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QUESTION #1: HOW DO YOU DEVELOP AND IMPLEMENT AN INITIAL PDS?

**A New Partnership With Great Promise:
Eclectic Elementary/Auburn University
Montgomery**

*Lynne Mills and Michelle Tharpe, Auburn University Montgomery
Paula Flowers, Eclectic Elementary School*

Eclectic Elementary is in its first year as a Professional Development School with Auburn University Montgomery. This rural school, which is located in Eclectic, Alabama, is part of the Elmore County School System and has been in existence for many years. However, the partnership with the university is new. The presenters wish to share the trials and tribulations of the first year of partnership with conference participants. The primary focus of the first year has been to establish trust and begin work with a few classroom teachers who have shown support for this project. A PDS committee has been formed in the school and an instructor is given release time at the university to help the teachers with literacy instruction. Questions and participation from conference attendees will be encouraged. Bring your own stories to share with the presenters and others.

**A Sure Bet – A Partnership That Has A
Winning Streak**

*Bruce Johnson and JoNancy Warren, Illinois State University
Mary Lange, Washington Intermediate School
Carolyn Riley, Elgin School District 46*

The “HOW TO” of beginning a partnership can be an overwhelming task. Illinois State University has been developing Professional Development Schools for the past fourteen years. The partnerships have sustained themselves and have been growing to “Capacity.” The inception of a Professional Development School is one that takes perseverance from both worlds of education: the public schools and the university. The ISU PDSs have proven to be exceptional partnerships. The partnerships begin with a vision and a passion from both sides of the table. Relationships build, communication improves, and a partnership develops.

ISU has six elementary PDSs, from urban to suburban, an urban high school partnership, early childhood and a middle school partnership. The settings all have different needs, but their mission and focus are all the same. Going back and reflecting on the lessons learned can help others as they venture into the PDS world.

The Illinois State partnerships will share with their audience their specific program development, the challenges they have encountered from both sides, and the accomplishment that has transformed the way we teach our next generation of teachers.

Adding Cards To The Deck: Expanding A Well-Established Elementary PDS Into Middle School

Jim Nolan, Pennsylvania State University

Terry Ceschini and Carrie Kauffman, Mount Nittany Middle School

Kristen Hall, Amy Hawbaker, and Karen Wiser, Park Forest Middle School

Mardi McDonough, Park Forest Elementary School

The elementary PDS partnership between Penn State University and State College School District is enjoying its 9th year as a partnership. During the lifetime of our PDS effort, there have been various expansion efforts involving a number of schools, mentors, interns, and university faculty members. As a result, we have learned that expanding an existing PDS is similar to initiating a new PDS community. We are currently in the process of initiating a PDS in 6th grade self-contained classrooms in two middle school settings (grades 6-8). The presentation will focus on the steps taken to prepare the 6th grade staff and administration, as well as the existing K-5 settings, for PDS work. It will also describe the readiness strategies used, including partner classrooms, sharing interns across elementary and middle school settings, mentor visitations, and team meetings. Participants will be asked to work actively with presenters to discuss how other partnerships have been formed or expanded and to help work through the various issues of initiating a new community in the PDS.

An Initial Partnership “Rolls” A PDS Success

Bruce B. Rachild, Leonard Soroka, and Roger Gee, Holy Family University

Holy Family University is the third largest provider of new teachers to the School District of Philadelphia. Philip Sheridan Elementary is a K-4 school located in the Central East Region of the School District of Philadelphia. Currently there are 922 students: 52% are Latino, 39% African-American, 4% Asian, 4% Caucasian, and 1% other. 85% are from low-income families, 8% are special education, and 20% are ELL. On the PSSA (State Standardized Assessment), 84% of third-graders perform at basic or below in reading, and in mathematics 68% scored at basic or below.

In the fall of 2003, at the invitation of Sheridan’s Regional Superintendent, Holy Family began offering on-site courses leading to Pennsylvania Reading Specialist Certification. A request was made to send practicum and student teachers, but the university’s Field Placement Director did not believe that Sheridan would provide the type of experience needed by the university’s students. Over the last three years the university has worked with Sheridan’s administration and staff. We’ve offered observation and coaching for classroom teachers, helped organize literacy events for students and parents, and offered a Spanish language and Puerto Rican culture course that took some faculty to Puerto Rico.

Holy Family and Sheridan have a three-year relationship in which mutual trust and cooperation have been developed; approximately one-third of the teachers are in the reading specialist program, and Sheridan made AYP for the first time. The climate and organization has improved, and student teachers are now being assigned. Sheridan teachers have participated in workshops to develop their mentoring skills, summer session planning experiences to alleviate misconceptions about teaching

in an inner city school, and school-year activities that make all pre-service teachers feel a real part of Sheridan Elementary School. Most recently, Holy Family hosted the Sheridan staff for their professional development day, and additional activities are scheduled to strengthen Holy Family and Sheridan students' accomplishments.

Baby Steps To PDS

Corine Meredith and Martha Viator, Rowan University

Join two novice university PDS Liaisons as we share our journeys in our initial development of Professional Development School partnerships in one elementary and one middle school. These two schools are part of a larger Professional Development District on the East Coast committed to working with our local university in establishing and maintaining an effective school-university partnership. Although the district has been a PDD for several years, this is our first year of organizing and implementing our individual school plans, and we will explore the flow of starting a PDS from the ground up. We will address the unique distinctions we discovered between the elementary and middle school sites, in particular issues concerning teachers at each school as they participate in the partnership. One critical element in developing an initial PDS, irrespective of grade levels, is forming relationships with the teachers and administrators, and we will describe the trust-building strategies we utilized. This session will be highly interactive, and we invite you to make comments, ask questions, and push us in our own thoughts and actions as we examine our steps toward success, as well as falling on our faces, as we "walk the talk" of PDS.

Bottoms Up: Designing And Building A PDS From The Elementary School Perspective

Kathy Church, Pepperdine University

Jennifer Boone, Yolanda Fitzgerald, Jennifer Kremser, Jessica Moore, Laura Pewe, Kelly Prophete, Christine Steigelman, Darra Wilcox, Cathy Lewis, and Debbie Lamme, Manzanita Elementary School

This presentation looks at the steps taken to design and build a PDS which originated at the elementary school level. Manzanita Elementary School, a Title 1 school in a suburban setting, was uniquely prepared to explore a relationship with Pepperdine University as a potential partner in educational reform. In order to meet the needs of a rising population of English Language Learners, the school staff sought innovative and research-based programs. The school's changing demographics and challenges were instrumental in shaping the focus taken by the school to develop a working relationship with the university. Given the latitude to develop organically, the PDS began to grow and develop from the "ground up" rather than from the "university down."

The step by step process for developing the structures to meet the needs of elementary students, student teachers, and master teachers will be shared. Particular emphasis will be given to supporting elementary students through creative exploration of university course formats, developing in-depth educational processes for student teachers while promoting school ownership, and the ongoing work of developing a master teacher cadre. The participants will learn about the strategies that were put

into place to facilitate a strong start to a PDS relationship from the bottom up.

Building Effective Professional Development School Partnerships

Sharon E. Green and C. Matthew Seimears, Emporia State University

This presentation addresses the how-to aspect of building an effective Professional Development School partnership. Professional Development School partnerships can be both beneficial and demanding for everyone involved in the process. These partnerships can be wonderful opportunities to bridge the gap between research and practice. However, unless the partnership has an equal balance, the relationship becomes difficult to maintain and ultimately fails.

The presenters will describe the impact of Professional Development School partnerships. Primarily, they will focus on 2+2 programs (university, community college, K-12) and the impact these partnerships have on both pre-service and in-service teachers. Further, the presenters will outline a six-step approach found to be effective in these aforementioned partnerships. These steps are useful to universities, community colleges, and K-12 schools as they build long-lasting, prosperous relationships together. By focusing on this six-step foundation, Professional Development School partnerships will promote an educational continuum of teacher development to successfully create a community of learners.

Cirq De Sole: What It Takes To Be An Effective P-8 Teacher Leader In A PDS Partnership

Sharon Damore, DePaul University

Sara Duffy, Donna Kaufman, and Cheryl Gold, Louisa May Alcott Elementary School

Teachers are busy professionals, multi-tasking among teaching children, communicating with parents and colleagues and completing numerous administrative tasks. This progressive group of P-8 teacher leaders, known as the PDS School Core Team, uses an action plan to help them stay on task with their commitment to address three salient areas of impact by the Professional Development School network: improvement of (1) student learning, (2) teacher practice, and (3) pre-service teacher training.

In their second year of implementation partnering with DePaul University, they will talk about a site-based infrastructure that makes the PDS efficient and mutually beneficial to the school and the university and gives the teachers a script to justify PDS to their constituents. The team utilizes structures to organize their work: core team meetings; study and inquiry teams; communication vehicles for board, parents, and other faculty; budgeting; and the use of university faculty for professional development. The teachers also serve as guest speakers in an on-site student teacher seminar (co-taught by the principal and the university liaison) and are being trained to become adjunct faculty. The teachers have

evaluation measures built into their action plan and also participate actively in university assessment and research.

The audience will also learn about the extensive opportunities that have emerged from this PDS, such as Parent Breakfasts with university guest speakers, grade level curriculum overviews, teacher presentations and attendance at national conferences, enhanced professional development, enhanced training of student teachers, and increased numbers of DePaul students to help in the P-8 classes.

Coming Together In A PDS Environment To Improve Teaching And Increase Student Learning

Lila Carrick, New Jersey City University

Christine Rizzo, Jefferson Elementary School

This presentation will focus on three major topics.

First, the professor-in-residence will compare and contrast the development, implementation, and results of three Professional Development Schools within the New York City metropolitan area which include: (1) an urban pre-K to 6 school funded by a Reading First Grant; (2) an urban pre-K to 8 school funded by an Improving Teacher Quality Partnership Grant and centered on improving math and science; and (3) a suburban K-5 school funded by the university.

Second, the professor-in-residence will describe her first year of the PDS experience that is funded by the university and its impact on the students, teachers, administration, parents, and university. An in-depth description will be given on how the partnership was formed, including the development of the relationship with the students, teachers, principal, and superintendent, the work done in the classrooms to improve student learning, and assessing the role of the PIR and student learning.

Third, the classroom teacher will describe her role in the PDS and how she implemented various strategies and lessons to improve student learning in her classroom.

Creating A Comprehensive Professional Development High School (PDHS)

Jewell E. Cooper, Carl Lashley, and Stephanie Kurtts, University of North Carolina at Greensboro

Joseph Yeager and Christine Ricci, Northern Guilford High School

The purpose of this presentation is to describe the beginning planning stages of a comprehensive Professional Development High School (PDHS) site at Northern Guilford High School (NGHS). More specifically, this session responds to Question #1 of the 2007 PDS National Conference Call for Proposals: How do you develop and/or implement an initial PDS and Question #5: What are the unique aspects of your specialized PDS?

Research is lacking concerning the particulars of creating and using a PDS partnership to prepare high school students for the 21st century AND as an environment for the enhancement of the purposes of a PDS.

Furthermore, research is also scant regarding the formation of a comprehensive Professional Development High School site where not only the School of Education is actively involved and values the preparation of pre-service teachers and the continuing professional education of in-service teachers, but also the faculty and administrators in the College of Arts and Sciences (teacher-licensure content areas), the School of Music, and the School of Health and Human Performance publicly recognize the importance of such professional preparation. Additionally, through the structure of a Professional Development High School, the strength of the collaboration would be two-fold. There would be a collaborative processes occurring between UNC-G faculty, public school administrators, faculty, students, parents, and community members. There would also be a collaborative process between and among UNC-G faculty within and outside the School of Education.

Participants in this presentation will chronicle the steps/activities completed in the first year of collaborative planning for the implementation of the comprehensive PDHS.

Dancing With The “PDS” Stars: The Partnership’s Infrastructure And Impact On Educating Future Teachers

*Sharon Damore and Katherine Kapustka, DePaul University
Marisa Keim, Christine O’Leary, and David Domovic, Louisa May Alcott Elementary School*

When it comes to the education of future teachers, PDS national experts and advocates are adamant that P-12 educators be equal and active partners with the university (Holmes Group, 1997; Levine, 1992). In this session, the presenters share the details of the infrastructure of an urban PDS network in which university and P-12 educators collaborate to ensure quality educational experiences for pre-service educators.

The presenters, both university and P-12 educators, have entered uncharted territory as they develop and assume progressive roles as partners in educating and mentoring student teachers. As the P-12 teachers develop an unprecedented opportunity for a voice in the design of teacher education, these teachers engage in inquiry about best practices in pre-service teaching preparation. In one school, a university professor and principal are co-teaching student teacher seminars. All PDS participants are beginning to comprehend the benefits of uniting as a community of professionals dedicated to collectively supporting the student teacher’s learning continuum. PDS teams are engaging in inquiry and dialogue in their faculty and team meetings about the expectations of mentor teachers.

The session will be practical in nature, with the presenters describing the use of action plans and a coherent research agenda to keep network and school leadership teams focused and productive. The audience will leave with knowledge of structures for developing and sustaining the goal of true collaborative partnerships between P-12 schools and universities in order to ensure high quality teacher education.

Developing Professional Development Schools In The First State College of Nevada

Francine Mayfield, Lori Navarrete, Kevin Graziano, Rho Hudson, Lawrence Rudd, Elizabeth Duncombe, and Clairin DeMartini, Nevada State College

This session will explore how one develops and/or implements an initial PDS. Specifically, how Nevada State College (NSC), the first state college in Nevada, met the challenge of not only starting a new institution of higher education but also a Professional Development School with an elementary, middle, and high school in Clark County School District (CCSD), the 6th largest school district in the country. In this interactive session, we will discuss the guiding principles used to begin these partnerships and the anticipation of and ways hurdles were addressed. The session will include practical examples, handouts, and opportunities for questions and answers.

Nevada State College opened its doors to 175 students in the fall of 2001. As the first state college in Nevada, there were many hurdles to overcome to be accepted by the community, the Nevada System of Higher Education, and its sister schools. Four years and 2000 students later, NSC is meeting the vision to prepare future teachers in Professional Development Schools benefiting all partners.

The School of Education, the second largest school in NSC, is grounded in a context based on Charlotte Danielson's Framework for Teaching, used by Clark County School District as its teacher appraisal system. Students learn about and apply these tenets in each of their courses on campus, as well as meeting the requirement for 10-30 hours of guided observation and small group lessons in CCSD classrooms before the completion of their student teaching. Learn how this is brought together within a PDS setting.

Differentiated School-Based Experiences For Pre-Service Teachers

*Richard Pysch and Barbara Cornibe, Hance Elementary School
Erika Brown, Slippery Rock University*

Hance Elementary prides itself on providing exemplary differentiated teaming for our students. This philosophy is labor intensive and often overwhelming to teachers. Realizing that it is difficult to meet these demands, we are continually searching for additional support for our classroom teachers and their students. Presently, a Slippery Rock University pre-service teacher's assignment is with one teacher for a period of sixteen weeks. While this model has certain benefits, we felt that there were limitations with one student, one teacher for this length of time. Beginning with Fall of 2006, we developed a model to better meet the diverse needs of our student population and provide a more customized learning experience for our pre-service teachers.

This is our third year in our partnership with Slippery Rock University as a Professional Development School. Our learning is on a continuum. This model provided much needed assistance in the classroom and greater opportunities for our pre-service teachers. Hance Elementary values all learners: students, pre-service teachers, and teachers. Through ongoing reflection and practice, we strive to meet the unique learning needs of each of these groups.

Elementary Education-Special Education: Winning Strategies For Initiating Dual Certification PDS Success

Roberta Strosnider, Ken Evans, and Debi Gartland, Towson University

This session answers Question #1: How do you develop and/or implement an initial PDS? We will provide specific strategies about how one gets an initial PDS started, including the steps and hurdles. We have experience developing eight different Professional Development Schools across four different Maryland school systems.

Our panel consists of a former elementary school principal, now a full-time higher education faculty member whose teaching load is entirely PDS-based, a local school system staff developer who was instrumental in the development of the Elementary Education-Special Education PDS, and two professors of Special Education who together have almost 20 years of experience in initiating and sustaining Special Education PDSs.

This session will specifically address PDSs that prepare dually certified undergraduates seeking Elementary Education and Special Education certification. We will describe our winning strategies in addressing key questions, including: How do university faculty members seek permission from their institution to approach a local school system? How do faculty members decide which school systems and which schools to approach? How do local school systems decide which of their schools to approach? What agreements should be detailed in memoranda of understandings? How do you get school faculty to buy into the PDS model and faculty members to agree to serve as mentors? What are the benefits for all the stakeholders (e.g., untenured university faculty members, school faculty members serving as mentors, children at the PDS schools)?

Evaluating Our Placement Partnership For A Pilot Mentoring Project

Corrie Orthober, University of Louisville

In the spirit of collaboration and to develop site supervisors' skills, the College of Education and Human Development, University of Louisville, and Jefferson County Public Schools have developed a mentoring professional development session as a component of a pilot project for cooperating teachers who work with teacher candidates. We place teacher candidates in classrooms with cooperating teachers who have completed the mentoring professional development.

We jointly piloted placements with this cadre of cooperating teachers for EDTP 201, The Teaching Profession. EDTP 201 is a general education course for freshmen and sophomores. Candidates rotate through three placements (elementary, middle and high school) for six hours at each level in a variety of geographic and otherwise diverse sites. During the Fall 2006 semester, 150 teacher candidates and 80 cooperating teachers participated.

This session presents the evaluation process to gain feedback from participating teacher candidates, cooperating teachers, and principals about placements procedures. The evaluative feedback informs placements procedures for future placements. The presentation addresses the

first question, the project is developing. Placements with mentor teachers are intentional to support teacher candidates' growth and development. Together we are creating a highly skilled cadre of mentors. As their experience grows and as our project develops we can grow cooperating teachers who are leaders and appropriate site supervisors for aspiring teacher candidates. We believe this relationship contributes to the teaching profession. We also believe the evaluation and change of placement procedures based on feedback will develop better rapport among the teacher candidates and cooperating teachers.

History: Our Past Relations Are Assets

*Van Dempsey, Barbara Owens, and Sharon Smith, Fairmont State University
Tina Peterman and Cathy Rogers, Jayenne Elementary School*

While most partnerships begin their work by developing relationships and getting to know one another professionally, the Fairmont State University Partnership comes to the table with a wealth of experience and former professional bonds in PDS work. The director of the FSU Partnership, the new Dean of Education at FSU, one of the current PDS principals, as well as one of the university professors all were involved in past PDS work at another university partnership. Positive past experiences provide a basis and a springboard for deeper experiences while forming a new partnership at a different institution.

For effective and lasting school-university work to begin, establishing working relationships and a mutual respect must be present. In this case, those connections have already been made, but it is now up to this core PDS educated group to include others in the discussions and make them part of the important initial work from the beginning. It is important that all roles are established and that there are focused linkages between those critical roles.

This presentation will focus on the roles and experiences that each of the people bring to the table. It will explore the expertise, as well as some challenges that each participant brings in sharing with the other members of the partnership. It will begin by giving a history of working relationships and using that information to form new bonds and begin the journey once again in a new setting and with different schools, students, university, and public school faculty in charting the course for new partnership work.

How Can We Help Each Other: Strategic Plan For Building A New PDS Partnership

*Diane Davis, College of Notre Dame of Maryland
Maggie Madden and Cheri Wittmann, Maryland State Department of Education
Nancy Neilson, Baltimore City Public Schools
Sheila Hale, Sarah M. Roach Elementary School
Wendy Leishear, Thomas Jefferson Elementary School*

Building a successful Professional Development School requires that a workable protocol be in place to ensure full involvement by all stakeholders. The College of Notre Dame of Maryland recently collaborated with Baltimore City to establish two new elementary PDSs to assist in providing a diverse internship experience. It is the purpose of the

presentation to walk the audience through the established protocol for initiating a new PDS within Baltimore City Public Schools and to discuss the importance of each step in the process. Each presenter will describe her role as part of the PDS team in establishing a new PDS. The role of effective communication among all stakeholders will be discussed. Key elements such as the Memorandum of Understanding (MOU), the Power Point presentation to the school faculty, selecting a site-coordinator, establishing a working site-based Coordinating Council, and completing a teacher survey will be shared with the audience. Examples of planned initiatives such as mentor training and course offerings for teachers will be presented.

