the schools. During this presentation, participants will understand the potholes that often get in the way of change. They will discover the four Ps that will initiate change as process in PDSs. The six steps that will transform schools into a culture of continuous improvement will give participants a deeper understanding of how others begin to move their cheese through the maze.
of change. Leaders in PDSs will understand why those who play in the sandbox and invite others to join with them will encourage followers to become leaders. In the whirlwind of the turbulence caused by change, effective leaders will understand why they do not force things but rather react and finally have the courage to let go. Our experiences with an urban PDS in New Jersey will illustrate how university faculty can work with school staff to create risk-free environments in which change can flourish and how a university can support its faculty in this endeavor.

Dr. Chirichello was one of the co-authors and the university coordinator for a federal grant that resulted in establishing PDSs with urban districts. Dr. Feola is a faculty member who has worked at one of the PDSs for the last five years.

The Impact Of PDS And Non-PDS Teacher Preparation Models On Teacher Retention, Standards Based Teacher Performance, And Student Achievement

Karen Schafer, Towson University

Researchers conclude that high attrition rates within the first five years is the dominant factor driving demand for new teachers. Teacher attrition nationwide is between 40% and 50% leaving the profession within the first five years (Ingersoll & Smith, 2003). Much of this literature has overlooked teacher preparation as a factor that might mitigate early teacher attrition. A small group of researchers at Towson have collected data on the effectiveness of PDS teacher preparation that makes a difference in retention rates between PDS and non-PDS trained teachers. We are in the third year of tracking graduates who are teaching in a large school system that traditionally experiences an attrition rate of approximately 50% in the first five years. This presentation will report results through Phase 1 (retention rate) for a three year period and Phase 2 (standards based performance based performance) of the study, including results of an INTASC-based questionnaire and over 100 hours of interviews with teachers, and the future plans for Phase 3 (student achievement).

The Impact Of PDS On Enhanced Student Learning (One Of The Four Components Of The PDS Mission)

Cathy Crary, Oswego State University
Deborah Haab, Michael McAuliff, Denise Penoyer, Stephanie Musengo, Michele Catania, Susan Fox, Sharon Hurd, and Amber Downey, Parish Elementary School

“Enhanced Student Learning” is one of the four major components of the PDS Mission and is a central tenet in the Parish Elementary/ Oswego State University PDS relationship. Therefore, our collaborative partnership believes that all stakeholders in a Professional Development
School are students, and as such will examine the impact of a Professional Development School on student learning for K-5 students, university students and Parish Elementary faculty. This presentation will illustrate the impact of our collaboratively taught on-site Methods/Practicum model as well as our co-teaching model and other PDS initiatives on enhanced student learning for ALL students involved in our Professional Development School.

The Impact Of PDS Partnerships In Kansas - A Unique Mix Of Urban And Rural At-Risk K-12 Schools Partnered With Large, Small, Public And Private Institutions of Higher Education

Teri Albracht, University of Kansas
Gail Shroyer, Kansas State University

The PDS Coalition in Kansas has provided support for the partner schools, growing in number as schools and institutions perceived the possibilities of these partnerships. One focus within our Coalition during the last two years has been “getting the word out” to all stakeholders. Last year we began publishing a newsletter that shares with stakeholders, in anecdotal format, the information about and impact of our partnership programs. In addition to the newsletter, we published a synopsis of action research (we are currently preparing volume two of this publication).

This year we have turned our focus to identifying and gathering data that will inform our stakeholders as to the impact of PDS Partnerships. Our presentation will share with the audience the process we have used to identify and gather this data as well as the results. We seek to answer such questions as: What has been the impact of PDS partnerships in the state on teacher retention, student/teacher ratio, Quality Performance Assessment, possibly including some data on student achievement. Our Coalition is excited about undertaking this investigation, about sharing the process and findings, and learning how other partnerships have approached this task.

The Missing Partner: Bringing The Community Into School University Partnerships

Ann Foster, National Network for Educational Renewal
Cori Mantle-Bromley, University of Washington and the Institute for Educational Inquiry

The National Network for Educational Renewal’s core mission is advancing the public purpose of schools-preparing students to be full participants in our social and political democracy. A primary strategy for accomplishing this is strong partner schools where university and school faculty work closely together.

After years of diligent work on these partner efforts, we are now exploring how to work with a critical missing partner—the community. A current Kellogg-funded initiative, Developing Networks of Responsibil-
ity to Educate America’s Youth (DN), is a series of school-university-community convening groups. These groups work to identify substantive issues related to promoting successful school experiences for families whose voices have not traditionally been included in educational decisions.

The work comprises facilitated sessions with members who reflect the community, school, and university. Ultimately, each team determines how it will work to strengthen the community commitment to schools and the schools’ commitment to community. The long term outcomes are to have community members become leaders, and, in turn, engage others to become leaders, thus creating a culture of community engagement in schooling.

The DN sites include large urban districts, isolated rural areas, new immigrant populations, and rapidly changing communities. Our session will highlight lessons learned and specific strategies that will be useful to other partner schools. These include bringing people to the table, power and control issues, barriers and ways to promote community engagement, factors that promote equitable participation, how to sustain the work, and strategies for universities and school involvement in community engagement.

### The Partnerships Council: The Team Approach To Sustaining A Professional Development School Relationship

*Cynthia S. Kelley* and *Cynthia L. Gissy, West Virginia University*  
*Joe Oliverio, Williamstown Elementary School*  
*Vickie Hyre, Mineral Wells Elementary School*  
*Jody McCrady, Wood County Schools*

The Partnerships Project began as one professional development school working with West Virginia University at Parkersburg to provide classroom practice to elementary teacher candidates. The program was directed by one faculty person in the Education Division at the college.

After 8 years, the Partnerships Project has received many grants and has grown to include 5 schools, 200 teachers, and 2100 public school students. The Partnerships Council was formed to guide the Education Division in the implementation of the Partnerships Project. The Council is made up of teachers, college faculty, principals, district administrators, college administrators, and teacher candidates.

As an advisory council, the Partnerships Council guides the Project through expansions and enhancements while maintaining the conceptual framework on which the Project is built. In this session members of the Partnerships Council will share their experiences of working in a leadership role of a Professional Development School program. The group will share challenges associated with schedules, documentation, assessment of the impact of the program, communication, as well as funding and grant writing. They will also discuss the rewards of the program, such as meaningful professional development, camaraderie, impact on children and teacher candidates, and relationship building.
The Power Of Their Stories: Constructing The Larger Narrative Of Stronger Families And Communities In The Faribault School District

Patricia Hoffman and Doug Ganss, Minnesota State University
Joel Timmerman, Tracey Magnuson, Efren Maldonado, Jane Voit, and Lisa Simons, Roosevelt Elementary School

In the summer of 2003 members of the Faribault Latino community, school district staff, and MSU PDS partners entered into conversation on how to help all children succeed. It became apparent that this could only be achieved by building stronger partnerships between families, schools, and community organizations. More important, it was realized that lasting partnerships must be built upon the basis of dignified, mutual exchange for mutual benefit. For families this meant not defining their problems for them, but rather, allowing them to define their problems as they understand them. Empowering families in this way requires giving prominence to and sharing their stories. This has proved to be one of the important steps in constructing the larger narrative of this initiative and is serving as a model for other communities in our PDS partnership.

In spring 2004 Faribault attained a $600,000 21st Century Learning Communities grant. Parents, district staff, and PDS members are currently working on a three part program that includes developing stronger partnerships with community organizations and local employers, engaging families in new and more substantive ways, and providing quality out of school time programming. All of this is aimed at the larger goal of ensuring school success for all of Faribault’s children and giving all Faribault families a vision of hope for the future.

At this presentation, parent(s), district staff, and PDS members tell their individual stories, tell their collective story, and discuss the new meanings of partnership that have emerged in the course of their work.

The Social-Emotional Aspects Of Empowering Professional Development School Relationships

Helja Antola Crowe and Bob Wolffe, Bradley University
Stephanie Long, Manual High School

Social-emotional learning and the ability to collaborate with diverse participants are crucial factors in working Professional Development School relationships. Many barriers that exist in collaborative relationships can also be seen as sources of energy for the work done together. We discuss perspective-rich work, which allows for something bigger to occur than any of the players could accomplish on their own. This empowerment aspect, while something to strive for, often occurs unexpectedly but always with certain characteristics of the social-emotional realm present. Such characteristics include respect, welcoming
everyone’s voice, trust, ability to listen, and creating goals with an intention to grow. These characteristics can be nurtured and supported within PDS relationships and regularly tended to, particularly with changes in personnel and decision-makers, new students in the buildings, plateauing, work fatigue, and detrimental media attention.

The collaborative session includes participant interaction and activities to strengthen the social-emotional growth of all participants in Professional Development School cultures.

The State Of PDS In Pennsylvania
Alison L. Rutter, East Stroudsburg University
Claudia Balach, Slippery Rock University

PDS relationships have proliferated across the country in the eighteen years since Holmes first published its report, Tomorrow’s Teachers. Some states, such as Maryland, have made PDSs a mandatory part of their teacher education programs. Pennsylvania, on the other hand, has allowed institutions and the teacher educators within them to choose if they wanted to participate in the PDS movement and to what extent. As a result, no one is entirely sure how many PDS relationships exist in Pennsylvania and in what form. This also means that the learning contained in the growth of these PDSs may not have been shared across the institutions. In response, we have distributed a survey statewide in Pennsylvania, attempting to collect data about the structure of PDSs in the teacher education programs in the state. The preliminary data collection and analysis will be used as a discussion starter for a focus group roundtable meeting of the Pennsylvania Association of Colleges and Teacher Education (PAC-TE) PDS-SIG. From these small group discussions, we hope to probe further into the workings of these PDSs and collect follow up data. This data will be analyzed and shaped into what we hope will be a vehicle for sharing ways of designing, growing, and evaluating PDS experiences across the state and beyond.

Three Years Over The Summit: Challenges And Opportunities Of A Distant PDS Model
Deb Parkinson and Kate Muir, University of Wyoming
Sharon Lamm and Janice Lee, Alta Vista Elementary School

The opportunities and challenges are many in co-constructing a Professional Development School model in the state of Wyoming where people are fond of saying, “Wyoming, it’s a medium-sized town with long streets.” Wyoming ranks 10th in the nation for total square miles, yet the population is a sparse 500,000 people. In addition, the University of Wyoming is the only four-year institution of higher education in the state.

Over the past three years, the University of Wyoming’s College of Education has signed memorandums of understanding with administrators in four school districts to begin the development of Professional Development Schools in collaboration with the college. We began implementing a new way of collaborating during the pre-service teach-
ers’ practicum and student teaching semesters in the 2002-2003 school year. We are in our third year of expanding that collaboration. Our PDS location is 45 minutes from the university over an 8,000 foot pass with frequent inclement weather. The weekly travel has been treacherous at times, and the academic journey has been one of experimentation, negotiation, and rewards.