Two key elements in establishing a new PDS are for all partners to understand their roles and responsibilities and the importance of the Maryland PDS Standards in establishing a standards-based PDS that provides data for analysis and assessment of the PDS. The Maryland PDS Implementation Manual, the Maryland PDS Assessment Framework, and the Baltimore City MOU will be used to illustrate how these key elements are strategically embedded in the process of establishing a PDS that uses a variety of performance data to determine the effectiveness of the PDS in meeting the needs of all stakeholders.

How To Begin A Successful PDS Partnership Program

Greg Kaiser, Cloetta Veney, Ivy Yee-Sakamoto, and Sally Alonzo Bell, Azusa Pacific University

Jennifer Root, Hodge Elementary School

This presentation will share the successful launching of a Professional Development School partnership, beginning with a vague understanding of the PDS paradigm through the successful completion of two years of implementation. Visits to two successful PDS programs during the planning phase informed the district/university planning team of the challenging realities of creating an elementary school/university partnership. Dialogue between the district and university and between numerous university faculty members identified the elementary school and university faculty chosen to implement the program, but this collaborative work stopped short of establishing the overall purpose of the PDS program. The identification of the purpose and goals of the PDS partnership was the work of the first year. It was immediately apparent to the teachers, principal, and university faculty that the eleven credential students would quickly assume a valuable role in promoting student achievement. The elementary students received richer academic experiences, and the PDS students experienced a more comprehensive immersion into the real work of teaching with an emphasis on student achievement as the primary goal of schooling and the PDS program. Years two and three have continued this focus on improving student academic achievement through the teacher/university student teaching partnership and the continuing search for ways to enhance this collaborative work. This presentation will share the journey from planning and implementation primarily focused on practical startup realities to the identification of student achievement as the primary purpose of this PDS partnership. Promising strategies identified during the first two years of integrating university credential students into elementary school classrooms as authentic participants in the teaching/learning process will be shared.

Joliet Professional Development School Partnership: A Comprehensive Model Of Establishing A PDS

Barbara S. Ingold, University of St. Francis

This presentation will address Question # 1: How do you develop an initial PDS? Specific strategies used for establishing a PDS and hurdles that have to be overcome in order to move forward.

The University of St. Francis has established two Professional Development Schools with elementary schools from Joliet Public School District 86 (Farragut Elementary and A. O. Marshall Elementary), under the umbrella of the Joliet Professional Development School Partnership (JPDSP). The JPDSP relationships were begun in 2003 and 2004 respectively and have been maturing and flourishing through the past four years.

The JPDSP is dedicated to supporting a diverse community of learners at all levels of educational development through shared decision making, vision, goals, and trust. The partnership has strived to create and maintain a teacher education program that prepares teacher candidates to effectively work with the diverse populations within today's schools and to enhance the professional development of all members. Our current partners, both high need schools, have realized numerous successes through the initiatives of the JPDSP. This presentation will outline steps taken during the initial establishment of the Joliet Professional Development School Partnership and the initial difficulties faced by the partners. The JPDSP is based on the NCATE PDS Standards and discussion will focus on the establishment of the PDS relationships, the core values of the partnership, the organizational structure within the partnership, and the strategic planning process utilized by the JPDSP.

Just Do It! Overcoming Institutional Obstacles To The Professional Development School Model

Bonnie Fisher and Bonnie LaDuca, College of St. Catherine

Addressing Question #1, the presentation will describe the development at The College of St. Catherine, a small private Catholic women's college, from a teacher education program with a traditional model for field experience to the establishment of a partner-school relationship following a Professional Development School model. The older model allowed students to "put in their hours" at any school, in any classroom, at any time. There was little or no contact between P-12 schools and college faculty and little connection between the field experience and the college classroom. The current model involves college and partner-school faculty working together with pre-service teachers at Professional Development Schools in an intense theory-to-practice-to-theory cycle that all involved find effective and energizing.

The Education Department was aware for several years of the need for change from the old model to the new, but efforts were stymied by concerns about issues such as course structures, compensation, and

finding compatible partners, until several faculty took a “just do it” attitude. These faculty found teachers who would work with them, persuaded students to join voluntarily, and got started. Success built upon success, developing momentum until resistance fell away and the first partnership using a PDS model was formed. All involved rave about the benefits for pre-service teachers, P-6 students, and faculty at the college and partner schools.

This presentation will describe the “Just Do It” process, including its trials and errors. It will focus on what faculty at St. Catherine and her partner schools learned about overcoming obstacles and resistance as they moved successfully to the powerful PDS way of preparing future teachers.

Moving Forward With Success: The Development And Implementation Of One PDS

*Janeen Volsey, California State Polytechnic University Pomona
Susan Brown and Linda Freedman, Collegewood Elementary School*

Recent educational reform initiatives urge teacher education programs to offer pre-service candidates exemplary field-based experiences. Numerous teacher education institutions are forming partnerships with local K-12 schools to implement Professional Development Schools to ensure effective field-based experiences that demonstrate theory into practice. Pre-service teachers participating in the PDS at Collegewood Elementary School are exposed to and are challenged to emulate the best practices modeled at the university and implemented in the elementary classroom.

Implementing, maintaining, and sustaining a PDS is a labor-intensive process both for the university and school faculty. This presentation will outline the specific strategies that were utilized to form the collaboration between a public elementary school and a state university. Currently the PDS is in its third year of implementation. Three university courses are presently offered on the elementary campus, fourteen student teachers are graduates of the PDS, and one research project is being implemented that involves university faculty from three colleges and school site faculty.

Participants in this concurrent session will be given the framework that led to the positive collaboration that formed the PDS. The framework involves: how to begin school-university collaborations as voluntary endeavors; how to build trust among parties involved; how to develop consensus and shared goals; the importance of ongoing, open communication; and the roles of the site committee, site coordinator, university liaison and the site administrator.

Our Light Through The PDS Prism: Launching And Sustaining PDS In A Rural, Suburban And Urban Setting

Claudia Balach, Erika Brown, Emily Burchfield, Gerri Jenny, Pam Soeder, Lee Williams, Sherry DuPont, and Marilyn Yensick, Slippery Rock University

Jean Allen, Moraine Elementary School

Barbara Cornibe and Richard Pysch, Hance Elementary School

Terri Lombardo, Slippery Rock Area Elementary School

David Tomko, Case Avenue Elementary School

Richard Sternberg and Karen Zaborowski, Grandview Elementary School

Lee Beaton, Slippery Rock School District

The prism breaks white light into light of many colors. In a similar mode, Slippery Rock University takes the light of PDS and, with contributions from surrounding school districts, meets the needs of K-16 students in rural, suburban and urban school districts in western Pennsylvania.

Slippery Rock University found support for PDS through school administrations. This enabled both to be able to set goals that would meet the needs of pre-service teachers as well as the academic needs of the public school students. Research has stressed that if change starts in the classroom it has a better chance of survival. As classroom teachers embrace the PDS philosophy and pre-service teachers are mentored, change begins to take place.

Each school district, because of their unique characteristics, developed as a PDS in a different light. The prism of Slippery Rock University kept the PDS philosophy centralized while giving the opportunity to expand as needed at each site. The urban school districts chose to implement PDS as a support for attaining NCLB mandates. The suburban PDS district structured PDS as a means of furthering “customized” learning for all of its students and teachers. The rural school district chose to implement PDS while supporting the district’s goal for small group instruction. The university nurtured each PDS relationship by structuring the work so that it promoted mutual benefit for all participants.

This presentation will be delivered by district administrators, building principals, university faculty, K-12 teachers, and teacher candidates.

PATRIOT Initiative: The Birth Of A Public School/University Partnership In A New Town

Lynne Mills and Nancy Land, Auburn University Montgomery

Join us to discover how to implement a Professional Development School from the ground up. The Pike Road community is becoming a town and has the desire to form a Professional Development School with five universities located within a 60-mile radius of its proposed new city limits. The PATRIOT Initiative is a plan that will be used to establish Alabama Schools of Excellence in Teaching, which is a part of the public school system, in Pike Road, Alabama. This rural community has the goal of implementing innovative and outstanding teaching by partnering with neighboring Schools of Education to form a truly great school system. The

first elementary school in this new school system is in its planning stage, and the participants have something to share about how to begin such an initiative.

PDS Development In Rural Areas

Becky Duprey and Amy Guiney, SUNY Potsdam

Developing a Professional Development School is a difficult process, especially for universities housed in rural communities. The typical public schools in these rural areas employ only one to three teachers per grade level. This critically limits the number of placements available at any given time.

At SUNY Potsdam, we have taken a more creative approach in addressing this issue. Rather than developing a partnership between the university and a single district, we have begun developing clusters of Professional Development Schools in conjunction with our programs.

To further make this process possible, a clinical faculty line has been added to the staff at the college. These faculty members all come to the college with recent public school teaching experience. Their connections to the public schools aid SUNY Potsdam in building the bridge to the surrounding public schools.

The role of a clinical faculty member varies depending on the program connection. For example, the clinical faculty members in the Childhood Education Program are directly connected to one of the two pre-student teaching experiences. These clinical faculty members work closely with two to four districts to develop a professional development model that benefits the public school partners, the students in those districts, the college, and the interns enrolled at the college.

As a direct result of this partnership, students are performing at higher levels and SUNY interns are gaining valuable experiences, often returning to the Professional Development School to student teach.

PDS Study Groups On Differentiated Instruction: A Winning Strategy For Meeting All Learners' Needs

Katherine M. Kapustka, DePaul University

Educators in urban schools know the complexities of meeting diverse learner needs. Students in their classrooms have different ability levels and interest in the content and skills presented to them, diverse cultural and linguistic backgrounds, and a range of labels that attempt to characterize them as learners. In one Professional Development School network including a large, urban university and six public and private schools in the same urban area, P-12 teachers and university professors identified a study group on differentiated instruction as one method for enhancing this young (second-year) network while at the same time developing the knowledge, skills, and dispositions necessary to meet the needs of all students.

This study group is one component of a larger attempt within this PDS network to rethink and re-envision professional development for teachers at all stages of career development, including pre-service, residency, induction, and in-service. The presenter will articulate the place of this study group within the larger network emphasis on inquiry as a model for addressing the unique contexts and needs of each participating school as well as explain both the theory and practice of study groups as a path toward differentiated instruction.

Participants will leave this session understanding the impact this study group on differentiation had on the teachers and professor involved, how its presence enhanced this young PDS network, and ideas for using study groups within an inquiry model as part of the process of re-envisioning teacher education and professional development in universities and partner schools.

PDS²: Standing With And Delivering Success To Partners

Dee Taylor, Gwen Benson, Bill Curlette, Susan Ogletree, Patsy Terry, and Joseph Feinberg, Georgia State University
William Bradley and Vivian Randolph, Woodland Middle School
Carolyn Hall, L.O. Kimberly Elementary School
Andrew Foster, Meadowcreek High School

After the award of the funds is granted, the current implementation efforts expand. The community of partners stand ready to make good on their promises and answer that motivating question, “What’s in this for me?” See how one PDS design team and school-based partners met the year-two challenges of delivering on the PDS promises (lessons learned during year one). UNIVERSITY FACULTY asked, “How do we access schools for possible research?” SCHOOL ADMINISTRATORS asked, “How will PDS translate into increased student achievement? How will PDS be a presence in my school without being invasive to school routine?” P-12 SCHOOL FACULTY asked, “How will PDS support my professional development and funding of my university classes? Will I be compensated for my work?” The STATE asked, “How will PDS ensure the training and retention of teachers dedicated to urban education?” THE FEDERAL FUNDERS asked, “How will you show the funds are rendering results?” Learn practical approaches to start-up issues. Finally, the PDS DESIGN TEAM asked, “How do we keep stakeholders onboard and motivated while turning that PDS passion into action?”

Answers to these questions will include PDS² steps (results) to:

- assess student achievement
- clarify all roles
- negotiate conditions for university and school-based needs
- build relationships/plan for personnel changes
- deliver on goals of grant expectations
- find ways to sustain
- incorporate Critical Friends Induction
- align interventions to schools’ improvement plans; standards

PDS In 3D: Designing, Developing, And Documenting

Jill Miels and Ruth Swetnam, Ball State University

Ball State University has a ten-year history of working successfully in establishing and maintaining Professional Development Schools. Each year, approximately 700 pre-service candidates student teach in schools within a 75-mile radius of the institution. Twenty-one of these sites, as well as a nationally recognized children’s museum and a local cultural center, have entered into a formal Professional Development School partnership with the university. Among the twenty-one school sites are three pre-schools, eleven elementary schools (including a parochial school), two middle schools, and five high schools. The PDS sites provide placements for student teachers (approximately 25% of the total number) and for practicum students in both pedagogical and content methods.

The Ball State University PDS Network is unique in size, membership, communication, and accountability practices. Using a standardized process for designing, developing, maintaining, and documenting progress, each PDS creates individual structures to meet its unique needs while conforming to the NCATE Standards for Professional Development Schools. The successfully implemented PDS development process has been referenced as a guide for the launching of PDS networks at other institutions.

This interactive session will allow participants to learn about the processes, roles and responsibilities, governing system, and results involved in beginning and maintaining a strong PDS network. Lessons learned and hurdles overcome over the past decade will serve as a foundation for audience discussion.

Pioneering Pathways For PDS Success: A Reflective Analysis Of Interview Data With Teacher-Leaders From The Original Benedum Collaborative PDS Sites

Emily K. Milleson, West Virginia University

This proposal will address two of the conference questions: How do you develop and/or implement an initial PDS? and What have you done to sustain the viability of your PDS?

The Benedum PDS Collaborative at West Virginia University has been in place since 1990 and is one of the oldest and most successful school-university partnerships in the United States. At the foundation of the initiative, six schools were selected as the initial PDS sites. This presentation will feature research conducted with teacher-leaders at these initial PDS locations. Interview data exploring the perspectives of the classroom teachers who had a critical role in developing and sustaining the initial PDS sites will be shared. The presentation will explore the following research themes as they are demonstrated in the interview data:

1. Developmental Process/Lessons Learned: A comprehensive examination of the beginning phase of the development of the Benedum Collaborative PDS sites at West Virginia University.

Examining the process through the eyes of individuals at the schools.

2. Teachers as Leaders: An examination of the effects of the development of the PDS program at an individual level. Looking at how participation in the development process impacted classroom teachers. Reflections on how involvement in the program influenced teachers' perceptions of themselves in relation to school power structures.
3. Looking Back: Reflections on the significance of the developmental phase in the program's history. Thoughts on decision-making in the public school climate and considerations of interview data in the context of the program today.

This presentation has much to offer in connection to the conference theme, as it provides in-depth examination considering the foundation of a successful PDS collaborative from the perspectives of the classroom teachers involved.

Professional Development School Partnerships: Delivering Intentional Results

Bill Curlette, Dee Taylor, Gwen Benson, and Susan Ogletree, Georgia State University

There is a need in the Professional Development School arena for presentations and discussions of large scale multi-site evaluation and research programs. This presentation addresses this need by presenting a comprehensive evaluation plan at the beginning of the five-year process as a model which can be viewed and reacted to by leaders in the field. Second, there is a need for an alternative to the multiple choice assessment used on the state-wide achievement test in Georgia. This presentation addresses this need through a discussion of constructed response exercises (performance assessment) as indicators of student achievement.

This session provides clear examples and the research conducted in this project that link how to strengthen PDS programs and enhance their capacity. The outcomes of the PDS partnership will include building and sustaining the capacity to prepare/develop/retain educators who can teach every child effectively, making an impact on urban school improvement initiatives and impacting student achievement. The link between practice, intervention, and achievement will be shared (logic model and findings to date in the five year project).

Starting A New PDS: A Multi-Level Implementation Model

*Michele M. Fragnito, Farmersville Elementary School
Judith A Duffield, Lehigh University*

This proposal addresses Question #1 and describes the development and implementation of an initial PDS. Also included are the hurdles that had to be overcome in order to make meaningful progress.

The approach taken to develop the Lehigh University/Farmersville Elementary PDS was two-pronged. It began with a relationship between

the university and the school district and then moved into a relationship with the specific elementary school. District talks took place over a two to three year period. Graduate level technology-based workshops were held at several potential sites during the 2005-2006 school year. Based on talks with building leadership, as well as staff initiatives, the Farmersville Elementary site was selected. On-going communication, staff development, and regular feedback have allowed this partnership to develop into a meaningful relationship.

While the Lehigh/Farmersville PDS is moving in the right direction, it has not been without its challenges. Anticipating staff questions and needs while responding to concerns like “What has the PDS done for me?” are on-going hurdles. As this particular partnership heads into its second semester, we are better able to define our process and set course for where we are headed. Each small step, couched in clear communication, brings the stakeholders that much closer to feeling a part of the Lehigh/Farmersville PDS.

This presentation describes the model that we used, the specifics of how it was implemented, and our successes and challenges.

Strategies For Developing A Comprehensive P-16 Partnership Through A Collaborative Planning Process

*Joseph S. Micheller, Cleveland Heights-University Heights City Schools
Mark Storz, Carol Paull, Amy Hoffman, and Kathleen Manning, John Carroll University*

In 2004 John Carroll University and the Cleveland Heights-University Heights City School District entered into a formal partnership focusing on Strengthening P-16 Teaching and Learning. The guiding principal of the partnership is that both institutions have a shared responsibility for fostering powerful teaching and learning and are committed to increasing and sustaining the capacity of one another for educational excellence. Two years later we have student teacher cohorts, undergraduate courses taught in an elementary and middle school, and graduate courses co-taught by college and district faculty. Gearity Elementary is the partnership’s first Professional Development School; Gearity PDS will serve much like a university teaching hospital for training physicians.

We believe that the key to our successful partnership is planning. A steering committee identified a common vision to frame the partnership within the mission of both institutions. The committee also identified focus areas - student achievement, teacher preparation, continued professional development, inquiry, research, and reflection - to facilitate effective linkages across the district and university and concurrently established organizational structures to ensure initiatives are grounded within the partnership’s focus areas.

This session will describe the process, methodologies, challenges, and tangible results of our work. Participants attending this session will leave with an understanding of how a successful P-16 partnership can be created by addressing planning and organization before embarking on individual initiatives.

Wagering On Success: Initiating Collaboration And Cooperation For Increased Learning

*Phillip Ginnett, Mary Lou DiPillo, Regina Rees, and Tiffany Chrisman, Youngstown State University
Gail Saunders-Smith, E. J. Blott Elementary School*

Developing and implementing an initial PDS requires collaboration and cooperation. In northeastern Ohio, a partnership between the College of Education at Youngstown State University and a nearby demographically diverse school district, Liberty Local Schools, grew from the common need for training in-service and pre-service teachers in the same theoretical and pedagogical elements.

The need to increase student test scores served as the impetus for our collaboration. Increasing teacher expertise in differentiated instruction increases student learning. Liberty Local Schools engaged a local staff developer to train teachers in differentiated instruction, while Youngstown State University field candidates placed in the district participated alongside their cooperating teachers. This job-imbedded professional development accelerated teacher learning, teacher-candidate learning, student learning, and initiative implementation.

A summer institute launched the school-based effort. Grade-level content area meetings and clinical classroom demonstrations ensued throughout the following school year. Discussions among the building principal, staff developer, and university leaders considered the potential for increasing the effectiveness of both training teachers and teacher training through this effort. This presentation will inform participants of:

- elements of collaboration
- university and school staff cooperation
- theoretical and pedagogical alignments between university and P-12 education
- opportunities for problem-solving concerning staffing and scheduling issues

Join us to learn about our early efforts to establish a PDS site.

Year Three – Challenges And Successes Of A Professional Development School Partnership Between Alabama A&M University And The Huntsville City Schools – How Did We Start It And How Have We Sustained It?