The three-year PDS interactions that will be elaborated on during the presentation include changes is number of pre-service teachers placed in the district, number of elementary schools involved in PDS activities, budget available, and university/public school activities. A matrix will be provided.

Too Many Cooks Spoil The Soup ... Or Do They?

Patricia Lasko and Marie Toto, Rahway High School

Just as not all cooks put the same ingredients in their soup, not all schools put the same “ingredients” in their PDSs. As our district has recently expanded its partnership with Kean University to become the first PDS district in the Kean University network, this is reflected in how each school within our “PDS pot” has its own mix and flavor.

This presentation will touch on the diversity of the various schools’ decision-making bodies with particular emphasis on Rahway High School’s PDS Core Committee, which is comprised of a collaboration of university faculty, district and building administrators, and teaching staff. As a unique governing body, our Rahway High School PDS Core strongly reflects, strengthens, and enhances the success and sustainability of our cross-institutional collaboration. The presenters will focus on the Core’s origin and components to show how its dynamics fuel the PDS fire. We plan to put our “recipe for success” on the front burner and share it to encourage and help others to initiate, maintain, and expand their PDSs.

Too Much To Lose? Relieving Stakeholder Anxiety When A School Becomes A PDS Partner

Keith J. Conners, Salisbury University
Stacie E. Siers, Wicomico County Schools
Marianne K. Noelte, Delmar Elementary School

With all of the current accountability pressures on local schools, the decision to enter into a PDS partnership with a local university can be a risky proposition. Will the university’s agenda for teacher preparation and research be completely compatible with school goals? Will a steady influx of teacher candidates disrupt instructional continuity and classroom management? And the big one: Will test scores suffer when novice interns teach?

These and similar questions greeted Salisbury University’s representatives as they began to build a regional PDS network. In seeking a
“win-win” solution to these concerns, teachers and professors have
developed a collaborative teaching/mentoring model that redefines the
roles played by interns and mentors. The model has proven to be effective
in allaying fears among teachers, school leaders, and parents about the
impact of PDS affiliation, while providing teacher candidates a value-
added internship experience. In the words of one veteran mentor, “I now
do my best teaching when I have an intern.”

Insights from university and school district representatives will
highlight salient features of the collaborative internship model, includ-
ing:

• Collaborative planning roles and responsibilities
• Ongoing instructional role for mentors via co-teaching strate-
gies
• Week-by-week internship progression
• Survey data documenting the impact of collaboration on student
  learning and mentor professional development

Transitioning From Partner Schools To
Professional Development Schools: An Urban
University And Urban School System Model
Susan Crim McClendon, Gwendolyn Benson, Peggy Shippen, and Cheryll
Barney, Georgia State University
Carolyn Hall, Kimberly Elementary School

Given the current political climate and the implementation of No
Child Left Behind, teacher education programs and school districts in the
United States have come under increased pressure to demonstrate the
impact of teacher preparation, curriculum, and school reform on student
learning. In 2001, the College of Education at Georgia State University
began a long term partnership with metro Atlanta urban schools that
focused specifically on supporting low performing schools in high needs
communities. With the recent acquisition of a 5.8 million dollar U.S.
Department of Education Teacher Quality Grant, the partnership is
shifting into the establishment of Professional Development Schools.

This session will detail the activities that have produced a con-
tinuum progress from partnerships to Professional Development Schools
between an urban university and multiple metropolitan school districts.
Included in the presentation will be discussions of the highlights and the
challenges of the Professional Development School model between and
within institutions. This session is appropriate for both school and
university stakeholders. The topic is also pertinent to the theme of the
conference, Spreading Our Wings and Taking Flight.
Try To Hit The Moving Target! PDS... NCLB...
IDEA Highly Qualified Or Highly Confused?
Gina R. Scala, East Stroudsburg University
Craig Downey, Lincoln Elementary School

No Child Left Behind (NCLB) and the Individuals with Disabilities Act (IDEA) are two major federal laws which appear to be on a crash course. One does not have adequate funding to support the extensiveness of the law and one is not fully reauthorized, at this point. Professional Development Schools, however, provide a consistent framework to meet the demands of the requirements within both of the laws. The positive impact which PDSs have made affects students, teachers, administrators, and university faculty. ALL members are partners and ALL members are active learners. As the challenges increase in respect to the federal laws, PDSs make a positive impact in fostering school, university, and community support for the model. Overall, the PDS model becomes the bridge between the legal demands and the effective implementation of programs which result in positive outcomes for all involved. Resources, highly qualified, Adequate Yearly Progress, and standards are a few of the requirements which the PDS model has had a valuable and positive impact on within the programs.

The presentation will highlight the specific requirements of the federal laws and their impact on students, with schools, and the university. Employers see that PDS students are meeting their needs in a time when resources are very tight. Problems and solutions will be discussed as they relate to the PDS model and partnerships.

Two Key Functions To Establishing A Successful PDS Relationship: Find The Common Denominators And Design An Evaluation Plan
Mary Anne Hannibal, Indiana University of Pennsylvania
Jan Gebicki, Grandview Elementary School
Donna Witherspoon, Greater Latrobe School District

The target audience for this presentation would be those individuals attempting to move beyond the “idea” or vision of forming Professional Development Schools to exploring a framework for implementation. When entities attempt to duplicate the end product of a model, it is not unusual for them to experience an “incongruent” fit. By sharing a process and involving participants in responding to the question framework for collaborative processes, participants can readily clarify that which is feasible and mold the end product to align with their unique needs, vision, and reality.

The partnership we have formed has served to energize all of us committed to helping each child become a critical reader, writer, listener and speaker. Still in the early stage, we have recognized and experienced that truly the “whole is greater than the sum of its parts.” We will share those goals we found as common and have participants role play a process designed to help them understand their own and PDS partners’ educational goals. Equally important, we will share with participants the
evaluation component established for our PDS model. With the collection of baseline data and an established data collection plan, we will be able to demonstrate the effect this model has on participants from all areas - students, college students, teachers, and parents.

Participant involvement takes the form of small group brainstorming, role-playing, and question/answer session. This presentation has been designed to focus upon response to audience questions/issues and to encourage participants to formulate their own answers to questions about development of a PDS model with a strong evaluation component.

Using Cognitive Learning-Centered PDS Practices To Build And Sustain Quality Professionals

Diane S. Calhoun and Karen S. Wetherill, University of North Carolina Wilmington

Building and sustaining candidate and career teacher capacity through cognitive learning processes has been a long-standing practice of the Watson School of Education PDS University-School partnership. The learning-centered growth model utilized by the partnership provides environments for reflection between and among candidates, faculty, and public school partners and creates venues for self assessment of practice and its impacts on student learning. Costa and Garmston, in their 2002 Cognitive Coaching: A Foundation for Renaissance Schools, point out that teachers who work at higher cognitive levels are capable of higher degrees of complexity in the classroom and are more effective with students. They further argue that reflection and intentional collegial interactions can develop the critical dispositions of flexibility, efficacy, consciousness, craftsmanship, and interdependence, those invisible skills of teaching that are so vital to success in the classroom.

The UNCW presenters will share strategies used by the PDS partnership to develop these critical dispositions in candidates and career educators so that they become integrated into everyday practice. They also will discuss how this learning-centered cognitive approach is incorporated into our partnership teacher training, professional development, and grant initiatives in order to develop important “key capacities” for all levels of teachers. Finally, they will illustrate how the “study group” process has been designed as an expectation in the development of professional learning communities. Through these examples, the audience will see how our partnership provides cognitive learning-centered forums resulting in powerful new ways of working together to profoundly and positively affect the practices of schooling.
Using Data As Our Anchor And Best Practices As Our Navigator: Building A Learning Community Between Universities, School, And Home

Presphonia Perkins, Rita Bates, Andrea Gray, Julia Campbell, and Teri Lucas, Hyatt Park Elementary School

How do we know we are making a positive difference in the lives of children in PDS schools? At Hyatt Park, we are using data to help us drive decisions. We have used data to determine various programs that may promote a stronger learning community. A team of our teachers will demonstrate through presentation, student work, and data how important it is to work together as a community to build a strong foundation for learning. This team of teachers realizes collaborative planning and implementation is a necessity for continuous professional development of practicums and teachers as they work to improve student achievement. Our team will identify ways partnerships with universities, parents, and business partners can create areas for growth and leadership by reinforcing and reevaluating best practices as well as data analysis.

We will share several programs that we currently have in place that are essential building blocks to strengthening our learning community. We will share our Reading Patrol Program, which is designed to help bridge the gap between home and school. We will share our State Map Program, which is designed to strengthen our 3rd grade student Social Studies skills for the Palmetto Achievement Challenge Test (PACT) state test. We also will share our 5th grade Accountable Talk Program designed to emphasize the importance of students having an opportunity to share and have an open mind to discuss any topic. We will share how data led us to create a Gentlemen’s Unit program to help bridge the gap between our girls’ and boys’ test scores. Last, but certainly not least, we will explain how our partnership as a PDS school has been an essential tool of our learning community and why we value the partnership.

Using Data As Our Compass: A Professional Development School’s Journey Towards Optimizing Achievement Of All Students

Linda Oliva, University of Maryland Baltimore County
Cathy Nowack, Thunder Hill Elementary School

For the past two years, Thunder Hill Elementary School has implemented an intensive school-wide data-base that has become instrumental in guiding instructional practices, meeting individual students’ needs, closing achievement gaps, and optimizing the achievement of all students. This session will explore the major findings of an exploratory study of the school’s data initiative. The methodology of the study included document review, review of videotapes of key data planning and review meetings, focus groups with teachers and other stakeholders, and review of student achievement data.
The data strategies and structures of the school will be described. There will be a focus on how these processes have changed instruction and how school administrators have been successful in building a school culture that supports the meaningful use of data. The role of the Professional Development School in the data initiative will be addressed. The session will include a PowerPoint presentation, short digital videos, handouts, presentation of selected data collection and analysis tools, and a question and answer period.

The UMBC Department of Education mission is to research teaching and learning and to develop caring, thoughtful, knowledgeable, and skilled teachers who are responsive to children, families, and the community. We expect our graduates to be leaders in their schools, as well as advocates for democracy and social justice.

Using Informal Assessments To Measure Teacher Candidates’ Impact On Student Learning In An Early Field Experience

Bethann Lavoie, Sandra L. Mullins, and Debra Anderson, Minnesota State University
Jill Louters, Faribault Middle School

The presenters will describe the results of a research study in which informal assessments were used to measure teacher candidates’ impact on student learning in an early field experience. In this study, teacher candidates taught three lessons in an early field experience and used informal assessments to measure the impact on student learning. The purpose of the field experience is to prepare teacher candidates for student teaching and to provide experience in a secondary school classroom. Another purpose of the field experience is for teacher candidates to gain skills and knowledge in the areas of continuous monitoring of student learning using informal assessments.