*Karen Foster, Alabama A&M University
Kreslyn McGinnis, Montview Elementary School*

This presentation addresses the collaborative partnership between an HBCU and an urban school district. The session will address how the partnership began, the steps involved, and the successes and challenges encountered in expanding and developing the partnership.

The partnership began three years ago in an attempt to establish and maintain more diverse practicum and internship sites for students enrolled in the School of Education programs at Alabama A&M University. The

university received NCLB funding to develop a Professional Development School collaboration with the Huntsville City Schools. Initial funding was received during the 2004-2005 school year.

Year one of the partnership began with one Title 1 elementary school. The focus of the partnership was the improvement of reading and mathematics. Year two of the project began with no additional funding. Two major challenges were presented: How do we expand to include schools at the middle school level and how do we continue and expand the partnership at the elementary level? Analysis of test scores indicated that the emphasis for year two should be to increase student achievement in the special education population. University instructors in reading and special education met classes at the schools and co-taught along with the classroom teachers. Year three continues to focus on reading and special education at the elementary and middle school sites. A high school PDS site is currently in the development stages.

The presentation will elaborate on the steps involved at each stage and how the strategic plans were developed.

QUESTION #2: WHAT HAVE YOU DONE TO SUSTAIN THE VIABILITY OF YOUR PDS?

21 Strategies In 21 Minutes: Hands-On Ideas For Co-Teaching In PDS Internships

Stacie E. Siers, Keith J. Conners, and Paul L. Gasior, Salisbury University
Jennifer Johnson, Snow Hill Middle School
Jackie Brown, Snow Hill Elementary School
Cindy Houghtaling, Choptank Elementary School
Karen Lutz, Mardella Middle and High School

In the face of massive accountability pressures and high-stakes testing, PDS partners are turning increasingly to co-teaching arrangements between interns and mentors in order to enhance P-12 student achievement. Some institutions use co-teaching as a developmental phase leading up to stand-alone teaching. Others ask mentors to remain engaged in instruction throughout the internship by co-teaching with their interns. After years of program development and extensive mentor training, Salisbury University has included a commitment to a co-teaching model in all of its memoranda of understanding with 36 partner schools.

Much of the literature on co-teaching builds on practices and strategies honed in inclusion settings between special educators and classroom teachers. Leading experts (Friend, 2004; Villa, 2005) identify several broad strategies for co-teaching: supportive teaching, parallel instruction, complementary instruction, and team-teaching. Stakeholders in Salisbury’s PDS partnership have developed many colorful and engaging variations on these themes for use in elementary, middle, secondary, and special subject settings.

Even experienced co-teachers may not be familiar with “Graze-and-tag” . . . “Eavesdropping” . . . or “The Sandy Blake” . . . but this session will supply some clues. It will feature a rapid-fire demonstration of 21 intern/mentor co-teaching strategies in 21 minutes, using props, costumes, technology, and audience participation. Following the demonstration, the presenters will review the rationale for co-teaching internships, discuss challenges and obstacles, and describe successes attributable to collaborative internships.

A Family Affair: Multi-Faceted Strategies For Continuing Success

Judith Cheek, Millie Ferris, Vickie Williams, and Sue Small, University of Maryland Baltimore County

This presentation will chronicle eight effective strategies that have been employed by the UMBC-Baltimore County multi-site PDS to sustain the viability and momentum of the partnership. While the PDS program has been in existence for five years, it has continued to evolve and strengthen into a progressively more successful and viable partnership for all stakeholders. The momentum of our PDS continues to grow even though unexpected changes do occur. This success is at least in part attributable

to the implementation of eight strategies. In addition to the proximity of the schools, another strategy that promotes communication and interaction is monthly meetings at alternating school sites attended by several representatives from each partner school. A newly implemented strategy is to invite the administrators from the host school to attend the meetings. Other viable strategies are: cooperative e-portfolio reviews, the sharing of human resources and facilities, needs assessments and evaluations of partners, perceptions of the PDS, and a collaboratively revised mentor handbook. Another powerful strategy that sustains our PDS is the “family affair” concept. The presenters will each share stories illustrating the personal connections that strengthen the partnership. These biographical sketches will substantiate the roles and relationships of professionals in the PDS. As a result of these valued relationships, PDS mentor teachers have moved into roles of site coordinators, university supervisors, and university liaisons. Similarly, a number of UMBC interns have been hired to teach in these PDS school sites and in turn have become mentors and site coordinators after tenure.

A PDS Sustainability Strategy That Works: Going From A Losing Streak To Betting On A Winner!

*Joan Maier and Harriet P. Sturgeon, University of Houston at Clear Lake
Linda Nix, Pearland Independent School District*

After several successful years of implementing a PDS program at the University of Houston-Clear Lake, everything that could go wrong was going wrong. Interns were in an uproar, school district and university partner relationships were spent, the curriculum was becoming fragmented and ineffective, and a major technological blunder was about to explode. Presenters will briefly share details of our losing streak years. How we positively changed course and placed our bets on a new strategic plan for sustainability, a newly formed Teacher Education Advisory Committee (TEAC), and focused our energy on developing strategies to rebuild trust among all constituents. Presenters will engage participants as we share these winning strategies, step-by-step implementations procedures, and lessons learned about how to turn an organization around toward positive change for PDS success. Participants will also have an opportunity to ask questions of current TEAC members, which include the TEAC Chair, Director of the Center for Professional Development of Teachers, University Supervisors, and District Supervisors.

A Royal Flush: How To Maintain A Successful PDS Partnership

*Jane Veditz and Alison Dunn, North Salisbury Elementary School
John Bing, Salisbury University
Tracy Ennis, Princess Anne Elementary School*

In Fall 2000, planning started for a PDS partnership between two paired-site elementary schools and a 4-year, comprehensive state university. In Summer 2001, a 3-day continuing professional development conference was held for veteran mentor teachers. Since Fall 2001 to the

present, prospective teacher candidates enrolled in foundations courses and teacher candidates enrolled in methods courses and the student teaching internship have been placed at the elementary schools.

This presentation describes the strategies implemented to keep the partnership moving in a positive direction. Among the strategies examined are the impact of initial planning, the relationship of the paired-site partnership to a regional PDS, the role of communication in establishing and maintaining the relationship between school-based and campus-based PDS educators, collaborative team-teaching between mentors and interns, and planning for a national/state continual accreditation visit.

A Win, Win Renewal For Us All!

Parthenia Satterwhite, Tracee Walker, and Mary Jade Haney, Horrell Hill Elementary School
Erin Miller, University of South Carolina

Our PDS is rolling “high” with a new status as a PDS 2 partnership. Applying and being one of eleven schools in our rural area selected as a PDS 2 partnership promoted change with an intense level of current research and theory in practice. This new status, along with our sixteen-year stewardship between our school and the University of South Carolina has broadened as well as deepened this collaboration. The PDS 2 status has also enhanced our on-going efforts to integrate the National Network for Educational Renewal’s mission into our school culture. It’s a win, win renewal for us all!

Our research implementation team will share components of a three-year collaborative PDS 2 research project: Building Communities, Opportunities and Voice. The guiding question that our school identified to lead this three-year collaborative research project is, “When faculty view themselves as writers, does student performance increase?” With this question in mind, the faculty and staff at our school created an “On, Grow, Show” approach to guide the three year involvement with the PDS 2 Network and the NNER. Our school is currently in the second year of implementing and reflecting on theoretical pedagogy of writing across the curriculum with content integration and social democracy.

The presenters will focus on successes and challenges within the past two years of their research project which involves: faculty, interns, on-site classes, staff development with university faculty, professional study groups, and “best practices” staff meetings.

Adjusting To PDS Growing Pains: One Early Childhood Program’s Journey

Linda K. Huber, Ball State University

An emphasis on continuing professional development is seen as an important aspect of educational reform at all levels of education. In the field of early childhood education, however, efforts to address professional development are complicated by issues such as inconsistencies in state requirements for pre-kindergarten teachers (Doherty, 2002) and high turnover rates in the field (Whitebook & Bellm, 1999). What can an early childhood program do to address professional development without

requiring additional time on the part of the staff? In an effort to find new ways to conduct professional development, one early childhood program in Indiana instituted a new format where professional development could take place during the workday. Utilizing four teachers, the program director and the university liaison, professional development classes were held throughout the school year. At the end of the year, all staff had the opportunity to acquire 32 clock hours of professional development, a feat seldom heard of in early childhood environments. Data collection documented the process and was used in planning the next year's professional development.

The PDS relationship between this early childhood program and the university has been in existence since 1998 and this new venture was instituted in part as a way to keep the PDS relationship from just being the same thing from year to year. This format for professional development is in its second year of implementation.

Also addressed will be adaptations made when a university liaison takes a semester away to participate in other responsibilities assigned by the university.

Betting On Boundary Spanners

-
- Keith J. Connors and Stacie E. Siers, Salisbury University*
Susan N. Travetto, Donna McPartland, and Gay Jewell Love, McDaniel College
Amanda Senter, Belin Intermediate School
Susan Jones, Fruitland Primary School
Rhonda Ellis, Salisbury Middle School

PDS partnerships involve complex relationships between institutions with inherent differences. While the stated goals of the LEA and the IHE may be similar, there are often critical dissimilarities in protocol, communication, and organizational culture that inhibit the partnership's ability to accomplish its common mission. "Boundary spanner" is a term that has been employed for many years in the literature of organizational development to describe those individuals with one foot in each organization of the partnership who are able to operate effectively in both camps (Leifer and Delbecq, 1978). More recently, PDS partnerships have attempted to identify and utilize boundary spanners to help advance their shared missions (MSDE, 2004).

This session will focus on the roles that boundary spanners can play and the obstacles that they may encounter as they attempt to navigate in the contrasting cultures of higher education and public schools. In addition to addressing the challenges of differing institutional cultures, the panel will examine ways that IHEs and LEAs fund boundary spanner positions in an age of limited budgets.

A panel of boundary spanners with experience in two contrasting PDS environments (a small private college and a rural mid-sized public university) will respond to prompts about their recruitment, induction, acculturation, compensation, and professional growth in the boundary spanner role. Current and would-be boundary spanners in attendance will be encouraged to contribute to the discussion.

Betting On Distributive Leadership: Going All In For Simultaneous Renewal

Angela Gregory, University of Florida

Lacy Redd, Newberry Elementary School

PDSs have been widely recognized as a means to enhance prospective teacher learning, although little is known about how Professional Development Schools can be organized to impact experienced teachers' knowledge, beliefs, and practices (Putnam & Borko, 2000). Addressing adult learning needs is a crucial aspect of sustaining the viability of PDS partnerships in order to improve instruction and meet the needs of diverse children. The premise that underpins distributed leadership is recognizing and activating resources to enhance adult learning within an institution, extending and engaging expertise wherever it exists rather than through formal position or role (Bennett et. al., 2003; Copland, 2003; Harris, 2004). Thus, administrators have a new challenge, their need to provide teachers with the resources necessary to improve instruction and student performance.

The principal at Newberry Elementary School, a rural Title I school, has utilized their PDS partnership with the University of Florida to identify and enable resources for teacher learning to improve writing instruction. This presentation will share a model for how leadership roles are distributed within our PDS to utilize school and university resources, which sustains the viability of the partnership and enhances learning by all educators in the process. Key individuals will share their perspectives, data from key activities, and provide learning outcomes that facilitate the viability of this model within the organization. This presentation is intended for university faculty, supervisors, K-12 educators, and administrators interested in collaboratively positioning their PDS work to achieve new levels of learning for all stakeholders.

Betting On The Future In Sustaining Winning Partnerships

Patsy F. Washington and Ocie Watson-Thompson, Towson University

Towson University has maintained successful Professional Development School partnerships for eight years. This presentation will outline the partnership between two school districts in Maryland and the university. Though the profiles of the schools differ, the challenges faced in sustaining the successful partnerships are similar. The presenters in this session will be the university faculty members and mentor teachers who worked collaboratively in maintaining and sustaining the partnership. Attention will be given to providing a description of the model used in creating the Professional Development School, as well as how the partnerships have been sustained. During the session, the presenters will share:

1. Challenges encountered while working at the Professional Development School
 - a. Finding committed mentors
 - b. Encouraging mentor teachers to remain dedicated to the Professional Development School vision

- c. Addressing student interns' attitudes and beliefs regarding Professional Development School placements in diverse settings
 - d. Providing professional development opportunities for mentor teachers
 - e. Providing collaborative opportunities for the university faculty members and Professional Development School faculty
 - f. Addressing needs of university faculty members for promotion and tenure
2. Strategies that have worked in maintaining and sustaining positive Professional Development School relationships
- a. Providing outreach service learning activities that the presenters have implemented in the Professional Development Schools
 - b. Conducting orientation and workshops that introduce new members to the PDS model and rejuvenate veteran members
 - c. Addressing the school improvement plans of the stakeholders
 - d. Being sensitive and cognizant of the dynamics of the Professional Development Schools

Challenges And Successes In Developing New Roles: The School-University Liaison Model After One Year

Irma J. Van Scoy, Sandra Euster, Erin Miller, Jean Sternberg, Renee Connelly, and Carol George, University of South Carolina

This session will describe the challenges and successes related to implementing a new PDS role in which liaisons work fifteen hours per week at a school in support of teacher education candidates, in-service teachers, and overall school development. Liaisons are jointly funded by the school district and university. They work in collaboration with school- and university-based faculty in relation to both pre-service teacher education and professional development for in-service teachers. The model was first implemented in Fall 2005 to rejuvenate a long-standing PDS Network that was searching for new avenues to support and enhance school-university collaboration. The session will describe the role of the liaisons, including the variety of ways their work scopes have evolved in diverse school and professional contexts. Interview and survey data will be presented, including the perspectives of liaisons and school- and university-based stakeholders assessing the first year and a half of implementation of the liaison model. Recommendations and possibilities for the future will be explored.

Closing The Communication Gap: Building Stronger Relationships Between Mentors And Interns In A PDS

Mardi McDonough, Park Forest Elementary School

Patricia Begg, Gray's Woods Elementary School

Lynne Sanders, Pennsylvania State University

This session will include the findings of a teacher inquiry project that examined recurring communication issues between mentors and interns in a mature PDS over a two-year period. Using survey and interview data, the inquiry was able to address questions such as: How can mentors and interns prevent small communications problems from becoming large ones? How can mentors and interns be empowered to communicate more easily as they work closely together over the course of a full year? How can mentors and interns rely less often on a third party to solve their communications problems? Addressing these and other critically important questions, the session presenters will engage their audience in using an effective "Weekly Check In" which was developed as a result of the research. This session will be highly interactive as participants will discuss the inquiry results as well as the benefits of teacher research within a PDS. Participants will also be asked for comments and feedback concerning the "Weekly Check In" tool.

Collaborative Professional Development: Conversation As Inquiry Groups

Ellen Ballock, Pennsylvania State University

Patricia Begg, Gray's Woods Elementary School

Marion Wheland, Park Forest Elementary School

Creating and sustaining professional learning communities that support student learning, pre-service teacher learning, and veteran teacher learning is the heart of the Professional Development School movement. Our PDS is unique in that we attempt to create and sustain one unified PDS community across ten elementary school buildings. We firmly believe that developing collaborative relationships across the entire community is critical for sustaining our PDS over time. One structure we have employed to help support the development of these relationships is Conversation as Inquiry Groups (CIGs).

Based on the National School Reform Faculty's Critical Friends Groups, our CIGs are one of several professional growth opportunities available to veteran teachers and teacher educators in the context of our PDS. Since the initial training session in the spring of 2004, district teachers (mentors and non-mentors), curriculum support teachers, counselors, learning support teachers, administrators, university faculty, and doctoral students have been involved in CIGs. The purpose of this presentation is to address the ways CIGs deepen professional community and support professional development in our PDS.

This session will provide an overview of the philosophy and structure of CIGs as a means for teachers to inquire deeply and collaboratively into their teaching practice through discussing dilemmas of teacher practice, examining student work samples, and using text-based

discussion protocols. Then we will offer anecdotes of how CIGs have impacted participants. After this orientation, session participants will have the opportunity to actually engage in the inquiry process with us through the use of a modified protocol.

**Collaborative Urban Tutoring Project:
Professional Partnership, Edinboro University
Of Pennsylvania And The School District Of
The City Of Erie**

Jean C. Faieta, Virginia McGinnis, and Brooke Irwin, Edinboro University of Pennsylvania

Patricia Shea, Rosemary Sheridan, and Patricia Joint-Lipchick, Pfeiffer-Burleigh Elementary School

Edinboro University of Pennsylvania and the School District of the City of Erie have joined in a successful Professional Development School relationship. Three schools have been targeted as professional sites: Pfeiffer-Burleigh Elementary School, Roosevelt Middle School, and Strong Vincent High School. A PDS Steering Committee comprised of faculty from four departments at EUP, teachers from the three school sites, and graduate assistants, serves as the governance and support group for all initiatives.

This presentation will share the program development at Pfeiffer-Burleigh Elementary School. The initial, faculty-selected goal for the school was to increase clinical site experiences for students majoring in elementary and special education at Edinboro University. Pre-service teachers were assigned clinical placements to expand culturally and economically diverse experiences. With the positive implementation of these experiences, the areas of reading and social work have been added.

This year an after-school tutoring program is being offered to 47 1st and 2nd graders. Twenty student tutors from EUP work directly with 2-3 students each on a weekly basis. Data collection addresses the areas of math and reading. Dr. Virginia McGinnis, Elementary Education Department, and Dr. Jean C. Faieta, Special Education and School Psychology, serve as liaisons from Edinboro University, and Mrs. Patty Shea and Mrs. Patty Joint-Lipchik serve as school district contacts.

The session will display the faculty-developed tutoring manual, data collection methodologies, and student work samples. Graduate assistants Sherlanda Thomas and Brooke Irwin will discuss their roles as assistant researchers.

**Community College Offers Valuable Resources
To School/University Partnership**

Diane Kuehl, Rock Valley College

Pam Hilgert, Rockford Public School District

Portia Downey, Northern Illinois University

This session will describe the school-university collaboration of Rock Valley College with Northern Illinois University and Rockford Public School District #205 through Project REAL. Recruitment of teachers from diverse backgrounds into the teacher preparation program, Two- plus-

Two degrees, seamless transitions from the community college to the university, Future Educator’s Society, the Success Center, professional development, team teaching with public school teachers, and career exploration for 4th and 5th graders will be a few of the projects to be highlighted.

Participants will be provided with handouts, explaining in detail activities and projects. A visual organizer will be displayed of the involvement of the community college, along with an opportunity for participants to ask questions and share details of similar projects.

This proposal addresses Question #1 and #2 by detailing steps of developing a partnership between a community college, an urban public school district, and a university to meet the needs of all three large institutions and improve student achievement at all levels.

Creating A Winning Strategy For Long Term Success Of A Rural, Secondary PDS

Missy M. Bennett, Georgia Southern University

Successful Professional Development Schools are a bit like successful marriages - they require initial collaborative design in order to be sustained over the long term. In addition, like successful marriages, PDSs must adapt and change over time to meet the needs of each participant.

This presentation will share strategies of initial design that included successful collaboration between school faculty, university faculty, and school administration. In addition, sustainability relies on shared roles and decision-making as school and university faculty unite in their efforts to prepare new teachers in a rural, secondary PDS. Projects, which sustain the interest of all participants, are also important to the viability of a PDS. This becomes particularly challenging during times of administrative and faculty change at the school and university and as university faculty teaching loads change.

We will also share strategies and activities which have taken place within a rural, secondary PDS over the past seven years and the successful ways the PDS has weathered the storms of change through those years. Initially, this PDS began as a site where school faculty worked with university faculty to prepare pre-service teachers. As school faculty needs became apparent, small research grants allowed projects such as the establishment of a collaborative, learning community. An outgrowth of the faculty learning community led to the examination of student test data. As student needs were examined, another grant allowed for faculty professional development designed to specifically meet the needs of both students and faculty.