This secondary education field experience is a collaborative effort among content methods faculty across the university and education faculty. The presenters will describe the field experience design, the method of collaboration with cooperating teachers to design the field experience, and the collaboration of content faculty. They also will describe the process from the perspective of the PDS site and describe student learning after they have received instruction from the teacher candidates.

Using Lesson Study As An Opportunity For Professional Growth In An Urban PDS

Torrence Broxton, Judith Watson, Barbara Blossom, Kay Luzier, Patricia Bohan, and Peggy Williams-Grimes, Palm Terrace Elementary School

This presentation will offer insights into how an urban Professional Development School engages in the professional growth of its staff using
two professional development initiatives: (1) faculty study groups and
(2) lesson study, a Japanese approach to instructional improvement.

Lesson study includes careful data collection on student learning,
collaborative goal setting, lesson planning, observation, discussion, and
refining of the lesson.

In *The Teaching Gap*, authors Stigler and Hiebert offer that lesson
study supplies a key element missing in much of the current educational
reform: essentially using the shared professional knowledge base as an
effective way to improving teaching and learning. In addition, lesson
study values teachers and places them in the active role of researcher.
Partners in our PDS collaboration offer additional expertise in lesson
development. Lesson study is not a top-down mandate for instructional
change, but a grassroots effort to influence effective instruction. Faculty
study groups continue to address topics chosen by the faculty relevant to
issues that influence learning and student achievement in our school. The
presenters will share their personal experiences in this form of mentoring
and professional collaboration.

**Using Professional Development School Inquiry**
**To Promote Action Research**

*Beth Pendergraft and Judi Wilson, Augusta State University*

*Fran Brewer, Goshen Elementary School*

The Professional Development School Network (PDSN) works to
cultivate energetic learning communities, coherence across the academic
and lab components of the educator preparation curriculum, and a shared
commitment to educational excellence across institutional boundaries.
Since its inception in 1998, the PDSN has used the NCATE PDS
Standards as a framework for its development and as a template for its
self-evaluation. During the fall of 2001, the first semester of the PDSN’s
fourth year of operation, a formal four-year cycle of participation was
adopted by its members. The third year of the cycle has been designated
as the formal inquiry year, when each PDS systematically examines an
issue of significance to its on-going improvement and professional
vitality. Just as with the other defining elements of PDS, inquiry is an on-
goinng characteristic of the dynamic learning community. Through the
formal inquiry year, each PDS realizes the power of systematic investiga-
tions into practice to promote continuous improvement in P-12 student
achievement, certification candidate preparation, and P-16 faculty devel-
oment.

In this presentation, Augusta State University faculty and PDS
partners will share examples of inquiry projects that have been pursued
during the last two years. Examples of topics that have been explored by
the PDS schools include looping in the elementary school, homework
policy issues, Freshman Academy, and staff development issues. Partner
school teachers will share how the year of inquiry has led to the
implementation of projects and continued research into the following
year.
Using Teacher-Directed Study Groups In A Professional Development School

Tracy Rock, University of North Carolina-Charlotte
Melissa Horn and Cathy Wilson, Shady Brook Elementary School

The Shady Brook Elementary PDS shares common goals with all PDSs, such as: (a) maximizing P-12 student performance and achievement; (b) enhancing professional development of beginning and experienced teachers and other school-based educators; (c) engaging in applied inquiry designed to improve practice; and (d) supporting the retention rate of new and veteran teachers. In order to work toward these goals, Shady Brook PDS has implemented a professional development structure called Teacher-Directed Study Groups. This structure allows faculty to organize themselves around problems of practice, gather information, resources, and consultants to better understand the problem, design an action plan to study the problem within their practice, reflect and analyze data collaboratively, and share their learning with others. Shady Brook has used this structure for three years and currently all faculty and staff (including pre-service teachers) are involved in this work. The faculty/staff find the structure beneficial because they (a) have ownership of their own professional development, (b) have the opportunity to collaborate, (c) see a direct impact on their classroom practices and student achievement, and (d) feel connected in a professional learning community.

Our session will be presented by Dr. Tracy Rock, University Liaison from UNC Charlotte, Mrs. Genindle Case, Principal, and Mrs. Cathy Wilson, 3rd grade teacher. We will present the Teacher-Directed Study Group structure, discuss how it is implemented and supported through the PDS, and share lessons learned. Mrs. Wilson will share her study group work and the implications it has had on her practice.

Using Technology To Expand The Professional Development School Partnership

Donald Moroose, Roxann Humbert, G. H. Budd Sapp, and Ravic Ringlaben, Fairmont State University

In the Fall of 2000, Fairmont State University began using WebCT to augment the clinical aspect of their teacher education program. Each year over 150 student teachers communicate to share their student teaching experience. Fairmont State is located in a rural area and it is only through this forum that many of our student teachers are able to communicate with their supervising teachers and their peers who are going through the same experience.

Building on the success of this forum and the expertise developed by the student teachers, Fairmont State began using WebCT to expand the partnership with our K12 Professional Development Schools. The university devised a faculty development plan to train K12 supervising teachers and student teachers to develop online lessons for K12 students using WebCT’s communication tools.

Lessons are being created for the science curriculum that focus on the solar system, as well as other topics based on the West Virginia
Department of Education’s Content Standards. The use of WebCT allows student teachers to share lessons with each other and for public school students to correspond with each other.

Plans are underway to have the PDS schools partner with other schools in Florida as well as an Indian Reservation in Arizona. Lesson plans will be developed to take advantage of the diverse populations, climates, and locales. This session will explain how the partnerships work, highlight comments from the participants, and discuss future plans.

**Using The Collaborative Exchange Model To Evaluate Professional Development Schools**

Joyce Killian and R. Keith Hillkirk, Southern Illinois University Carbondale
Elliott Lessen, Southern Illinois University Edwardsville

In the past year the Colleges of Education (and Human Services) at SIUC and SIUE have begun an unprecedented collaboration about our practice and research on teacher preparation and school partnerships. This collaboration grew out of sessions at the 2004 Holmes Partnership Conference and has continued at the local level with meetings of university/public school partners from both institutions.

The first major goal of this collaboration is to assist one another in assessing and improving the impact of our Professional Development School initiatives. For the purpose of this formative evaluation, we will use the Collaborative Exchange model developed by the National Science Foundation and later used by the U.S. Department of Education’s Preparing Tomorrow’s Teachers to Use Technology (PT3) grants. Developed to encourage sustained cross project interaction, the Collaborative Exchange is an interactive forum that encourages participants to share innovative practices and exchange information, ideas, and expertise. As the director of a PT3 grant, one of the presenters was a member of two PT3 Collaborative Exchange teams. She is serving as planner/facilitator for the first round of PDS assessment.

Beyond local improvement, the data gathered during this voluntary process will be of interest and value to practitioners and researchers at other institutions who are engaged in PDS collaboration. Presenters will describe the planning and piloting of their first Collaborative Exchange and share what they learned. The last fifteen minutes of the presentation time will be used as a forum for others who would like to explore how they might use the Collaborative Exchange model at their own sites.

**Using The NCATE PDS Standards To Promote Student Achievement In An Urban PDS**

Linda Bufkin and Ann Rule, Saint Louis University
Margaret Lewis, Wyman Elementary School

The purposes of the NCATE PDS Standards include supporting the development of partnerships and providing a framework for assessing outcomes of PDSs (NCATE, 2001). The Wyman/SLU PDS has incorpo-
rated the PDS Standards into the ongoing development and assessment of their practices. Wyman Elementary School and Saint Louis University have had a Professional Development School partnership since 1993. Wyman is an urban public school affiliated with the St. Louis City Public Schools, located in the city’s central corridor in an economically depressed area of downtown St. Louis about ten minutes from the SLU main campus.

The PDS Standards are used as a framework for the data based annual plan that the partnership develops. This plan is used to guide the work of the partnership and is used for formative assessment. Student achievement is always a primary goal of the partnership and has been linked to the NCATE PDS Standards. The Standards assisted us in focusing on more specific methods of measuring student achievement. An additional focus is the development of future high quality teachers, which can also be linked to the Standards. We are piloting a process to measure the effects of the PDS experience on pre-service teachers.

This interactive presentation will focus on the process of integrating the Standards into practice, as well as student and pre-service teacher outcomes. Examples of the relationship between the goals and the Standards will be discussed. In addition, examples of the linkages between evaluation of the partnership and the Standards will be shared.

Using Virtual Lesson-Study In A PDS

Kenneth P. Counselman and Lila Carrick, New Jersey City University

Pioneered by Japanese elementary school teachers to improve their classroom instruction, lesson-study is a process of formulating goals for student progress, conducting lessons designed to achieve those goals which are watched and critiqued by other teachers, and discussing and revising the lesson based on those observations (Takahashi & Yoshida, 2004).

In American schools, it is difficult for principals and directors to allow the sort of whole-scale freeing up of teacher time that is traditional in a Japanese approach to lesson-study. Utilizing the resources provided in the Improving Teacher Quality Partnership grant, awarded by the New Jersey Department of Education to New Jersey City University (NJCU) and the Jersey City Public Schools, professors-in-residence (PIRs) from NJCU have piloted “virtual” lesson-study in our PDSs.

Teachers and PIRs in our three grant Professional Development Schools, pre-K through 2nd grade, have been provided with digital cameras to record the math work of both children and adults in those schools. At voluntary after-school meetings, PIRs and teachers have examined and critiqued model lessons taught by both teachers and NJCU faculty.

This presentation will share video clips from both the model lessons and the after-school critiquing sessions. Presenters will offer preliminary summaries of the lessons learned and the efficacy of presenting and critiquing such model lessons in improving teacher math instruction.
We Made It! The First Year In An Urban PDS
Roger Gee and Leonard Soroka, Holy Family University
Glenn Batdorf, Mayfair School
Sandra James, School District of Philadelphia

Launching a PDS in a K-8 school in a large, urban school district has been a challenge. Several factors have been fundamental to our success in the first year. Our goal was to radically change the way we interact with each other. We focused on two major areas: professional development for practicing teachers and placement of pre-service teachers.

Teams of university and school district faculty and administrators worked together to design graduate level courses for teachers. They jointly planned course content, the time and place of course delivery, and who would teach the courses. Teachers had input into when and where classes were held. One course used an action research model and one used a lesson study model to increase teacher empowerment. We built a school/university relationship first before placing practicum and student teachers into the PDS. The school and university coordinate placements in advance with teachers in the PDS. These teachers have direct input into what students do and see when placed in the school. Both pre-service and in-service teachers have access to a mobile technology cart purchased specifically for this project. A steering committee made up of university personnel and school district administrators and teachers meets regularly to foster communication and collaboration.

We’ve gained two key insights in this first year:

• Building a relationship that provides for collaboration and change can be powerful.
• Empowering teachers as equal partners is critical.