Don't Forget The Counselor: Inclusion Of School Counseling Faculty In The Ongoing Collaboration Between University And PDS Settings

Wendy J. Hoskins, Randall L. Astramovich, Lisa D. Bendixen, and Patricia A. Markos, University of Nevada Las Vegas

This presentation was developed to highlight the ongoing collaboration between the University of Nevada, Las Vegas and Paradise Elementary School in Las Vegas, Nevada. Specifically, this presentation will highlight the unique perspective of including school counseling as an important function in PDS schools. Presenters will address the structure initiated by stakeholders to develop a stronger ongoing partnership between the university setting and the PDS elementary school as described in three parts:

1. formation of and sustainability of the stakeholders committee, membership development, the functionality of the committee, and positive growth;
2. inclusion of university school counseling faculty and graduate students and a description of services that can be maintained at the PDS through ongoing collaboration, including counseling internship and outreach to parents; and
3. proposed utilization of a program evaluation model implemented by school counseling faculty and graduate students. Question #3 will be addressed in this section through a step by step guide of program evaluation, including the following: strategic plan development, needs assessment, program objectives, collection of data regarding delivery of services, and reporting results of data to stakeholders.

Specific examples will be offered in each of the three parts of the presentation.

Fish Philosophy And School Culture

Sherrie Pardieck, Bradley University
Ann Bond, Valeska Hinton Education Center

In the fall of 2004, Valeska Hinton Early Childhood Education Center experienced a period of transition resulting from a significant turnover in administration and staff. Seeking strategies to improve and sustain a positive school culture, a newly formed Leadership Team looked to the business community for improvement strategies. The Team implemented the well proven *Fish Philosophy* as a basis for the improvement project.

Valeska Hinton Center serves children from birth to six years of age. The school provides quality learning opportunities for children and their families and professional development for educators. It is a community-based school comprised of integrated villages operationalizing the notion of: *It takes a village to raise a child.*

The Leadership Team brainstormed about the new school year and ways to improve the school's culture. The Team implemented the *Fish Philosophy*, based on the book, *Fish! A Remarkable Way to Boost Morale*

_____ and *Improve Results* by Lundin, Paul, and Christensen (2000). This business philosophy utilizes the areas of Play, Choose Your Attitude, Be Present, and Make Their Day. The Team tailored these areas to fit the educational setting.

_____ This presentation will identify how the Leadership Team, faculty, and staff moved swimmingly through this transition period with the adaptation and implementation of the four areas of the Fish Philosophy as the foundation of their school environment. It will identify how successful incorporation and continued use of the philosophy has improved school culture.

Full Court Press For PDS Success – Pre-K-12

_____ *Paula Gordon, Claire Kondig, and Tom Bogar, Judy Sherman, John George, Ellen Koitz, Martha Bauer, and Sierra Bair, Hood College*
_____ *Tracey Lucas and Lori Saylor, Windsor Knolls Middle School*

_____ “Teamwork” is all too often the missing ingredient in PDS-IHE partnerships, while at the same time defending the viability of those partnerships against financial constraints and the demands of high-stakes testing has become a national necessity. Capitalizing on the enthusiasm generated by NCAA basketball’s “March Madness,” Hood College has developed a winning game plan to keep teamwork alive in a truly collaborative PDS model, with all of the key players – PDS staff, interns, mentors, college faculty, and our local school system – reading each others’ signals properly and (ideally) never dropping the ball.

_____ Our presentation is composed of two parts: a focus on collaborative practices to ensure successful program implementation and a plan for sharing collaborative instructional activities that promote student success.

_____ Collaborative practices to be shared will include:

- Mentor Advisory Committee
- Mentor Training Orientation and Seminars
- Field Placements - Suggestions for Success
- Data Collection and Accountability

_____ Collaborative instructional activities to be shared will include:

- Trainer of Trainers Model
- College Courses Taught on Site at PDSs
- Intervention Projects for Teacher Candidates

_____ Following the formal presentation, participants will engage in an interactive activity to develop and implement their own winning strategies and will receive a “Play Book” of presentation information and templates. A Q & A session will conclude this interactive presentation, without going into overtime.

Getting The Odds On Our Side: Co-Planning, Co-Teaching And Co-Owning A Classroom Learning Environments Methods Course

*Bernard Badiali and Lynne Sanders, Pennsylvania State University
Patricia Begg, Gray's Woods Elementary School*

A Professional Development School should be the laboratory where theory meets practice. It is a setting where the wisdom of practice combines with the wisdom of practitioners. A partnership means many things, including taking equal responsibility for the design and delivery of learning experiences. This session reports on the development and delivery of what used to be a methods course in classroom management. It is an account of how classroom teachers and university professors redesigned a methods course to their mutual satisfaction. The session is about a process of close collaboration and the true spirit of PDS work. Presenters will describe the process for collaboration, share the co-constructed course syllabus, and report on two years of student feedback data. Instructors from the course will share their experiences along with course materials, reading list, and classroom activities. Student interns report that this course is one of the best they have ever taken. Come to this highly participatory session and find out why.

Hedging Your Bets: Matching Habits Of Mind In Reading And Science

Mary Beth Allen and Alison Rutter, East Stroudsburg University

Each discipline has its own "Habits of Mind," its own way to help individuals make sense of the knowledge contained within it. In science these habits of mind are known as the process skills by which scientists strive to understand the natural world. In reading, they are known as comprehension strategies - the thinking processes that readers use to construct meaning while they read. Although disciplines each define a set of skills using their own lexicons, the purposes are essentially the same - to provide constructs for that subject area to be integrated into an individual's overall understanding of themselves and their world. For instance, observation skills become another way of looking for context clues; readers and scientists both make predictions and inferences from findings. We have sought out these crossover points and more global definitions to help design integrated lessons that can assist learners in their construction of meaning using higher order thinking.

In our PDS methods classes, we are experimenting with ways in which we can help our students integrate these concepts, identifying habits of mind in their lessons, and using inquiry techniques to help them recognize the crossover points and make connections across subject areas. These lessons are designed to use higher order thinking skills that allow learners to analyze, apply, and synthesize the information. Participants in this session will be introduced to these methods and challenged to discover their own connections for various subject areas.

Hit The Jackpot: Principal Leadership Finds Sustainability Through The PDS Network

David Domovic, Louisa May Alcott Elementary School

Barbara Rieckhoff, DePaul University

Sustainable leadership requires depth of learning, length of impact, and breadth of influence (Hargreaves & Fink, 2006). The demanding job of a principal is supported by the collaboration of university partners and the varying roles of leadership in a PDS network.

This session will focus on the varying roles of urban elementary and high school administrators in a PDS network. New and veteran principals work together to implement school-wide action plans while supporting cross network goals and projects. Together they find new meaning and support from a PDS network. From leading student teaching seminars to implementing an individualized building assessment plan, school leaders find the necessary support, resources, and tools for sustainability from the network. PDS school leaders are becoming partners in the university setting and are trying on new roles just as their teachers are collaborating and stepping into new roles. This collaboration makes for a more meaningful impact on their own commitment to leadership and ultimately to student learning and achievement.

Audience participants will learn about the leadership component of a PDS network and how to incorporate school action plans and school goals into the leadership conversation. New and veteran principals will share how the network has supported their individual and collective building goals. The audience will leave with a greater understanding of the varying roles that principals can play within the network and how this impacts on their overall sustainability as building leaders.

How One PDS Partnership Got Its Groove Back

Donna J. Jackson and Vickie Witt, Bluefield Middle School

Brian D. Perkins, Bluewell Elementary School

Elisabeth M. Steenken, Bluefield State College

Four members of a small (five public schools and one college) PDS partnership share their experiences reigniting the flame that originally fostered the initiative in 2002. Over the years, due largely to change of leadership at both the college and public school levels, enthusiasm waned as evidenced by unused grant money carried over from year to year and a lack of any new initiatives and programs. The problems seemed to center around a lack of communication and poor understanding of the Professional Development School concept.

New leadership directed at making the most of PDS opportunities led to networking and increased attendance at meetings and seminars. After a team of partners attended the 2006 PDS National Conference, new awareness of the possibilities brought back enthusiasm, along with energy and new ideas. Proposals and new initiatives followed. Communication and understanding between the college and public school partners led to exciting new directives and to a unified mission dedicated to developing quality educators. This partnership got its groove back, and its members

will detail the steps that led to their newfound energy and laid the cornerstone for their continued success.

I Learn Best By Doing!

Christina Flynn, Mary Lebron, and Nina Wasserman, William B. Cruise Memorial School #11

Dorothy Feola, Marie Donnantuono, and Julie Rosenthal, William Paterson University

In 2001, we began a pilot project teaching one section of our beginning literacy course on-site at our PDS, School #11, in Passaic, New Jersey. Since Spring 2006, all sections of the course are taught almost exclusively on-site at several of our PDS partners, adding significantly to the viability of these partnerships. The first few class sessions meet on campus to build background in literacy development and introduce assessment and instructional methods. Candidates are then brought into a primary classroom each week for three hours, where they work directly with beginning readers. They work with the whole class and small groups during the school day, and with individual at-risk readers in an after-school setting. Candidates learn how to assess an array of developing literacy skills, including comprehension, word analysis, writing, and oral reading fluency, using formal assessment tools and ongoing observations. They learn how assessment informs instruction by planning lessons to address the needs of learners with whom they work. Specifically, candidates implement best practices reading instruction, including read alouds, shared reading, prompted reader responses, and skills teaching. Throughout the course, candidates reflect upon their experiences and actively make connections between their growing content and pedagogical knowledge and the application of this knowledge to their work with children. Our PDS partnerships have been strengthened by providing classroom teachers as co-instructors for this course, by providing support for at-risk readers within these schools and earlier field experiences for our candidates, and by providing our university faculty with more time in classroom settings.

Keep The Fire Burning: Winds Of Change Can Fan The Flames Or Blow The Fire Out

Candace Roberts, Carolyn Schoultz, and Carol McLeish, Saint Leo University Ellen Martin and Kimberly Poe, San Antonio Elementary School

Educators involved in Professional Development Schools know the challenges of sustaining viable, productive relationships over many years. Over time, the blazing fires of enthusiasm and commitment may diminish to small flames, vulnerable to the winds of change. Nevertheless, PDSs can use these winds of change to fan the flames of professional practice. “PDS partners share a common vision of teaching and learning . . . believe[ing] that adults and children learn best in the context of practice.” (NCATE, 2001) One PDS in its 8th year will share over 20 strategies and activities that have helped it enhance the professional practice of teachers, teacher candidates, and college professors. These strategies include university sponsored activities that fully support PDS faculty to attend and co-present at conferences and to attend summer educational trips abroad for university faculty and students. Other events fostering renewal and

energy include a PDS retreat (3 days), numerous service learning projects, a children's festival, elementary students having pen pals with university basketball team members, and professional development workshops and conferences sponsored by the university to which cooperating teachers attend for free. School-led activities in which university faculty and students participate include teachers guest speaking in university classrooms and teaching university courses; cooperating teachers hosting 12-20 practicum students and final interns each semester; PDS teachers co-developing the *Practicum and Internship Guidelines for Cooperating Teachers*; and PDS teachers serving on the University Advisory Council. These and *many* more strategies will be explored.

Keys To Sustaining 20-Plus Years Of A University-School Partnership

Richard Young and Steven Baugh, Brigham Young University

Brigham Young University and five school districts have enjoyed more than 20 years of joint effort focused on the continual renewal of educator preparation and schooling. Most individuals involved in the partnership would agree that it has improved over time and, in fact, has flourished. This progress has taken place in a climate of both internal and external change. Internally, leadership changes on the Partnership Governing Board have involved nineteen different superintendents and five BYU education deans. Externally, our U.S. education system has also experienced many changes in theory, practice, and public perception.

Our presentation will focus on brief explanations and illustrations of ten "keys" to sustaining the Partnership:

1. A common understanding of and commitment to founding principles, including the moral dimensions of teaching and a common purpose shared by all.
2. Effective organization and communication.
3. The inclusion of the university colleges of arts and sciences, along with the school of education and the schools (tripartite).
4. A high degree of collaboration and participation of tripartite members in all activities.
5. Equal and active participation by leaders (chief decision makers) at the highest levels in each of the tripartite institutions.
6. Effective education and socialization of new leaders.
7. Strong relationships of understanding, trust, and mutual respect between tripartite members.
8. Sharing time, funding, and intellectual resources.
9. The involvement of the tripartite in two critical, ongoing programs: Associates and Leaders Associates programs.
10. A focus on growth and progress and celebrating both.

Learning Communities Working Together For The Success of ALL Students

*Dan Ezell and Colleen Klein-Ezell, University of Central Florida
David Smith, Enterprise Elementary School*

This presentation focuses on the true spirit of school partnerships. It is extremely important to develop a partnership that allows for each party to learn from each other: schools, universities, and the community. This presentation showcases specific activities of our partnership of learning communities and how we have sustained and expanded the positive vision of our PDS. We will share innovative ideas and projects that have been instrumental in enhancing our PDS partnership, and benefits experienced as a result of the partnership are highlighted. The ultimate result of the partnership is that everyone involved in the partnership has worked together for the success of ALL students!

In order to stay abreast with current pedagogy, instructional leaders need to take advantage of all available resources. We feel a valuable resource that should be considered is the development of an intense relationship among public schools, colleges of education, and community resources. This type of partnership holds wonderful professional development opportunities for the classroom teacher and also provides an important opportunity for university faculty to stay knowledgeable with current practices in the public schools. It is extremely important to develop a partnership that allows for each party to learn from each other. We will share specific activities of our partnership, which will highlight the benefits experienced. Overall, when everyone involved in the learning community has a common goal to create optimal learning environments for ALL children, everyone benefits from working together.

Life After A PDS Mid-Life Crisis: Betting On The Future With Continued Collaboration And Compromise

*Donna Keenan, University of North Florida
Kathleen Witsell, Zachary Champagne, and Timothy Kinney, West Jacksonville Elementary School*

After a spirited debate for the last year of our transition from one PDS design to another, our Urban Professional Development Schools (UPDS) team has come to the realization that there is life after a mid-life PDS crisis. Our original design (jointly funded by the university and school district) had been in existence for nine years and involved three elementary schools and one university. Increased P-5 student achievement, increased retention of beginning teachers in urban schools, and increased use of best practices by in-service teachers have all been documented throughout the project. Two years ago, the model won the Association of Teacher Educators' Distinguished Program in Teacher Education Award.

Our new design involves expanding into two new elementary schools and one middle school while phasing out one original elementary school. Our sticking points were over the phasing out of a popular elementary school in the original model and the restructuring of the roles and responsibilities of the professors-in-residence and clinical faculty at

the schools. Questionnaires were given to a representative sample of all participants concerning these controversial issues. Once these results were studied by the UPDS team, compromises were attained and pilot studies were designed to be implemented next year. This session will discuss the process that allowed compromises to be reached and will describe the pilot studies involving the restructured role of the not-quite-phased out elementary school, as well as the redesigned roles of both professors-in-residence and clinical faculty as we continue to bet on the future together.

Maintaining Momentum When Key Figures Move On

Jean Morrow and Fred A. LeMaster, Emporia State University
Jim Ochs, Lebo Elementary School

This presentation will specifically address question two in the context of rural and distance sites. We will share with participants our experiences and strategies we have developed in maintaining positive momentum in PDS partnerships when key figures retire, change positions, or leave the system. Our oldest partnership has been in existence for fourteen years; our newest partnership was begun just three years ago.

Math Methods Teacher + Classroom Teacher = PDS Math That Matters

Joyce Meier, Clarke College
Nancy Spalla, St. Anthony's School

“What time is PDS math today, Mrs. Spalla?”

“Would you please re-teach perimeter with these four students tomorrow?”

“We are thinking about this multiplication review game and would like some input from you.”

“Nancy, when would be a good time for you to teach the PDS students your division cheer?”

We have the math formulas for a win/win/win/ solution:

Winner #1- The elementary students: one on one tutoring, small group enrichment, differentiated instruction to meet their individual needs, and Math Pen Pals.

Winner #2- The PDS Clarke College students: practical application of math content, standards- based lessons, personal connections with students and classroom teachers, math strategies notebook, and exposure to master teachers sharing curriculum planning and instruction.

Winner #3- The collaboration of math methods and classroom instructors: support in meeting the individual needs of students, collaboration of background knowledge to create meaningful teaching experiences, and brainstorming new and innovative ideas to improve the program.

Want to know the answers?

Navigating Change: Building And Sustaining Momentum In School-University Partnerships

Cathy A. Pohan and Carmen Boatright, Texas A & M University-Corpus Christi

Carol Adams and Maria Perales, Zavala Elementary School

Large numbers of Colleges of Education and public schools have failed to sustain meaningful, collaborative partnerships after initial start-up funds go away. Faculty who dedicate themselves to the time and labor-intensive work of school-university partnerships often do so at the cost of personal and professional expectations and obligations. Many in PDS work have simply left because of burnout (Campoy, 2000; Linda-Darling-Hammond, 1994; Houston, Holis, Clay, Ligons & Roff, 1999). But of all the challenges associated with PDS work, navigating through changes that occur within the partnership is often most taxing, physically, mentally and emotionally.

Zavala Elementary is a Title I school that serves a student population that is predominantly low-income and Mexican American. In addition, a large percentage of the student body is classified as English language learners. Various school and university personnel will share strategies that have helped to not only sustain this partnership but to continue to build and strengthen it as well. What makes this partnership unique and how it is impacting both K-5 students and future teachers will also be discussed.

While we know that teachers prepared in a Professional Development School are by and large better qualified than those prepared in traditional programs (Linda-Darling-Hammond, 1994), these programs are extremely costly and require a long-term commitment from all stakeholders. In the time of much public criticism of teacher education and budget cuts, it is imperative that those working in successful and long-term PDSs share strategies for navigating through such changes.

New Roles, New Challenges: Revitalizing A PDS

Patricia deBarros, Magothy River Middle School

Elizabeth Krissoff, Broadneck High School

Are you “stuck” in the PDS process? Need to revitalize your school staff on the importance of being a PDS site? Or, perhaps your veteran staff may need some “updating” on their supervisory skills. Also, how do you motivate those who offer resistance? Two years ago, PDS elementary and secondary educators from Anne Arundel County, Maryland, met at the PDS National Conference and began to share some insights with one another. The “first-effort” result had been the establishment of a “network” of ideas that produced a mentoring course, continued collaboration, communication, intern orientations, and handbooks. The second-effort expanded the mentoring course to focus on “all interested staff” and their professional responsibility in educating the interns. Emphasis has been placed upon the INTASC standards and Maryland’s PDS Standards as guideposts and the alignment of action research to the School Improvement Process.

The purpose of this presentation is to present a motivational model for training teacher mentors while emphasizing the collaborative support

needed for interns. Presenters will share their experiences and materials in the networking of effective practices through a variety of activities. To date, these efforts are creating a strong link between elementary and secondary school sites. The overall goal is to put forth the school site as a “total professional learning community” for teachers and interns. Survey information that supports this goal will be presented. Handouts highlighting the up-to-date model will be available; comments are welcomed.

No Sprinting ... Preparing For The Marathon: Sustaining PDS Partnerships Over Time

Kezia McNeal, Georgia State University

Pamela Valri and, Luevenia Holloway, Lilburn Middle School

This session addresses a framework for sustainability proposed by the PDS team at Lilburn Middle School that is part of the larger Georgia State University PDS partnership. Using a proposed timeline for the trajectory of preparing teachers, we have established a plan for continuing the strong partnership initiated by the five-year federally funded PDS grant by integrating it into the already existing Title I status of the school. The trajectory includes three critical points of time for preparing educators who are effective with diverse populations:

1. K-12 opportunities to be exposed to the teaching profession via Future Educators of America (FEA)
2. pre-service preparation (traditional and alternate)
3. in-service professional development and support.

Due to the combination of recent national focus on preparing high quality teachers and the local challenge of not meeting AYP, these three critical areas emerged as a basis for sustaining the partnership beyond the formal grant. Our plan includes capitalizing on the relationships and initiatives established by the PDS that foster high quality teacher preparation and establishing best practices for achieving academic excellence. We will discuss the factors that have proven successful for the past three years and the factors that are in place that will promote sustainability. A detailed graphic representation of the trajectory for teacher education timeline will be provided as support for others involved in PDS work and will be the catalyst for furthering the discussion of keeping PDS partnerships viable.

One University, Many Partners: Sustaining Momentum Through Sharing

Marcia Bromfield, Harriet Deane, and Barbara Govendo, Lesley University

Jennifer Ford, Andrew Peabody Elementary School

For over 30 years, Lesley University has collaborated with schools to develop a variety of partnership models, such as Collaborative Internship Programs, site-based master’s programs, (which were a precursor to PDSs) and, since 1992, PDSs. These partnerships have survived and thrived in spite of changes in significant stakeholders. Different models serve to inform and inspire each other. Cross-pollination of ideas among partnerships has helped to sustain individual partnerships and to develop

new ones. We adapt common elements to meet different needs. For example, the role of the liaison/coordinator is pivotal: in the PDSs the liaison is a Lesley faculty member who spends a quarter-time in the school, while in the Collaboratives the coordinator is a school employee who is an adjunct faculty member at Lesley and teaches on-site courses.

Structures such as monthly liaison/coordinator meetings and meetings in schools facilitate ongoing communication among key players, encouraging crucial conversations about change, excellence, and mutual benefits. As ideas surface, we work together to implement them; for example, developing year-long paid internships, school-based book groups, and literacy and mentoring initiatives.

Clustering of student teachers and interns has led to hiring of many Lesley students, and Lesley hires PDS teachers as adjunct faculty; all continue to be committed to the partnerships. We will share how these connections, as well as structures for communication, openness to generating and implementing new ideas, key roles which span both the university and the schools, and long-term commitment have served to sustain our partnerships and move them forward.

Ongoing Mentor Support And Communication: A Model Of Sustained Partnerships

Nancy Smith, Connie Briggs, and Amy Welch, Emporia State University

To build a strong PDS program, it is crucial to recruit, train, and maintain quality mentor teachers who will support the vision and the mission of the university in developing successful student interns. Emporia State University is a nationally recognized Teachers College with a fourteen-year history of experience with Professional Development School partnerships.

In this session, we will share how to develop and maintain good communication and good working relationships with mentor teachers in a PDS program. We will describe some of the strategies we have used in the partnership between Emporia State University and the Olathe School district in Olathe, Kansas. Many of the mentors in this partnership have served in this role for several years and have developed a strong commitment to our program. We will share examples of communication tools, forms, and programs we have used to enhance this partnership. Topics will include: training sessions for new and veteran mentors, support from the Coordinator, helping the struggling intern, problem solving in difficult situations, matching personalities of mentors and interns, helping interns and mentors get to know each other and develop a good working rapport, and maintenance of good working relationships.

**Overcoming Challenges To Sustain Growth
And Increase PDS Participation To Achieve
The Collaborative Goal To Promote Effective
Teaching And Maximize Student Achievement**

*Justin Enright, Danielle Mahoney, and Dan Witmer, Hannibal High School
Donna Matteson, State University of New York at Oswego*

Our unique high school partnership includes a rural high school which has been ranked among the most economically disadvantaged within New York. Working in collaboration with SUNY Oswego, the partnership team has overcome many challenges to sustain the PDS. At the end of the second year, a veteran teacher, instrumental in the development of the partnership, moved to another school. Fortunately, the team was able to recruit a novice teacher, which added immense value to the program, providing a new perspective and insight into the responsibilities of a new teacher. This year's challenge was to effectively communicate the partnership's goals to a new principal. The goal of our partnership is to build a learning community and collaborate on authentic tasks to increase student teacher skills and enhance high school student achievement.

The team will discuss the partnership initiative and ongoing efforts to sustain partnership viability and momentum through assessment, reflection, and modification. This year's focus was to have methods students prepare and present lessons with activities to teach problem-solving. High school students experienced a systems approach to problem solving and learned how to objectively analyze and weigh contributing factors and then pose, test, and justify possible solutions. Students from this economically disadvantaged rural school benefit from this lifelong skill, which may be applied when facing future decisions.

The team will discuss the unique aspects of the partnership initiative, challenges, and efforts that led to growth and increased participation. Authentic classroom projects and the problem-solving lesson and activities will be shared.

**Parallel Goals + Parallel Professional
Development = Positive Outcomes For All**

*Wayne Fetter, Mary Howe, and Gayle Pearce, McNeese State University
Sabrah Kingham, St. John Elementary School*

Originating in fall 2003, the PDS collaborative between McNeese State University and St. John Elementary School has actively involved three departments within the Burton College of Education, plus the departments of Mathematics and Language Arts, working with the faculty and administration of its' P-5 PDS, St. John Elementary. A Teacher Education Advisory Council, composed of representatives from NCATE unit faculty, faculty and administration from the university's two PDSs, and other local school representatives, meets regularly to analyze outcome data and to provide feedback on curriculum development and field experiences within the university's teacher education program. Parallel professional development activities in which university faculty, PDS faculty, and MSU teacher education candidates all receive similar knowledge and skills are based on needs assessments, related to P-5 student and MSU candi-

date learning and implemented with both university and public school faculty involvement. Currently, four methods courses (technology, reading, language arts, and social studies) in elementary and early childhood education are assigned to meet regularly at the PDS campus instead of at the university. Course assignments for MSU candidates include collaboration with public school faculty to implement desired teaching strategies, attending grade level meetings, and assisting with Family Nights. One teacher education candidate works as a research assistant to aid in the collection and interpretation of data related to P-5 student learning.

Recent initiatives have included implementation of palm handhelds, Universal Design for Learning, literature circles, and math institutes. McNeese and St. John representatives will describe how the relationship evolved and provide examples of the integrative nature of the curriculum implementation and professional development activities that have occurred.

Partnering With Families: A Winning Strategy In PDS

Pamela Kramer, East Stroudsburg University

Dora Tartar, Pleasant Valley School District

Many beginning educators lack the adequate preparation to develop productive, effective relationships with the families of the students in their classrooms. There is ample evidence to suggest that strong family-school partnerships have a positive impact on the success of the child. Many accreditation agencies (including NCATE) are seeking evidence that teacher preparation programs are including family-school relationships as a significant component in the curriculum for pre-service educators.

This presentation will describe winning strategies that are used in our Professional Development School program to prepare our beginning educators to develop significant relationships with the families of their students. We will share the strategies that are used throughout all levels of our elementary teacher education program through coursework, fieldwork assignments, and service projects. The development of these significant relationships has helped to sustain the viability of our PDS program, as our PDS sites truly become a place where “everyone is a learner.” This development of family-school partnerships is a new direction we have recently taken in our PDS, and each new venture such as this has helped to strengthen our partnerships, as well as the overall quality of our program.

PDS Professional Development: A Full House!

Craig Downey, Lincoln Elementary School

Patrick Smith, Eldred Elementary School

Jodi Sponchiado, Governor Wolf Elementary School

Pat Pinciotti, Katherine DiSimoni, and Margaret Benson, East Stroudsburg University

One of the four functions of a Professional Development School is continuous professional development within various layers of the partnership. ESU-Elementary “Liaison Meetings” are one of the ways we deliver

quality, individualized professional development to each PDS learning community. This model involves our school partners in delivering and receiving professional development within each teaching layer. Every semester PDS liaisons plan a professional development series to address the needs of new Apprentice students, Resident Student Teachers, new teachers, and veteran teachers. All members of the PDS community are aware of the bi-weekly after-school offerings. The series covers a range of introductory and in-depth topics consistent with building and district goals. Apprentice and Resident Student Teachers are required to attend, while faculty use these workshops as new teacher induction, PD flex hours, or continuing education. Liaisons and university faculty have developed a system for tracking professional development leadership, topics, participation, and usefulness through a consistent evaluation tool across eighteen PDS sites. Delivering some of our professional development in this venue provides a more responsive, agile, and site-specific dialogue across topics of importance to the PDS learning community. Teacher candidates are connected quickly to a community of learners and see school faculty as knowledgeable leaders in the field. Principals value this shared expertise as a way to acquaint and engage the entire teaching faculty with building initiatives. Full house professional development utilizes the PDS site and district expertise, while providing opportunities for developing leadership and a dynamic learning community.

PDS Survival And Leadership Changes In A Large, Urban School District

Michael Green, University of North Carolina at Charlotte
Victoria Hicks, Thomasboro Elementary School

After the school district superintendent announced his retirement at year's end, the school principal followed suit but decided to retire in mid-year. A new first-year principal was appointed to take her place, while the district conducted a national search for a new superintendent. With the loss of such critical administrative support, continued existence of the Thomasboro - UNC Charlotte PDS was in serious doubt.

In a situation like this, survival of a PDS will require some degree of starting over. In this presentation, we discuss "barriers" to PDS continuation when schools undergo administrative change. These barriers include most notably: (1) the absence of professional relationships between the new principal and university faculty, (2) old patterns of doing business, (3) inadequate evidence of PDS effectiveness, and (4) the widespread pressure for principals to quickly raise student test scores in the NCLB era.

We will also describe how the Thomasboro - UNC Charlotte PDS overcame these barriers. Over a series of meetings, university faculty, school administrators, and district office decision-makers examined critical information about the partnership. Key elements of these meetings were honest and open communication, relevant data about PDS effectiveness, a polling of teachers about the PDS, and flexibility among stakeholders. Led by the novice principal, a convergence of minds and wills produced an even stronger, more effective professional development partnership than existed before.

PDS Sustainability Through Masters Certification

Linda Symcox, Felipe Golez, and Catherine DuCharme, California State University Long Beach

In an effort to build a new model for the sustained and meaningful professional development of in-service teachers, the Department of Teacher Education at California State University Long Beach (CSULB) has launched three separate school-based Masters programs at our Professional Development School in Long Beach Unified School District (LBUSD). As a result of these three graduate programs, fifty teachers at Bret Harte Elementary have completed their Masters degrees in a period of just 3 years, an unusual accomplishment for any school, let alone an urban one. Our panel will describe our Masters Degree Professional Development School program and its lasting impact on the teachers and school community at Bret Harte Elementary School. Using empirical evidence generated over the past four years, in the form of focus group interviews, field notes, teacher autobiographies, action research projects, teacher journals, and quantitative data, we will describe the reform process and the lasting changes it has effected. Although our Masters program evolved serendipitously out of grass-roots demand by PDS master teachers who were working with PDS pre-service teachers, we believe we have developed a replicable model for sustaining the work of Professional Development Schools in lasting school change. We now have compelling evidence that the entire school culture has changed as a result of these school-based Masters programs, and that the initial PDS relationship that was forged between 2000 and 2003 at Bret Harte Elementary lives on in a new incarnation and without funding because of deep-rooted whole-school change.

PDS – Then And Now

Cynthia B. Francis, Hood Street Elementary School

Over the course of almost twenty years we have benefited from having a relationship with the University of South Carolina as a Professional Development School. While there are always challenges associated with any worthwhile project, in the end it is obvious the benefits far outweigh the challenges. Through the partnership, we were able to develop working relationships with members of the university faculty, such as Dr. Irma VanScoy, Dr. David Whiten, and Dr. Susi Long, who enabled us to actively participate as teacher researchers within our classrooms; bring inquiry based teaching and learning to the forefront in our schools; participate in effective and meaningful professional development that is authentic; and develop relationships with our interns that incorporate best practices throughout the teaching and learning processes. The benefits of this relationship still exist today.

Getting in on the “ground floor” of such an innovative idea was an instrumental part of our own success in achieving our goals of providing quality education to become a first-class place to learn. We are fortunate to be active participants of a PDS - a growing and ever-changing atmosphere created for the betterment of our profession. An atmosphere intended to be a safe place for education professionals to grow, take learning risks and challenges, and move forward to enable the profession

to continually stay on the cutting edge of best practices. It is imperative that our PDS sites continue to remain cohesive and ready to face the challenges of tomorrow. Our future learners depend on it.

Record Of Revitalizing And Preserving A PDS

Charissa Marrah and Kimberly Davis, University of Central Florida

In 2005, the partnership between Discovery Middle School (DMS) and the University of Central Florida (UCF) was solidified through a mentoring program called the Academy of Excellence (AOE). As a university-school collaborative effort, administrators at DMS inducted AOE with doctoral students from the university. Through small group sessions led by doctoral students, speaker expos highlighting community role models, and operative career experiences, the AOE strives to increase the self-efficacy of students with academic and behavior challenges. Partnering with agencies in the community, AOE provides themed experiences that will enrich and highlight community services to the students and their families. However, leading AOE key personnel moved on in their careers and threats to continuing the program became a major concern.

To maintain the viability of AOE and the DMS/UCF partnership, doctoral students took an initiative to develop and maintain a written record of the program's operation, expenses, grant funding, and outcomes. These documents were used to recruit first-year doctoral students interested in the program to share the leadership responsibilities of AOE. The records were also used to share the vision, purpose, and significance of AOE with other Discovery administrators, teachers, and staff who were interested in maintaining the PDS partnership between their school and the university. More importantly, the documentation of AOE was vital to preserving program funding for the subsequent year. Subsequently, the development and maintenance of the AOE records and documents established a protocol for future stakeholders to follow in order to continue and maintain AOE and the DMS/UCF partnership.

Sixteen Years Of Professional Development Schools At The University Of South Carolina: The Ebb And Flow Of A Partnership

Angela Baum, Megan Burton, Paul Chaplin, Bruce Field, Les Sternberg, and Irma Van Scoy, University of South Carolina

In 1990, a partnership between local schools and the University of South Carolina began. Over the years, the vision of this partnership has been refined. With changes in leadership and staff at both the school and university level, there have been times that the work has been unbalanced and communication has struggled. However, through these changes has come a more defined and substantive partnership that can support future growth for all involved. Currently teachers, university faculty, administration, and system support are all essential elements in the evolving partnership between these institutions. At the heart of this partnership is increased student achievement through hands-on teacher education, implementation of the National Network for Educational Renewal's Agenda

for Education in a Democracy by local schools, professional development for in-service teachers, and teacher generated action research.

This session will provide an overview of the history of the Professional Development School partnership between USC and local schools. The panel will share varying perspectives on how the history has helped shape the current strengths and areas of focus in the program. The vision for the future will also be discussed. This presentation will provide a forum for all participants to share their struggles as well as successes and support each other in strengthening current partnerships.

Supporting Pre-Service Teacher Development Through Service Learning In A PDS

Chrystal Dean and Wanda Calvert, Clemson University

To address Question #2, one of the goals of our PDS partnership is sustaining the reciprocal relationship between the university and the Professional Development Schools. Interactions should be based on situations where both the university and the PDS benefit. One such example has occurred with two elementary Professional Development Schools and the pre-service teachers enrolled in the Elementary Mathematics Methods Course. Until spring 2008, there is no field placement experience with the Elementary Mathematics Methods course. Therefore, the only exposure pre-service teachers had to students' mathematical reasoning was through videos and readings. As a result, a partnership with two Professional Development Schools was developed to implement a new class requirement. During the mathematics methods course, each pre-service elementary teacher was required to participate in a ten-hour service learning project which involved helping children develop skills and knowledge in mathematics. These projects were coordinated through a Scholar in Service Learning and included, but were not limited to: tutoring, assisting in classrooms, providing help at homework centers or after school programs, and working with special programs. The overarching goal was to create a shared learning environment that combined community service and academic goals. In our presentation, we will explicate the coordinator's role, expectations of the pre-service teachers, benefits from the pre-service teachers' and professor's perspective, and challenges of using a service learning project in Professional Development Schools to support pre-service teacher development.

Sustaining A PDS Partnership Through A Literacy Portfolio Initiative

Susan Wray, Montclair State University

The PDS partnership between Warren Point Elementary School and Montclair State University has undergone numerous changes in recent years. In 2003 Warren Point got a new principal and Montclair State University assigned a new faculty PDS liaison. The focus of the 2004-2005 school year was to develop new relationships between school faculty/staff and the university while nurturing the existing university/school partnership established 1999.

During the 2005-2006 school year, focusing on implementing a district wide K-2 literacy portfolio initiative reinforced the partnership. With portfolios a primary interest of the principal and the PDS liaison, the two met regularly with district literacy specialists. These meetings focused on clarifying the portfolio's purpose, outlining specific grade level contents, the development of additional guidelines and examples, and outlining a plan for implementing the portfolio in classrooms. The 2006-2007 school year's focus is on implementing the K-2 literacy portfolio attending to teacher professional development, in-class support, and documenting student learning.

This presentation will focus on the following: issues discussed during the planning meetings, the teacher professional development plan, promotion of student learning via portfolios, and initial findings of the literacy portfolio project to date. Successes, including a collaborative spirit among the members of the planning team, alignment of the portfolio and instructional goals, and a renewed purpose for the PDS partnership overall will be discussed. Challenges including scheduling regular planning meetings, navigating district challenges, and promoting portfolios among the school faculty will also be shared.

Sustaining A Twenty-Year Partnership

Donna Cole and Ronald McDermott, Wright State University

Barb McDermott, Fairborn City Schools

This presentation highlights a collaboration effort between a select mid-size university and its twenty-year partner district. The central project being addressed is a current endeavor to enhance the partnering school's student learning outcomes. One could use the foundational base of sustainability (Fullan, 2005) to analyze capacity building, both short term and long term results within teacher education programs. All partners must address the moral commitment of public service and a vision aligned with changing contexts at all levels. Key factors used to continue momentum within a seasoned partnership will be analyzed. A brief overview of changes of significant stakeholders (from lead administrators to educators) will be presented. The strategies implemented to sustain the partnership will be the focus of the interactive dialogue between presenters and the participants. The backgrounds of the presenters is a major factor in telling the story: A full professor (now Field Director), a lead administrator from the select district (now Partnership Coordinator) and a classroom educator (now District Gifted Coordinator) will explain the various levels of sustainability necessary to insure a viable continuing partnership.

Building a concrete plan for sustainability through personnel changes, program changes, and accountability changes is the goal for this partnership endeavor. Being able to share current successes and challenges will impact similar partnerships throughout the county. A major goal is to explain how a policy for promoting a culture of sustainability in Colleges of Education and their partners (Arts and Sciences and pK-12 schools) increases student achievement in both cultures.

Sustaining Partnerships: Leading Educational Advancements And Developing Strategies For Success (Mississippi LEADS)

Teresa B. Jayroe, Mississippi State University

In the senior year of study at Mississippi State University, teacher candidates enroll in the Elementary Methods Block. The methods block, which is a collaborative partnership between the university and a rural school district, provides opportunities for teacher candidates to work in classrooms with K-8 students, classroom teachers, and administrators. Many of the students in this rural district are deemed at-risk of school failure. In this presentation, a university professor, two master teachers in residence, a federal programs coordinator, a principal, and a teacher discuss what makes this partnership successful.

As university and school district faculty within the five schools collaborate for the fourth year, a true partnership has evolved. This partnership, with the goal of becoming a Professional Development School, has shown enormous benefits for all participants. Over 470 teacher candidates have interned with over 50 teachers in the school district. Through these experiences, the Elementary Methods Block has made changes to meet the needs of teachers, teacher candidates, and elementary/middle school students. With input from the school district principals and teachers, teacher candidates have developed and implemented interactive learning environments focusing on reading, math, social studies, and science. These learning environments, which are assessed during and after implementation by university faculty, teacher candidates, and school district personnel for effectiveness, are planned utilizing the state frameworks and benchmarks. This reflective practice by all participants leads to the development of strategies for success for elementary/middle school students and teacher candidates.

Sustaining The Heart Beat Of A PDS In An Urban School

Brian Williams, Georgia State University

Carolyn Hall, Karen Ross, Theresa Cojoe-Julien, Kameca Loyd, and Kimberly Parks, L. O. Kimberly Elementary School

The heartbeat of the Professional Development School is alive and beating at L.O. Kimberly Elementary School in Atlanta, Georgia. Kimberly has been affiliated with Georgia State University (GSU) since 2001. Initially a partner school, Kimberly officially became a PDS school three years ago. The key factor to sustaining the PDS relationship has been the cultivation of the symbiotic relationship between the urban school and the university. Over the years, the faculty at Kimberly has benefited from professional development, connections to university resources, and GSU's strong venue for research and pre-service teacher training.