Weaving The Tapestry Of Successful PDS:
Leadership Roles And Qualities That Make PDS Work!
Sam Hausfather and Pat Pinciotti, East Stroudsburg University
Marcia Shaffer and Stacey Leon, Governor Wolf Elementary School

This panel presentation will discuss the leadership necessary to initiate and sustain the fabric of Professional Development School efforts. The panel will explore leadership qualities, roles, and responsibilities with a dean of education, chair of an education department, PDS principal, and PDS teacher liaison. Reflecting on year two of a successful PDS collaboration and ten years of varied PDS experiences, the panel will discuss five aspects of successful leadership necessary in creating a rich tapestry for PDS. A structure to support PDS (the loom) builds on a strong foundation of learning from prior and ongoing PDS relationships. Important to this foundation is the work to establish support at higher administrative levels for PDS efforts and a governance structure that encourages broader goals. Through this process, a unique design was generated (the warp) to guide buy-in at the university and school. Differing perspectives and challenges to garnering faculty buy-in at a
university department and at a school site will be shared. The panel will
discuss how the textural patterns are created (the weft) that support and
sustain partnership, including promoting and rewarding faculty partici-
pation, finding the resources and distributing them equitably, and dealing
with problem faculty and administrators. Questions about embellishing
and caring for the partnership (the fabric) will focus on establishing
systems that can ensure continuity and specific ways documentation can
be used to make success visible. Finally, problems of consistency (the
shuttle) will be explored, such as expectations, bumps, and lessons
learned.

“What Do You Want?”: A Model For A
Professional Development Partnership
Nathaniel S. Hosley, Jessica B. Bowman, Marianne Lovik-Powers, Jamie
Nichols, Mary Randall, and Paula Packer, Lock Haven University

The Lock Haven University Professional Development Initiative is
designed as a collaboration between the university and the School
District of Philadelphia. Since February 2002, the university and school
district have been meeting to discuss plans for the collaborative effort. As
a result of those meetings, four main functions of the initiative were
identified: 1) pre-service teacher preparation, 2) staff development, 3)
research, and 4) support of student learning. All planners agree that the
initiative and the majority of its activities are designed to raise student
achievement in partner schools.

The initiative is designed to have schools partner with Lock Haven
University who have a mutual interest in the systematic inquiry into
teaching practice and the improvement of teaching, learning, and the
teaching-learning environment. Co-directors of the project have de-
signed a simple, yet powerful, model that centers on the four functions.
The “What Do You Want?” model has its origins in the work of renowned
psychiatrist and educator Dr. William Glasser. Glasser (1998) developed
Choice Theory which challenges “I know what is right for you” thinking
in many of our relationships.

This fast-moving session will highlight the approach, activities and
preliminary results of the 1.7 million dollar project designed to raise
achievement in two elementary schools. We will share our first-year
successes, mistakes, and future directions of this exciting and innovative
project.

What Do You Do When Your Wings Have Been
Clipped And The “Birds” Still Want To Fly?
Leadership Change And The PDS
Becky Clark, Knollwood School
Fran Greb, Montclair State University

The “birds” are flying in a wonderful “v” formation when the winds
change and a brick wall has been erected in their path. This analogy of
changing “winds” and the building of “walls” is meant to assist participants in the realities of changes in PDS leadership and its implications for survival. One of the ways to keep “flying” is to have a critical mass of involved educators who are committed to the work. Commitment can be seen in this PDS by the presence of approximately 65% of the teachers serving as clinical faculty, 80-90% participating in university/school professional development, approximately ten participating in inquiry grants, two serving as adjunct professors, five recent MSU graduates as novice teachers, and others serving as site-based coordinator, district coordinator, and liaison to university initiatives. Lee Teitel’s work suggests that the more these individuals are involved with the PDS and each other, the deeper the impact of PDS work. This commitment and critical mass can withstand the “winds” of change and keep flying and perhaps even persuade the leader to watch us fly and hopefully join us for part of the ride.

When Good Intentions Aren’t Enough: Overcoming Barriers That Impede Communication And Collaboration Between PDS Networks.

Jane F. Zenger, University of South Carolina

This interactive presentation takes a realistic view concerning the maintenance of partnerships even when cultural, philosophical, and/or interpersonal differences exist that impede collaboration. The presenter will highlight model programs, research implications, and strategies for team building. The presentation will also focus on methods and measures related to communication and cooperation in PDS settings. The University of South Carolina maintains 17 Professional Development School sites in multiple districts and in diverse communities. The presenters will lead discussions concerning both the successes and challenges faced in building and maintaining partnerships. The group will focus on numerous areas, such as sharing leadership roles and resources, accountability and responsibility, and methods for keeping the communication lines open. The presenters will include USC College of Education faculty, mentor/coaching teachers, and supporting Arts and Science faculty. The discussion will include guidelines for enhancing the clinical sites, developing school self study context teams, problem solving techniques, and samples of governance structures that contribute to the vigorous growth of a healthy partnership. The group will also discuss potential problems that might arise, how to know when a partnership may not be mutually beneficial, and how to mediate problems.
Where Have You Been? Where Are You Going? How To File A Flight Plan For Students In A PDS

Linda Rogers, Pamela Kramer, and Rachel Kuznicki, East Stroudsburg University
Marcia Shaffer and Stacey Leon, Governor Wolf Elementary School

After 5 years of taking flight with our PDS program, we have now developed a new flight plan to help us reach higher altitudes. In the beginning, our flight plan for our PDS sites only included students in their senior year. Now we are involving students at every level within our program. This presentation will outline a continuum of field experiences from novice to resident student teacher in a unique PDS program for elementary education. This program includes faculty from 3 different departments where coursework is taught with an integrative focus. Our flight plan will be unveiled through the voices of various stakeholders in our PDS program. These stakeholders include university faculty, a building principal, a classroom teacher/liaison, an apprentice student, and a resident student teacher. The presentation will describe our change in flight plans over the past several years. We will share suggestions for those institutions seeking to develop their own flight plans.