There are four factors that have contributed to sustaining the heartbeat of this healthy PDS: (1) Kimberly provides a nurturing and practical learning environment for the GSU pre-service teachers. (2) Kimberly implements both Cross Career Learning Communities (CCLC) with the support of a grant from Wachovia and the partnership with the

National Commission on Teaching and America's Future. Our University Liaison facilitates collaborative lesson planning aimed at supporting the growth of new and veteran teachers. (3) The school participates in university joint action research projects to improve student achievement. (4) Kimberly leverages the knowledge and resources of its university coordinator/ partners to support the school's mathematics and science focus.

This presentation will provide an overview of these four factors as they interface with Kimberly's Pyramid of Comprehensive Interventions. The pyramid ties together the data-driven school achievement plan and the PDS standards to form a collaborative professional learning community.

Sustaining Viability In A Secondary PDS Collaboration: Maximizing Pre-Service Education Field Experiences And Revolutionizing In-Service Teacher Professional Development

Cathy J. Siebert, Ball State University

Aaron Ayres, Highland High School

The history of this eight-year collaboration between Highland High School and Ball State University provides insight into how initiatives may be developed that draw on the resources and interests of both partners. We've accomplished much, but we continue to face immense challenges. This presentation explores how we sustain viability for our partnership by focusing on the needs of all stakeholders.

A primary objective for our PDS collaboration has been to strengthen opportunities available to help pre-service teachers translate theory into practice during field experiences. Faculty and staff have worked closely with the university professor/PDS liaison to develop and implement curricula and activities to push pre-service teachers' knowledge, skills, and dispositions in a variety of domains or dimensions of teaching. Initiatives highlighted include: Learning Assessment Model Project, Special Education for General Education Pre-Service Teachers, and Managing Anti-Social Behavior.

We've also designed a different model of professional development for in-service teachers. Breaking from the traditional top-down model that arbitrarily defines corporation-wide professional development topics, the HHS PDS initiated a teacher-driven model in which teachers identified topics for their professional development and designed projects that spoke to their specific needs in increasing student achievement. Templates for proposals and progress reports will be shared.

This presentation shares our successful strategies in preparing pre-service teachers to teach in ways that enable all students to be successful and overviews our efforts in designing professional development opportunities for in-service teachers that revolutionized the way teachers thought of professional development. We will also share recent challenges to our model.

The Conflict Resolution In Teacher Education (CRETE) Project: A Classroom Management Strategy For Success

Karen Boyle and Jim Harmon, Euclid High School

Diane G. Corrigan, Kristien Marquez-Zenkov, and Sandranette Sellers, Cleveland State University

The Conflict Resolution in Teacher Education (CRETE) project is a national pilot project at Cleveland State and Temple Universities in collaboration with the Ohio Commission for Dispute Resolution and Conflict Management in response to lack of adequate pre-service teacher preparation in classroom management, student conflict, and behavior management. This project provides pre-service teachers and P-12 mentor teachers with Conflict Resolution Education (CRE) and classroom management skills necessary for cultivating constructive P-12 learning environments, enhancing student learning, and bolstering teacher retention.

CRETE's goals include the following: 1) help higher education faculty infuse conflict resolution education into their pre-service education courses; 2) educate school-based mentor teachers to prepare them to support new teachers' use of conflict resolution techniques in classrooms and schools; and 3) provide P-12 students with critical skills for cooperatively managing conflicts with peers and adults.

This presentation primarily addresses Question #2. The CRETE program has sustained the viability and momentum of the PDSs by institutionalizing a program that provides a proactive and immediate response to the ongoing concerns of teachers, parents, and administrators regarding classroom management. This program has contributed to success in the classroom by teachers, interns, and students.

This session will present an overview of CRETE accomplishments: training agendas, exercises, and handouts have been developed and field-tested with better than 700 pre-and in-service teachers in Cleveland and Philadelphia. These components will be summarized in the session and examples of the instructional materials will be presented.

The PDS Work Continues With Winning Strategies

Joseph Malak and Sally Winterton, West Chester University

Bernard McGee, Temple University

Steve Shapiro, School District of Philadelphia - East Region

Bruce Rachild and Leonard Soroka, Holy Family University

Since 1999 the Greater Philadelphia P-16 Council has developed and sustained partnerships with schools in the East and Southwest Regions of the School District of Philadelphia. The Council has offered a variety of initiatives developed through a variety of funding sources. Some initiatives include on-site professional development where university/school district personnel co-taught graduate courses in literacy, math, science, and technology with school curriculum coaches; offering on-site reading specialist certification programs; developing Family/Parent Workshops; Spring teacher symposia; and establishing PDSs, to name a few.

The P-16 Council began with several small grants and a goal to improve mathematics instruction and to integrate technology within two intercity partner schools. This success and the solid relationships which developed compelled us to write a much larger Teacher Quality Enhancement grant that was secured through September 2006. New programs and new schools have resulted in significant improvements in teacher performance and K-12 student achievement within our partner schools. The Council is currently building on our successes and the strong relationships we have developed with teachers to utilize existing professional development funds and to incorporate previously grant-funded activities into existing routine funding streams. In addition, new grants and contract activities are discussed and proposals reviewed at every meeting. Those involved with the process and programs are committed to (1) continue the positive initiatives it has accomplished and (2) bring other inspired “newcomers” on board. Though the Council has experienced a turnover of personnel among its partners and internal staff, it remains vital and strong. These changes have not deterred the spirit or the strong relationships that have been the backbone of the Council.

Though the Council is without funding, there’s a great deal of human capital. The stakeholders acknowledge the importance of providing professional development to in-service and pre-service teachers in the Philadelphia area. They strive to create new and resourceful ways to continue to present innovative approaches to teacher preparation, to align curriculum with Pennsylvania’s Academic Standards, and to integrate literacy, math, science, and technology into all instruction. We’ll tell our story of sustainability, cooperation, and collaboration in this on-going endeavor.

The PK-16 “Cycle” Of Science Instruction Utilizing PDS Partnerships Between Texas A&M University-Corpus Christi And A South Texas Elementary School

Denise Hill, Texas A & M University-Corpus Christi

Utilizing the PDS partnership between Texas A&M University-Corpus Christi and an elementary school in South Texas, one teacher education university professor presented twelve hands-on science labs involving experiments and/or hands-on activities to approximately 75 fifth graders during the Spring semesters of 2005 and 2006. The intent of the science labs was to improve the scores on the science portion of TAKS (Texas Assessment of Knowledge and Skills) in Grade 5 and to expose both current teachers and pre-service teachers to the critical necessity of hands-on science activities.

The need for this project grew from the fact that the elementary school had been ranked an “exemplary” school campus based on its TAKS scores for five consecutive years (1998-2002). In 2003, the science portion of TAKS was implemented and the campus dropped to “recognized” status due to the results of this portion of the assessment.

This project represented a complete PK-16 “cycle” of science instruction. It involved students in a PK-5 grade elementary school, university pre-service teachers, grade 5 teachers, and a college professor with eighteen years of previous experience in the Texas public schools. Utilizing pre-service teachers as facilitators, the professor presented

hands-on experiential lessons involving the Grade 5 science TEKS (Texas Essential Knowledge and Skills) strands to three Grade 5 students while the current in-service teachers observed.

Grade 5 student achievement improved from 78% passing the science TAKS in 2003-2004 to 86% passing in 2004-2005 to 93% in 2005-2006. The percentage of Hispanic students passing increased from 68% in 2003-2004 to 82% in 2004-2005.

The Principal’s Role In Preparing Future Educators: Maintaining The Momentum

Robert E. Kladifko, California State University, Northridge
Barbara Charness, Sepulveda Middle School

One of the biggest challenges to the successful implementation and development of any teacher preparation program is the positive involvement and cooperation of the principals and teachers at the schools where practice teaching will take place.

The Los Angeles Unified School District/California State University, Northridge Teachers for a New Era Project (TNE) implemented the “Schools as Clinics” principle as part of their Professional Development Schools program in 2003. The TNE program identified three Los Angeles Unified District sites as clinical schools for practice teaching: an elementary, middle, and high school, all within the same feeder pattern. The principals of the middle and high schools served as members of the initial committee to conceptualize the school-university partnership and were instrumental in initiating the partnership. All principals remain integrally involved in sustaining the partnership effort.

In an effort to determine the successful strategies and the progress of the TNE project, in-depth, open-ended personal interviews were conducted with the principals and teacher site directors at the three clinical sites during the 2006 school year. This presentation will discuss the results of the findings from the personal interviews and how the partnership addressed the differing concerns and challenges at each site. The presentation will focus on specific ideas for the success of the practice teaching experience at the clinical sites and how the principals and teacher-leaders were able to sustain the momentum of the TNE program at their schools.

The Quest For Successful Partnerships: A Seven-year Journey

Nancy D. Turner and MaryAnn Traxler, Saint Mary’s College

The professional development journey began at Saint Mary’s College, Notre Dame, Indiana in 1999 when a grant proposal was co-authored by two professors and three public school teachers. This grant, a foundation for the beginnings of on-site teaching and summer institutes, marked the commencement of a similar relationship between the college and other public schools; within three years, a large grant from the Indiana Department of Education afforded eight schools and the college the opportunity to collaborate on individual goals and to benefit from regular interaction between professors and teachers. A benefit for Saint Mary’s

was the consistent field placement opportunities for pre-service teachers at the elementary, middle, and high school levels.

Many course assignments were re-conceptualized around the performance standards of the ten INTASC principles. The ultimate goal was that all students would be proficient in all ten standards, as evidenced through artifacts in a series of portfolios. Professors have made concerted efforts over the years to refine their course-field connections, and although professional development funding has ceased, students' learning experiences in the field remain an invaluable part of the program. One aspect of these experiences that has grown and will continue to do so is pre-service teachers' interaction with students with disabilities, an ever-growing challenge in light of the inclusion movement. Development of a special education component is a new direction for the college.

The presenters will describe the professional development paradigm at Saint Mary's College from its inception to the present time. Learning experiences for pre-service teachers will be highlighted and examples of student work will be shown. Past and future challenges will be shared as the journey continues, evolving and changing to meet the dynamic needs of classrooms and students.

The Three M's: How We Have Sustained Our Professional Development School For Over A Decade

Jo Murphy, University of North Texas

The "Three M's" stand for measuring, mentoring, and make-over. The University of North Texas is situated just north of the Dallas-Fort Worth Metroplex on the edge of a "fast growth corridor" in North Texas where several public school districts have made national headlines for having double-digit growth percentages in the last twelve years. Several of the member schools in our Professional Development Schools Program are experiencing the excitement and the pains of this growth. In the College of Education at UNT we have felt that same excitement and pain, as we have approximately 400 students in our PDS each school year from September through May.

However, we feel that we have in place an important philosophy, clear vision and mission statements, and a viable plan for sustaining momentum in our PDS. The first M for Measurement is demonstrated by on-going evaluation and action research within our PDS cadres that answer questions unique to each cadre or school district. Mentoring is the second of the three M's, and we have a plan for mentoring at every level of the PDS. The final M stands for "make-overs" because we have had to do that in a few districts where the stakeholders have moved on in their careers. How we measure, our mentoring package, and our shared facilitation of these "make-overs" will be presented, described, and illustrated in the presentation.

Ties That Bind: Collaborative Structures As A Key Ingredient In Maintaining A PDS Community

Jim Nolan and Doris Grove, Pennsylvania State University

Amy Warner, Radio Park Elementary School

Donnan Stoicovy, Park Forest Elementary School

Our elementary PDS partnership consists of one university working with ten elementary schools within a single school district. What is somewhat unique about our PDS is that, unlike most PDS partnerships, we do not consider each building to be a separate PDS. We consider ourselves to be one community of mind geographically dispersed across the ten buildings rather than a community of place. Creating and maintaining a single community across ten buildings, however, is no easy task. It requires the creation of opportunities for interaction and collaboration across the buildings, as well as events that recognize and celebrate our collective PDS identity.

This presentation will describe and explain a wide variety of collaborative structures that we have developed over time to sustain our PDS community. Each of the structures allows for interaction across a variety of role groups, as well as collaboration across elementary buildings and the university. Four types of collaborative structures will be described: 1) those structures that primarily sustain our current work (e.g. mentor meetings, intern meetings, and principal meetings); 2) those structures that provide vision for future work (e.g. course planning teams, steering committee, and mentor retreats); 3) those structures that celebrate and ritualize our work (e.g., PDS opening ceremony and culminating pinning ceremony), and finally, 4) those structures that support mutual renewal (e.g., annual teacher inquiry conference and critical friends groups).

Two Sides Of The Same Coin: Advancing A “Developing” PDS – Voices, Research And Perspectives

Linda A. Catelli, Clyde Payne, Kathleen Green-Batt, Grace Cantillo, and Theresa Starke, Dowling College

Traci Goldsborough and Valerie Jackson, Belmont Elementary School

The proposed interactive session focuses on concerns, research, and issues of a “developing” Professional Development School from the perspective of participating administrators, cooperating teachers, teacher candidates, professors, and researchers. The constituent members of the PDS partnership come together in this session to present their common and differing concerns, challenges, and strategies for sustaining a partnership over seven years. Also, findings from two sets of the partnership’s action research studies that have impacted the partnership favorably are presented by PDS researchers and teachers. During the second half of the interactive session, the audience, as well as each presenter from his or her respective position, is asked to respond to a selected issue that is relevant to today’s PDSs and applicable to similar partnership arrangements. The session is intended to facilitate dialogue among the different constituent groups and provide the audience with successful strategies and research

findings that were used to advance and sustain the partnership over the seven years of its existence. Since its inception, members of the partnership have produced over nineteen action research studies, fourteen research paper-presentations at national and international conferences, three symposiums at national and international conferences, three published articles in refereed journals, and one published chapter in a book on teacher education. The session is directed at all those involved in a PDS: deans, principals, teachers, supervisors, professors, teacher candidates, and action researchers. A key feature of the session is the inclusion of the voices of teacher candidates and student researchers alongside of those of administrators, teachers, and professors.

Using Inquiry Groups To Enhance And Sustain PDS Partnerships

Eva Garin, Bowie State University

Mya Harper, Oaklands Elementary School

Bowie State University and our PDS partners have used inquiry groups to enhance and sustain our partnership. This presentation will review the definition of an inquiry group and where inquiry groups are situated in the continuum of collaborative inquiry. We will then demonstrate how we establish our site-based inquiry groups whose membership includes PDS teachers, year-long interns, and university faculty. Selecting a topic of inquiry has become a favorite discussion at our PDS sites, and we will fish bowl how this is done. We will talk about how we receive financial support for our inquiry groups and offer suggestions and strategies for participants to get started. We will share how our inquiry group process offers an opportunity for dialogue between year-long interns and university faculty and mentor teachers by using professional books that span between PDS sites and literacy methods courses. PDS stakeholders come together each school year and participate in a PDS research showcase where presenters represent all PDS stakeholders. We will talk about this process and close this presentation with a list of ten suggestions for growing an inquiry group at your PDS site.

Viability And Momentum: Responding To Change In A Large Partnership

Dan Lowry and Deborah Carr, University of Missouri

The “MU Partnership for Educational Renewal” (MPER) was initiated in 1994. One of the most distinguishing characteristics of this partnership is that the twenty-one public school member districts comprise the largest geographical area of all partnerships nationwide. At this time, our twenty-one school districts are comprised of 381 buildings and 179,710 students. Distinguishing characteristics of our partnership include:

- The state of Missouri Department of Elementary & Secondary Education is a contributing member.
- A formal governing structure that ensures the voice of all stakeholders with regular meeting times throughout the year.
- Continuous evaluation of MPER programs to ensure quality. Long-standing programs include:

1. Pre-Service Field Experiences
2. MU Teaching Fellowship Program
3. Teacher Release Program
4. Reciprocal Educational Fee Agreement

To maintain such a large partnership system, we evolved in terms of administrative structure and governance. Momentum and viability are maintained by continuously developing new structures and programs to meet the needs of our stakeholders. These include:

- Reaching and offering partnership opportunities to community colleges.
- Two Co-Executive Directors who enhance the communication and collaboration between the public school and higher education partners.
- Innovative programs to prepare educational professionals and increase opportunities for collaborative research:
 1. Expansion of our Teaching Fellows Program to Middle School and Secondary settings
 2. Study Proposal Awards
 3. Collaborative Grant Support

Video On Demand For Improving Writing Skills

Kevin G. Cain, Glenville State College

Nasia Butcher, Gilmer County High School

Glenville State College and one of its partner schools, Gilmer County High School, will illustrate how we have maintained the viability of our program through the presentation of one of the many programs that we have interwoven among our schools. This program involves the use of video-on-demand. The name of the program is West Virginia Chalkwaves. WV Chalkwaves is a rich media server delivering curriculum-based instructional video using no internet connection. The hard drive housing the video library may be connected to the school's existing LAN, used in a computer lab, or on a single classroom computer. Each hard drive contains 1200 videos and up to 12,000 learning modules. Content is searchable by subject, keyword, grade/age, and WV Content Standards and Objectives (CSOs). Glenville State College has provided training to many of the partner schools as well as to its own teacher candidates. One successful application of this program has been in a high school English/Language Arts classroom. The high school teacher has been able to utilize the Chalkwaves video for use in providing writing prompts for the four types of writing. This presentation will describe the Chalkwaves program and its practical use in the public school system.

**Winning Strategies For Literacy Instruction:
Using All Partners To Teach Reading In
Multiple Contexts**

Mary Beth Allen, East Stroudsburg University

Stacey Bardonnex, Arlington Elementary School

Teaching reading has always been a major focus in the elementary years, and it has become even more visible because of the mandates of the No Child Left Behind legislation. Smith (2005) has posited that the key to helping students become successful readers is to give them things they can read and want to read. This implies that readers continually have wide access to books at their instructional and independent reading levels. Allington (2005) adds that one key to successful literacy organization is the need for small group or one-on-one tutoring. In order to implement this within the daily classroom setting, a combination of whole group, small group, and individual instruction is necessary to meet the needs of all learners.

In our PDS reading methods classes, we structure each field experience to allow students to have opportunities to teach reading skills and strategies in whole group, small group, and individual contexts. This session will describe these experiences, demonstrate the management structures necessary for implementing instruction in multiple contexts, and share the impact this has on all constituents - the elementary students, teacher candidates, classroom teachers, and university faculty.

QUESTION #3: WHAT ROLES DO RESEARCH AND ASSESSMENT PLAY IN YOUR PDSs?

A Celebration Of Teaching: Keeping School-Wide Ownership Alive In A PDS

Denise Barth, Gena Brigman, Sally Catoe, and Pamela Powell, North Springs Elementary

Our school wanted to send a message within our faculty that we are ALL model teachers for the University of South Carolina teaching interns placed with us. We decided that such a message could best be communicated by having two days in which teachers would showcase lessons for the interns and then provide an informal panel discourse with the interns after school the same day. Participation was voluntary, and interns were allowed to choose from three model classes each hour; model lessons included printed lesson plans for the interns. In all, 38 model lessons were presented during the 2-day period. Interns were invited into classrooms to observe morning meetings, reading/writing lessons, literacy circles, science experiments and activities, a variety of math activities at different grade levels, social studies explorations, art at different grade levels (coordinated with classroom studies at those levels), specific techniques used in special services classes, and a wide variety of computer, CPS, and SmartBoard activities. Each Celebration of Teaching Day culminated in a roundtable discussion at the end of the day. Participants (both teachers and interns) were asked to reflect upon the experience, and those responses were used to plan a repeat of the activity a second year. This presentation will demonstrate how to design a school-wide Celebration of Teaching, create buy-in from a faculty, and sustain the spirit of partnership within a school. We will also show results of the project for both teachers and student interns.