Winging Our Way Together: Expanding Our Partnership

Missy M. Bennett, Jeffrey Orvis, Jason Crawford, Denise Lewis, Brian Nelson, and Elizabeth Penn, Georgia Southern University

A partnership between the College of Education and Southeast Bulloch High School has existed for approximately four years. The main focus in the partnership efforts have centered on the preparation of pre-service teachers and the professional development of in-service teachers. Additionally, action research projects have been undertaken and shared.

This presentation examines the newly formed Learning Community which includes all members of the Partner School science faculty, their student teachers, the special education science inclusion teacher, university science student representatives from biology, chemistry and physics, a College of Education faculty member, and a College of Science and Technology faculty member.

The focus of this collaborative learning community is the examination of best practice in the science classroom. It brings together the entire community of learners to focus on what best practices are in the science classroom and how to most effectively integrate them into the classrooms of in-service teachers, future classrooms of pre-service teachers, and university classrooms. The discussion will focus on the shared training that all members participated in, the goals outlined by the members, and the biweekly roundtable discussions shared by all members of the learning community.
Wings Of Flight: A PDS Journey
Scott Kubelka, Lois Miller, and Chris Perkovich, Paul T. Wright Elementary School
Chris Sorensen, Sharon Smalding, Susan L’Allier, and Lara Luetkehans, Northern Illinois University

With the first night’s meeting of a group of school district and university administrators and faculty, the journey to creating the Paul T. Wright Professional Development School relationship began. Sub-groups worked together in planning elements of a PDS between the DeKalb, Illinois community schools and Northern Illinois University. Many in the room had some idea of what a PDS was, but were unaware of how much of their time would be devoted to planning such a school. More than a year later, they have a tale to tell!

The Wright PDS follows many of the traditional models of a PDS. However, there are some unique features to the elementary school which note attention. The first and most dramatic is the nature of the delivery of the curriculum. Wright School has the arts and technology integrated into the school’s language arts curriculum as a first step in an incremental plan to integrate the entire district curriculum. Using the gifted education Triarchic teaching model, students focus on learning with the arts and technology as their tools. And, the university students and faculty enjoy the freedom to participate in the school’s total day with an array of activities designed to prepare young learners to explore their talents as well as their knowledge of content offering a rich, authentic environment for university student clinical experiences.

Built into the school’s schedule is an extended day program that offers children many additional opportunities and resources to extend their learning. The extended day program provides another vehicle for rich partnership opportunities.

This presentation will highlight the curriculum model for the university and the school. In addition, presenters will address the value of a full year’s preparation for a quality program for elementary and university students alike.

Working Toward An Interdisciplinary Teaching Approach In A Grass Roots University/Elementary School Collaboration
Cyndy Leard, Kim T. Shea, and Nina Stokes, University of South Florida

The objectives of this session are to: 1) share the problems, perplexities, and accomplishments of five university instructors and pre- and in-service teachers engaged in a newly formed grass roots university/elementary school collaboration; 2) provide data illuminating participants’ efforts as they work toward structuring and offering an interdisciplinary approach to teaching and learning that connects language arts, the creative arts, and science; and 3) offer innovative ways to collect information in field programs that include post modern/post structuralist qualitative methods, such as visual representations as valid data.

Theoretical Perspective: National recommendations suggest that pre-service teachers recognize how various subject areas connect and differ from one another (American Association for the Advancement of Science, 1993; Goodlad, 1984; 2000; The National Council of Teachers of Mathematics, 1995). Education scholars also advise that teachers link
subject areas around broad topics that reflect “real life” in an effort to promote K-12 students’ higher level thinking and engagement with learning (International Reading Association, 1995; National Council of Teachers of English, 1995). Equally important, teacher education reform efforts emphatically urge that pre-service teachers spend large amounts of quality time working in classrooms (Goodlad, 1984; 2000; NCATE, 2003). Yet, few teacher education programs provide field experiences that help pre-service teachers develop proficiencies in interdisciplinary teaching in which they learn to link two or more subject areas around a common theme. This presentation offers specific recommendations about initiating and structuring interdisciplinary university/public school collaborations. We will share pre- and in-service teachers’ self-portraits, teaching cases, and pre and post-semester surveys. Session participants will receive a comprehensive paper.

(The presenters thank Professor Janet C. Richards and Barbara Spector for their contributions to this session.)

Working With Children Of Poverty: A PDS Initiative

Mark W. Dewalt, Winthrop University
Bette Heins, Stetson University

One of the critical problems facing public schools is meeting the needs of children of poverty. This session will highlight how two universities and several PDS schools have joined forces to address this situation. The effective educational leader must have a well-rounded knowledge of the needs of a variety of students. This session will focus on children of poverty, especially as it impacts their lives in school. The session will enable PDS partners to better understand children of poverty and to make important leadership decisions in regards to appropriate instructional strategies for children of poverty. During the session, attendees will learn how the following impact children of poverty: 1) family structure, 2) language structure, 3) hidden rules of different groups, and 4) role models. After we review these four areas, we will share successful teaching strategies that classroom teachers can use to improve classroom management and academic skills and build positive relationships with students. We will also address how these types of programs have a positive impact on teacher education programs.