A Comparison Of PDS And Traditionally Prepared Teachers: Their Principals' Perspectives

Linda Rogers and Jeffrey Scheetz, East Stroudsburg University

This presentation will summarize the results of a study that highlights the principal's perceived differences in performance between teachers who have been trained in a Professional Development School program and their colleagues who graduated from traditional teacher preparation schools. This presentation will address issues raised in Question #3 as it seeks to document the success of PDS partners in preparing highly qualified teachers for our schools.

The growing success of PDS programs throughout the country and the resulting employment of their graduates would seem to indicate that principals recognize the value of employing PDS-trained teachers. Little research has been conducted to formally verify this phenomenon in northeast Pennsylvania. Two established PDS programs exist at the elementary and secondary levels at East Stroudsburg University which

will serve as the locus of this study. Electronic surveys were sent to area principals who have hired PDS graduates within the past three years. Principals were asked to evaluate PDS and traditionally trained teachers in five main areas of performance: classroom instruction; interaction with students; feedback to students; procedures, organization, and classroom management; and leadership qualities.

By clearly documenting the principal's positive opinions of PDS-trained teachers, this study will serve to convince other principals who have had less experience in hiring our graduates that doing so would have great benefit for their schools. It would also serve as a rationale for expanding the PDS program at the school site and the university.

A Formula For Success: How Teachers And Students Assess Their PDS

Rosalyn Anstine Templeton, Marshall University

Celia E. Johnson, Bradley University

Carlos Hernandez, Thurgood Marshall Elementary School

Elementary and university individuals set out to study the learning environment in a new partnership school located at a distance. Formation of this school was a bold move by a unified California school district. The principal was given autonomy to assume total leadership of the school's operations and programs, including naming the school. Yet, with autonomy and leadership came accountability for the successes or failures of the school's programs and students' achievement. This principal made a decision to seek a partnership with a university and to begin his school as a PDS.

After one year of collaborating, AYP and a recent visit shows that students are achieving and there appear to be many positive things happening. However, to add validity to our observations, it was decided to assess Marshall Elementary. Marshall has a population of 782 students who are 99% Spanish-speaking and 30 teachers. Teachers at Marshall Elementary School completed the *School-Level Environment Questionnaire* (SLEQ) developed by Darrell Fisher and Barry Fraser (1991, 1998). The SLEQ rates the teachers' perception of their actual school and compares it to an ideal or preferred school in eight aspects of school culture. Next, students in a random selection of classrooms completed the *My Class Inventory* (MCI), which appraises students' perceptions of their school and classroom environments.

Results of the SLEQ and MCI were shared with teachers via video conferencing, brainstorming occurred, and action plans were created. Plans include allowing teachers time for professional interests and affiliation with each other to create learning communities.

A Framework For Conducting PDS Research

Jeanne Tunks, University of North Texas

Jane Neapolitan, Towson University

Research in Professional Development Schools over the past twenty years evolved from theoretical discussions to quasi-experimental design, with the majority of research using case study method. A systematic

analysis of four hundred fifty published articles on PDS work across twenty years of research led to the development of a framework that couples NCATE PDS Standards and AERA recommended research methods. The result, a book that chronicles the history of PDS research, the supporting organizations that encourage research, educational research methods, and developmental function of PDS programs, provides a framework for PDS research decisions.

Both NCATE and AERA documents underwent careful scrutiny to find points of connection. The four developmental levels of the NCATE PDS Standards: Beginning, Developing, At Standard, and Leading, analyzed for operative verbs that characterize the level, served as the basis for selecting research methods. Research methods recommended by AERA (historical, arts-based, case study, philosophical, survey, ethnographic, quasi-experimental, and experimental) were examined for types of data generated and the means by which to obtain these data. A framework that tied the two constructs together considers the trust levels engendered at each developmental level and the possibilities for research, based on the trust inherent at each level.

The purpose of this presentation is to demonstrate the framework's potential for conducting research at various levels of PDS development, while using sanctioned approaches to research. Participants will examine their own PDS developmental level and ascertain appropriate research methodology, based on current levels of trust within their PDS and research expertise.

A Learning Community Beats A Pair Anytime: Rethinking Traditional Student Teaching Experiences

Alison Rutter, East Stroudsburg University

Lyn Krenz, Donegan Elementary School

In a pre-PDS world, teacher education programs concluded the university-driven learning experience with an extended practical experience in the schools known as student teaching. This experience, in contrast to the preceding university courses, was the domain of the cooperating teacher. The student teacher was an apprentice to this individual, learning directly on a daily basis the way teaching should, according to this one individual, be conducted. Only minimal external counsel and evaluation was typically performed by a university supervisor checking in on the student teacher's progress. While the student teacher bonded with the cooperating teacher, the influence of the university dissipated. Research has shown that student teachers mostly chose to mirror the practices of their co-operating teachers versus the university program upon receiving their own classrooms. Efforts by teacher education programs to improve teaching were marginalized by this practice. High turnover of new teachers brought this to the forefront of goals for the PDS movement.

This presentation addresses a study underway that looks at one PDS's answer to this phenomenon. In our PDS, student teachers work closely not only with a specific co-operating teacher, but also with a learning community consisting of various school and university personnel and students. Interviews were conducted with cooperating teachers

and university faculty in the pilot and are now being extended to student teachers and recent graduates. Artifacts are being collected and analyzed for signs of movement away from the best practices taught in the university courses. Examples will be given of different models within this approach and ideas for creating the supportive learning communities necessary to ensure the blended influence of best practice is integrated by student teachers and carried with them into their future teaching careers. Participants will be encouraged to share their PDS models of student teaching.

A Nine Year Statewide PDS Network Conference Providing A Catalyst For PDS Data Collection And Action Research

Diane Davis, College of Notre Dame of Maryland

Karen Schafer, Towson University

Nancy Neilson, Baltimore City Public Schools

Maggie Madden and Cheri Wittmann, Maryland State Department of Education

Ian Chisholm and Susan Pillets, Chatsworth School

Since 1998, the Maryland Professional Development School Network has provided an opportunity for PDS stakeholders to contribute to the growing body of knowledge regarding the effectiveness of the PDS model through an annual PDS Conference. Conference committee members represent both local school systems and institutions of higher education, along with the Maryland State Department of Education. Originally, the conferences focused entirely on action research and inquiry, then expanded to include other focus areas for PreK-16 practitioners.

Inquiry, data collection, and action research have been an integral component of the state's PDS standards, and the conference provides the catalyst to share ideas and increase the competencies of PDS partners to develop effective site-based data analysis and action research.

The presenters will describe the implication of action research, how intern-based classroom application has evolved, and the subsequent shift in focus the conference has taken to provide timely, high quality professional development to PDS stakeholders. An analysis of the topics over the past five years will demonstrate the increased presence of data collection and action research as an integral part of the PDS operations. There will be an opportunity for the audience to discuss the process used by the Maryland PDS Network to develop and implement the protocol used each year to host the conference.

A Sure Bet: Using Email Exit Slips As Assessment In An Onsite Methods Course

Wanda L. Calvert, Clemson University

Peggy Bodie, Clemson Elementary School

At the heart of a successful PDS network is the commitment to enhance pre-service teacher preparation and the continued professional development of practicing teachers. Collaborations between onsite methods course professors and classroom teachers at a PDS seem like an

effective way to reach these two goals. But is this a sure bet? How can the effectiveness of such collaborations be assessed? How do we know our joint efforts will pay off?

In this presentation, we will show how email exit slips can be a rich data source to 1) assess pre-service candidates' learning from opportunities to observe and interact with classroom teachers and children, 2) consider the impact these opportunities have on the classroom teachers' professional development, and 3) enhance pre-service candidates' reflections of PDS experiences.

Active Research And Active Engagement Driven By The PDS Partnership

Mark Norman, C.E. Rieg Special Center

The Special Education program at Bowie State University has had a successful professional development partnership with C. Elizabeth Rieg, a special center, for over five years. One of the primary reasons for the success comes from the collegial relationship between an associate professor at the local university and the principal of the special center. Along the way, the two PDS practitioners have engaged in two unique research projects that have increased accountability of the teacher and para-professional participants, as measured by goals mastered documented through quantifiable data collection, prepared university students, and have succeeded in increasing the number of goals worked on and mastered by the students with special needs. The success has been evaluated by both qualitative and quantifiable data, as well as the longevity of the relationship. The presentation will share the results of two data driven research projects undertaken over the past two years, a discussion of the current book club-action research project, and a description and handout of the model utilized to achieve a successful working relationship between the principal and the associate professor that successfully affects the participating constituents: the university faculty and the members of the Professional Development School (the children, the entire staff, and the parents).

AERA PDS Research Special Interest Group: Benefits For The K-12 Educator

Claudia A. Balach, Slippery Rock University

Jane Neapolitan, Towson University

The American Educational Research Association (AERA) is the premier research organization in the social sciences. The PDS Research Special Interest Group, or PDS Research SIG, is an arm within AERA dedicated to research about Professional Development Schools. Presenters at AERA traditionally are college professors. However, for Professional Development Schools, with their inherent focus on collaboration between the P-12 and higher education worlds, presenters at AERA could and should also include P-12 educators.

This session will present a description of all PDS Research SIG presentations from the past three years. The attendees will develop a sense of appropriate scholarly approaches. Additionally, attendees will be

introduced to the research protocols followed by the studies. Lastly, attendees will be able to relate what they learn at this session to their own PDS work, with the goal of their being able to submit a proposal next year.

An Alternative Certification PDS: Understanding Structures, Roles, And Research Within The Partnership

*Lissa Dunn and Brooke Morgan, Duval County Public Schools
Katie Tricarico, Diane Yendol-Hoppey, and Lauren Gibbs, University of
Florida*

This presentation will introduce a unique alternative certification elementary Professional Development School (Darling-Hammond, 1994; Goodlad, 1990; Holmes, 1986; Holmes, 1990; Levine, 1992) developed by the University of Florida and the Duval County Public Schools. The Lastinger Apprenticeship Program is a one-year paid apprenticeship, based within two partnership schools, designed to develop the practices needed to become a successful urban teacher. This paid apprenticeship provides graduate certification coursework, tuition and books, and on-the-job training with an experienced elementary teacher and a university-based coach. Apprentices in this partnership commit to a three-year service agreement with the Duval County Public Schools for three years in a Title I school.

Prior to becoming a site for school-based teacher education, these two PDSs began their efforts to enhance practicing teacher classroom practice by embedding teacher inquiry (Cochran-Smith & Lytle, 1999) into their professional development efforts. Teacher inquiry remains a strong thrust within the apprenticeship, as both apprentices and mentors inquire into their own practice. Teacher inquiry serves as a tool for capturing changes for teachers and children in the apprentices' classrooms.

Within the presentation, school-based and university-based teacher educators will provide an overview of the structures that helped to begin and sustain as well as the challenges we have faced in developing this unique urban partnership focused on cultivating teachers committed to teaching in low wealth schools. Additionally, the presentation will describe the role that research and assessment have played in the PDS by sharing with the audience data driven research and/or assessment projects.

Betting On Technology: Using Tk20 To Support Communication And Assessment

*Sally B. Bing, University of Maryland Eastern Shore
Abigail J. Goebel, Prince Street Elementary School*

The purpose of this session is to provide an overview of how a historically black, four-year, comprehensive university uses Tk20 Campus Tools Higher Education, a technology support system, as an assessment system for accreditation and as a means to facilitate ongoing communication with twenty PDSs.

The University of Maryland Eastern Shore has been working with Tk20 for a year now and has discovered it to be a powerful tool in helping

us maintain ongoing communication with our PDSs. PDS mentors go online any time to use Tk20 features such as: 1) emails; 2) Today's News, information pertinent to interns and/or the education program; 3) access Departmental Goals and Objectives through our Conceptual Framework; and 4) access interns' lesson plans so mentors can communicate with their interns about needed changes. Additional components allow the PDS mentors to evaluate interns online as well as allow interns to evaluate PDS mentors and university supervisors.

On the university side, Adequate Yearly Progress (AYP) data can be uploaded and stored, as can information on all PDS sites and mentors, as well as academic and advisement data on teacher candidates, so that the best placements can be made for interns based on sound data. Additional ways Tk20 can be used for overall assessment will also be discussed.

Classroom Assessment Of Student Learning (CASL) In An Urban PDS: The Role Of Collaboration In Closing The Achievement Gap

Muriel K. Rand, Jo-Anne Mecca, and Regina Adesanya, New Jersey City University

Urban schools are inundated with assessment reforms, yet little of the data on student learning is being used for improving teaching. At PS 38 in Jersey City, we have made the focus of our PDS partnership on closing the achievement gap through the use of assessment to improve instruction.

Six years ago, faculty from PS 38 and New Jersey City University began collaborating in a reflective group process to examine student learning developed by the Education Trust. This process came out of the Education Trust's research showing lower teacher expectations were associated with larger gaps between poor minorities and their affluent white peers.

As we learned how to improve this process, this year we began using Classroom Assessment of Student Learning (CASL) as developed by Stiggins (2005). This involves a collaborative learning team of school faculty facilitated by the university's Professor In-Residence. The team meets weekly to look at student work in P-3 language arts, to draw conclusions about student performance, and to make recommendations for improving teaching practice.

Although there have been steady gains, PS 38 is classified as a School In Need of Improvement and has not met AYP goals for the past two consecutive years. Last year, the pass rate on the 4th grade language arts test was 67.9% for African-American students and was 62.1% for Hispanic students. During the session, we will present detailed data on the improvement in student performance over the past five years, as well as steps in the collaborative assessment process.

Collaborative Strategic Planning And The PDS Standards Project In The Benedum Collaborative At West Virginia University

Carol Muniz, West Virginia University

This session is a sharing of how the Benedum Collaborative was able to facilitate collaboration between West Virginia University and its twenty-eight PDSs to engage in the FIPSE evaluation process and then put the data to good use. The National Consortium of Professional Development Schools, with Funds for the Improvement of Post Secondary Education (FIPSE), developed a tool to provide a comprehensive, easily accessible, and practice-informed resource through which institutions could collaborate by documenting PDS effectiveness. It uses nationally recognized standards for PDSs to evaluate the effectiveness of the PDS and can be used to conduct research. We will share the strategies and tools that were used for collaboration on this project, the data analysis that was conducted, and the use of this data in planning for the Collaborative and for planning at the site PDSs. The participants will be given a chart of the standards revised by the Collaborative as a working tool, access to the wiki that was created for the collaboration effort for artifacts, and the analysis sheet showing how the data was interpreted. This will introduce what we used to take our “next steps,” based on the data from the PDS’s FIPSE reports, in strategic planning for the Collaborative.

College Students’ Perspectives On The Shift From A Traditional Ed. Program To A PDS-Based Program

Suzanne Horn, Spring Hill College

This is a qualitative study of five students who spent part of their program in a traditional teacher education program and part in a PDS-based education program due to the shift in the college’s philosophy toward Professional Development Schools and the development of a PDS. The survey examined seven questions and gave the college students’ opinions about the two methods of experiencing school through their teacher education program. The questions focused on:

- The differences between traditional and PDS experiences in the school
- Benefits and drawbacks from both types of learning experiences
- What lessons from the PDS experience they thought would benefit them in their future teaching
- What being involved in a PDS meant to them as college students

The session will review how the program was reorganized to allow students to spend longer times in the PDS schedule given the restraints of a small liberal-arts college and students’ responses to the changes.

Connecting Official Curriculum To Students’ Out Of School Lives: Benefits, Challenges, And Gaps To Teaching Diverse Students

Bruce Johnson, Illinois State University

Sally Stone, Wheeling School District 21

Jennifer Ramamoorthi, Hawthorne School

Teachers’ cultural backgrounds influence their ability to teach diverse students effectively. Parker Palmer notes, “Teaching is always done at the dangerous intersection of personal and public life” (1998, p. 17) – dangerous because “at every moment in our lives, whether we are in class or not, our entire person is there” (Connelly & Clandinin, 1994, p. 149). PDSs present the opportunity to engage in year-long self-inquiry and learn to become more conscious, effective teachers of diverse students.

Wheeling hosts a diverse student population, yet the majority of ISU interns at our site are Caucasian. Inquiring into our interns’ comfort level to teach diverse students enables us to better prepare them to teach in our own and other settings. In this session, we will discuss this inquiry process, including excerpts from interns’ reflections on their cultural values, initial and developing beliefs about working with diverse students, and initial and developing instruction for instructing diverse students.

An examination of instruction will include examples of initial connections interns made between the official curriculum and students’ out of school lives in order to reach diverse students and better impact student learning. We’ll then discuss how interns expanded their instruction and connections through additional readings, discussions, and investigations that facilitated their understanding of more comprehensive connections to students’ lives using linguistic, cultural, racial, social-emotional, and personal interest information. In addition to addressing the benefits to student learning when making these connections, we will look at gaps and challenges.

Counting Our Chips: Assessing The Impact Of PDS Involvement On Veteran Teachers

Jim Nolan, Bernard Badiali, and Carla Zembal-Saul, Penn State University

Donnan Stoicovy, Park Forest Elementary School

Paije Davis, Corl Street Elementary School

Specifically, the presentation is intended to share the results of a mixed-methods research study that focused on assessing the impact of participating in the PDS on both the thinking and teaching practice of veteran teachers. Part one of the study consisted of a survey that was given to sixty elementary teachers who served as mentors for PDS interns. The survey asked the mentors to report their level of involvement in a variety of PDS activities. In addition, mentors were asked to assess the impact of the PDS involvement on their thinking, and their teaching practice in general, as well as the specific impact in the areas of science, mathematics, social studies, language arts, technology, and classroom management. Survey results indicate that the PDS involvement has had a significant impact on teachers’ practice; the greater the level of involvement in PDS activities, the greater the impact.

Based on the survey results, eleven mentors who reported significant changes in their practice in teaching science as inquiry were asked to participate in a qualitative study designed to discover the specific factors that had led to these changes. Follow-up interviews revealed that ten of eleven mentors had grown dramatically through PDS involvement in their use of inquiry-based science teaching. Based on the interviews, a grounded theory of teacher change through the PDS has been developed and will be discussed in our presentation.

Critical Thinking Assessment: Improving Teacher Candidate Instruction In PDSs

Heidi Henschel Pellett and Tracy L. Pellett, Minnesota State University Mankato

Teachers consistently need to apply a complex set of thinking skills and processes that lead to fair and useful judgments (Paul, 2006). Recent efforts have been made to enhance and evaluate critical thinking of teacher candidates. PDSs provide opportunities for teacher candidates to apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, and reflection. These opportunities can be created through individual lessons, field experiences, and student teaching tasks and activities. The purpose of this presentation will be to provide a model (e.g., examples and rubrics) for enhancing and evaluating the critical thinking of teacher candidates. In addition, data will be shared from a variety of PDS tasks and activities that demonstrate teacher candidate critical thinking performance.

Data Driven And Technology Enhanced PDS Learning Communities

*John Spagnolo and Linda McCalister, Appalachian State University
Marc Gamble and Alex Rollins, Ashe High School*

A major goal for PDS schools partnered with Appalachian State University (ASU) is to involve teachers and student teachers in shared inquiry into classroom practice. An ASU Reich College of Education technology grant has provided an opportunity for PDSs to research evidence-based improvement of instruction and the gains in student achievement through the infusion of technology into teaching. Participants are engaged in a teacher research/action research process in order to systematically complete this technology integrated teaching and learning cycle. Participants are involved in the following activities: (1) review and discussion of baseline student feedback data from each site on student perceptions of the uses of technology in their classes; (2) review of EOC assessment results to identify specific achievement problem areas in each content area; (3) exploration of resources such as SAS inSchool, wikis, and blogs for enhancing instruction; (4) designing technology enhanced instructional lessons/units and curriculum based assessments targeted at low achievement points in EOC assessments and reflective of student feedback; and (5) development of a systematic student and teacher feedback system to inform, strengthen, and assess instructional effectiveness. Teachers are supported by online activities with opportunities to

share student feedback, learn from each other, and change instructional practices.

This session will focus on the process and outcomes of the grant and its affect on the sustainability of the PDS community in two PDS high schools.

Designing An Assessment Model To Enhance The Documentation Of PDD Outcomes

Cordelia D. Zinskie and Dorothy A. Battle, Georgia Southern University

Inquiry is at the core of the Professional Development School concept. The Holmes Partnership, National Network for Educational Renewal (NNER), and National Council for Accreditation of Teacher Education (NCATE) have all provided goals and/or standards stating that the establishment of a professional learning organization involving university teacher education programs and the K-12 community is not sufficient, as it is also equally important that the outcomes of these efforts be assessed. However, as documented in the literature, limited attention has been given to assessing the impact of PDSs on pre-service teachers, in-service teachers and administrators, K-12 students, and university personnel. Another issue is that much of the research has been traditional in nature, e.g., using surveys and test scores as main data sources, initiated by university researchers, etc.

Georgia Southern University has a partnership with a Professional Development District (PDD) which includes five schools in Screven County, Georgia, including an elementary, middle, and high school, as well as an alternative school and a minimum security juvenile facility. In an effort to assist stakeholders in documenting the outcomes of this partnership, we are designing an assessment model that provides guidance in structuring, implementing, and sustaining collaborative school-based inquiry needed to transform educational practice. Emphasis is being placed on incorporating multiple measures from both quantitative and qualitative perspectives. This model will allow individuals and schools to expand and strengthen the inquiry aspect of this school-university partnership.

Developing A Research Protocol For A PDS: Roles, Responsibilities, And Topic Reviews

*Claire Tredwell, Paradise Professional Development School
Pamela Campbell, University of Nevada Las Vegas*

Paradise Professional Development School and the University of Nevada Las Vegas (UNLV) consider research an essential component in their strategic plan. Increasing collaborative research between UNLV and Paradise PDS expands the role of the classroom teacher, involves the university faculty, and creates a field of study that directly relates to the student population at the school. Additionally, the research identifies strategies and assessment tools that reflect growth and competency in student learning and academic skill areas within the Paradise School Improvement Plan.

A Paradise PDS Research Review Committee (RRC) was formed with members from the PDS and UNLV. Its primary function is to ensure that

research conducted at Paradise PDS is aligned with the mission and needs of the school. The RRC developed its specific protocol process for implementing research at Paradise. This session will address the following questions: What are the required steps when requesting research? How does the research benefit the school population? What are the roles and responsibilities of university and school faculty in supporting continued research studies? With those processes in place, the RRC evaluates proposals and facilitates the generalization of completed research studies to ongoing professional development at Paradise.

Participants will receive a complete outline delineating the research protocol process at Paradise PDS. Collaborative research studies completed at Paradise PDS will be highlighted. In addition, strategies for extending and generalizing positive research findings to other grade levels and student populations will be provided. Participants will have opportunities for questions and conversation with the presenters.

Do We Agree? Assessing Teacher Candidate Dispositions At Multiple Times By Multiple Raters: Teacher Candidates, Cooperating Teachers, And University Supervisors.

Corrie Orthober, University of Louisville

Last year at the NAPDS conference, William Gile and John E. vonEschenbach presented on professional dispositions. The presentation related to the development of constructs within a disposition assessment that teacher education faculty and PDS classroom teachers agree upon. I went back to campus wondering if our teacher candidates, cooperating teachers, and university supervisors had some level of agreement when assessing dispositions. Dispositions assessments play a role in our partnership efforts with cooperating teachers, school, and district partners. NCATE standards require us in teacher education to assess the professional dispositions of our candidates.

Our college assesses teacher candidate dispositions on three constructs: inquiry, action, and advocacy. The constructs are linked with our conceptual framework. Multiple raters (teacher candidates, cooperating teachers, and university supervisors) assess dispositions of the same teacher candidate at multiple times during teacher preparation programs. A validity matrix depicts the extent to which the raters agree or disagree with each other when assessing a teacher candidate at three times: early in their program, mid program, and end program.

There seem to be some barriers to measuring students' dispositions. Teacher candidates are assessing themselves differently than university supervisors and cooperating teachers. Teacher candidates tend to assess themselves lower than the university supervisors and cooperating teachers. University supervisors and cooperating teachers do not seem to be discriminating among assessed constructs: inquiry, action, and advocacy. Cooperating teachers tend to assess higher than the others.

Evaluating A PDS Partnership Concentrated On Increasing Literacy Rates Of Children In Low Income Neighborhoods

Bettina Baker, Neumann College

Penny Burrell and Nicole Hollinger, Chester Community Charter Schools

This PDS partnership involves 233 children in grades 3 through 8 served by 50 pre-service teachers enrolled in language arts methods and special education certification classes, student teaching placements, and internships in low-income schools in Pennsylvania. This ongoing study is an integral part of this PDS partnership, which is designed to increase reading scores of students in grades 3 through 8 who are not making adequate yearly progress in reading. In addition to evaluating the effectiveness of the partnership in relation to NCATE PDS standards, its role in increasing pre-service teachers' competency and effectiveness and the school's progress in reading instruction is examined and discussed.

Two analyses are conducted in this study. The first links the NCATE PDS standards to evaluating the partnership's progress in and adherence to these standards in its implementation. Secondly, an evaluation of the partnership's effectiveness in pre service teachers' competency in reading instruction is measured through pre and post tests in reading skills knowledge at the beginning, during, and after their field experiences in the schools. Pre and post intervention testing was given to students in word identification, decoding, fluency, and comprehension skills, and outcome measures to be reported include gains in these skills, as well as overall progress on the students' Pennsylvania Assessment in reading. Effect sizes and confidence intervals, as well as multiple regression analyses analyzing the influence of several mitigating variables on student outcome measures, will be conducted to determine the extent of the impact of the PDS relationship on student learning.

Evaluating The Success Of A PDS Relationship Through The Use Of Focus Group Research

Susan Curtin and Janet Baker, Edinboro University of Pennsylvania

Regularly scheduled focus groups serve as a valuable research tool to gather meaningful feedback from those most deeply affected by the Professional Development School partnership. This PDS collaboration has used focus group data to identify beginning initiatives, evaluate progress, set goals, foster positive communication, and promote the establishment of a partnership in which all professionals and students benefit. Focus groups of public school teachers and administrators were conducted prior to implementation to establish priorities and adhere to a faculty-driven philosophy. They were then used halfway through the first year to evaluate progress, address concerns, and monitor initiatives. Teachers and administrators were also invited to participate in focus groups at the end of the first year to evaluate first year initiatives, relationships, and goals. After each session, the principal investigator, university administration, teachers, and public school administrators were given a summary of the focus groups to share with faculty in the three sites. The moderators emphasized to all partners, verbally and in writing, that data gathered from the focus groups must be shared with all participating

partners to reinforce that initiatives were faculty-driven and ensure that focus groups served as a meaningful tool for communication. Presenters will share their success with focus groups and offer specific steps for those who wish to replicate the process.

Evaluating The Success Of A Professional Development System: Assessing For Improving P-12 Student Learning And Higher Order Instructional Dispositions

Diana Mintz and Diane S. Calhoun, University of North Carolina at Wilmington

The UNC Wilmington Watson School of Education (WSE) University-School PDS utilizes a Learning-Centered Cognitive Coaching Model to promote the development of higher order instructional dispositions in teacher candidates focused on student learning. A study was conducted to determine the model's impact on student learning and teacher preparation as perceived by P-12 intern supervisors and assessment project data.

The School of Education Professional Development System University-School Partnership has designed a Learning-Centered Cognitive Coaching Model to develop and sustain key capacities for increasing teacher effectiveness for career teachers and teacher candidates. The PDS program is based on the Cognitive Coaching work of Costa and Garmston (2002). It requires consistent leadership and trust between university and P-12 partners. The focus of the model is to ensure teacher candidates and career teachers have the knowledge, ability, skills, and dispositions to make data-driven instructional decisions which support student learning. These higher order instructional dispositions are required to increase student achievement and to improve teacher effectiveness.

The PDS University-Partnership will share research data from over 100 P-12 intern supervisors from twenty-nine schools assessing the model program. Teacher intern supervisors were asked to identify and evaluate the program impact effects on the following: 1) improved student learning, 2) better preparation of prospective educators, 3) inquiry and assessment practices, and 4) improved professional development. Results revealed that a majority of P-12 intern supervisors indicated moderate to very strong positive impact effects on improved student learning, better preparation of educators, inquiry and assessment practices, and improved professional development.

Examining The Role Of Research In PDSs

Irma Guadarrama and Janice Nath, University of Houston

This presentation focuses on the research studies of fifteen implementation designs of Professional Development Schools that address change in the professional development of pre-service and in-service teachers and in schooling practices. The studies were selected through a refereed system as part of a book series project on Professional Development Schools research. The focus in our presentation is to examine the quality of the research on PDSs and, consequently, determine their effectiveness and future directions.

The list below summarizes most of the major themes in the studies:

- The connectedness of theory and practice in PDSs that facilitates reciprocity among educators in the sharing of information and resources;
- The institutionalization of school and university partnerships as enduring collaborative entities;
- PDSs as full-service interdependent institutions for increased student achievement and the preparation of effective new teachers;
- The PDS as a significant trend in the teacher education reform process;
- PDSs as crucial venues in the creation of an environment conducive to collegiality that leads to teacher inquiry, reflection/reflective dialogue, action research, and the development of alternative ideas for education; and
- PDSs as learning communities within a systemic reform context.

Overall, the research studies reiterated the seemingly innumerable benefits of PDSs, especially when compared to the traditional teacher preparation programs. We invite the audience to analyze these with a lens by which to examine how this research has aided our efforts in the field and to advance the dialogue in the directions based on the analysis.

Exploring The Impact Of A School/University/ Community Partnership On Student Learning And Professional Development

Thomas S. Poetter, Miami University
Jean Eagle, Talawanda City Schools

The Talawanda-Miami Partnership, officially formed in 2001, led to the development of several layers of maturing partnership work. One layer among many - the development of a comprehensive system to assess the effectiveness of our work together as school, university, and community partners - is in its toddler phase. We know that there are several key areas of study that need to receive focus and we are beginning to collect data and make meaning from that data regarding the following areas of inquiry: 1) the impact on student learning and professional development of our student teaching internship program, which involves teacher inquiry, team teaching, and on-site supervision; 2) the impact of our legion of volunteers program, supported by the university's student affairs division and in particular the Office of Community Engagement and Service, which places over 600 students per semester in tutoring situations in the schools; 3) the impact of structured educational interventions, based on funded research projects conducted by school/university/community research teams; 4) the impact of special programs for students such as The Talawanda Teacher Academy, a high school course delivered as a partnership activity for students interested in exploring teaching as a career; 5) The Book Study Project, a series of book studies offered to teachers, staff, students, and community members exploring a variety of topics for professional development; and 6) community learning events such as the annual Sandy Hormell Book Celebration. This presentation will highlight key data gathering activities and preliminary findings regarding the impact we think

the work is having on student learning, professional development, and community engagement.

From The Eyes Of A 5th Grader: Awareness Of Socio-Economic Classes - An Action Research Project Conducted By An Elementary Education Intern In A Professional Development School

*Marcia Bolton and Annie Pugh, Glenville State College
Nancy McVaney, Glenville Elementary School*

Elementary education teacher interns involved in the Professional Development School model have had the opportunity to develop strong and effective working rapport with partner teachers, administrators, and students. This particular elementary education intern has documented positive impact of student learning through the implementation of an action research project.

This presentation will focus on the positive impact and evidence of student learning that was collected by a college student while completing the internship semester. An action research project targeting the awareness of socio-economic classes among fifth grade students will be shared. The college intern, public school elementary teacher, and college supervisor will share the development of the action research project, as well as the results of initial and post assessments. Specific activities and lessons that were implemented to develop an awareness of the characteristics of socio-economic classes will also be shared. The focus of the action research project was not to point out differences among socio-economic classes, but to provide the opportunities and understanding that differences in the way children respond and interact to situations is based on their ownership and belonging to specific socio-economic classes. Data gathered through the implementation of surveys and other related activities will be shared.

Health Initiative Across Cultures: A Data-Driven Study Conducted By Arbor Ridge Elementary In Partnership With The University Of Central Florida.

*Laura Frey, Arbor Ridge Elementary School
Mayra Ruiz, BiYing Hu, and Evadne Ngazimbi, University of Central Florida*

This presentation will focus on a research study completed by Arbor Ridge Elementary and three Holmes Scholars from the University of Central Florida. Each scholar is a native of a continent outside North America and represented a cultural group in the classroom where the study took place. Significant health and safety related research conducted in Latin America, Asia, and Africa will be reported and linked to the changing classroom demographics and cultural diversity in the U.S.A. Presenters will discuss how culture might be a variable influencing students' health and safety choices and will report on the procedures followed for data collection and

implementation of intervention across the classroom's cultural groups. The study focused on the areas of personal hygiene, nutrition, skin safety, and car safety. Pre and Post questionnaires were completed by students and their families. Class lessons, supporting activities, and presentations were completed by the first grade students participating in the study. The goal of the study was for participants and their families to gain a better understanding of health and safety related issues based on research evidence. Results from the study, as well as the ongoing assessment conducted throughout the study, will be shared with the audience in order to demonstrate participants' learning and how this learning was linked to school district's benchmarks.

Helping Student Achievement: How The Many Components Of The Professional Development School Assist In Raising Students' Learning.

Suzanne Horn, Spring Hill College

Lori Taylor and Robin Rualerson, Denton Middle School

This session examines methods used by the Spring Hill College and Denton Middle School PDS to address raising student achievement. In the past, students have performed below 50% in all academic areas. The members of the partnership have used needs assessments completed by teachers and student test scores to determine where the partnership should spend their energy to help improve student achievement. The following are areas in which we worked together:

- College students performing tutoring

Tutors assisted middle school children who struggled. They were recruited three ways: through service-learning classes, through service-project scholarships, and through schedule manipulation so that education students worked three hours per week. The session will review the recruitment and how work for the tutees was organized.

- Staff Development Book Clubs

We will review how three books (Payne, *A Framework for Understanding Poverty*; Tate, *Worksheets Don't Grow Dendrites*; and Kohl, *I Won't Learn From You*) were chosen and teachers' discoveries during the book club meetings.

- In-service Modeling

Professors from the college completed in-class modeling of reading and study strategies.

- In-Service Training

An expert in inclusive practice was invited in to observe and train the middle school faculty on inclusive practices in the classroom. She worked with both general education and special education students.

Score reports showing scores from the first year of involvement to the most recent scores demonstrate that our PDS is a continually responsive partnership based on student needs which has contributed to higher student achievement.

Hitting The Jack Pot: A Unique PDS Model Connected To P-5 Student Success!

Joan Maier, Harriet P. Sturgeon, and Wren Bump, University of Houston at Clear Lake

Deani Quick, Clear Creek Independent School District

In 2001, the University of Houston-Clear Lake (UHCL) and Clear Creek Independent School District (CCISD) formed a partnership to develop a unique PDS model with the primary goal to transform a failing school into a successful school for students and their families. The UHCL/CCISD McWhirter Professional Development Laboratory School (PDLS) student population consists of 670 P-5th grade children who are 75% low SES and 48% Latino. Presenters will share the partnership context for school reform and the unique PDLS model, which includes the three major initiatives that are transforming the McWhirter PDLS into a successful school for learning. The research data of the past five years provides evidence of significant improvement of student achievement with strong connections to the implementation of the unique PDLS model. Lessons learned will also be discussed with opportunity for participants to be engaged throughout the presentation.

If Not “Dead Dog Stories,” What Should We Recommend To Young, Adolescent Boys?

Pam Nelson, Northern Illinois University

Katie Wolff and Tammy Hooks, Rolling Green Elementary School

How can teachers encourage young boys to read? What kinds of books do boys like? What are the characteristics of popular “guy books?” These questions are central to research being conducted by Dr. Pam Nelson, professor in the Literacy Department in the Northern Illinois University College of Education, and Katie Wolff and Tammy Hooks, fifth grade teachers from Rolling Green Elementary School, Rockford Public School District. Their research project pairs boys from two 5th grade classrooms with NIU students in LTLA 362: Children’s Literature in a Multicultural Society. The boys choose from a new selection of books of high interest compiled from the Guys Read website. Each boy and his NIU student partner read the same book and discuss it through email.

This project provided NIU pre-service teachers and 5th grade teachers with the opportunity to become familiar with adolescent-male reading interests, the characteristics of popular “guy books,” and strategies that promote reflective written responses to the books. Participants will be provided with a list of “guy books.”

This proposal addresses Question #3 by detailing the research conducted in a 5th grade classroom to address the needs of adolescent boys to improve reading and writing achievement and simultaneously improving pre-service teacher education.

Impact Of The Professional Development School On Pre-Service Teachers' Performance

Jane McKee, Marshall University

Standards for Professional Development Schools from the National Council for the Accreditation of Teacher Education (NCATE) stress the developmental nature of the work of the PDS and the assessment process used to focus on stages of development (*Handbook for the Assessment of Professional Development Schools*, 2001). At Marshall University assessment has been a key piece of the Professional Development School partnership since the beginning of the program in 2001.

Assessment concerning teacher preparation began with interviews and focus surveys regarding pre-service teachers' perceptions of preparation in a PDS. Pre-service teachers found many positives including connections with professional teachers, more meaningful reflections, and motivation for professional growth. In spring 2006 a random selection of student teaching evaluation forms yielded information about the performance of pre-service teachers in classroom settings. The student teaching experience has two teaching assignments for teachers during the student teaching semester. The random selection of pre-service teachers included those who were placed in two PDSs, those who were placed in one PDS, and those who were placed in two schools that were not designated as PDSs.

Results indicated no statistical differences in scores among the pre-service teachers except for those who were placed in a PDS for the first teaching assignment. These pre-service teachers had higher evaluation scores for the entire semester than others in the study. This presentation discusses possible reasons for the findings, plus examines a replication of the study with pre-service teachers in fall 2006.

Intervention Program For At-Risk Readers: Petersen Professional Development School

*Hilary Jones, Kandi L. Jones, Brenda Anderson, Carol Douglas, Sharon Goodfellow, and Mary Ann Ward, Petersen Professional Development School
Lisa D. Bendixen, Ralph E. Reynolds, Florian C. Haerle, and Katie Cardelli, University of Nevada Las Vegas*

Our presentation will describe the purpose and results of an ongoing reading intervention program developed for at-risk readers at Petersen Professional Development School in Las Vegas, Nevada. Petersen PDS is located in a high-poverty urban area of the city. One of the major challenges for Petersen is the high number of elementary students who are reading significantly below grade level. As reading is such a key to all learning, an intervention program was devised, with the support of reading faculty in the Department of Educational Psychology at UNLV, to implement a data-driven tutoring program for struggling readers in second and third grade.

Details of the intervention will be provided, such as the various reading assessments used to select the participating students. In addition, the pre- and post-test reading measures will be described that assessed the effectiveness of the reading program.

The intervention took place for twelve weeks and was conducted in small groups of 2-3 students and one adult tutor. Each tutoring session

took place 4-5 times a week, lasted approximately 45 minutes, and focused on: guided reading, word study, easy reading, and reading to the child. Students were continually assessed every two weeks based on their area of greatest deficit.

Intervention results are currently being analyzed and will be presented at the conference, along with a discussion of the educational implications of the program for reading instruction and the unique benefits of being a PDS has provided.

Just-In-Time E-Learning Modules Developed By Project REAL For Improvement Of Instruction Of In-service And Pre-service Teachers

*Portia Downey and Joe Smaldino, Northern Illinois University
Pam Hilgert, Roosevelt Education Center*

E-learning modules were developed by Project REAL, a partnership between Northern Illinois University, Rock Valley College, and Rockford Public School District #205, as a unique strategy to address two issues in education today. First, providing quality professional development to in-service teachers to enhance instruction without time constraints; and second, providing a common knowledge base of instructional strategies for in-service and pre-service teachers to improve teacher preparation.

In-service teachers have difficulty finding time in their already busy schedule to attend a workshop. Quality professional development workshops specifically tailored to meet the needs of the school are also difficult to provide. E-learning modules can overcome these two obstacles by providing interactive professional development specifically designed to meet the needs of the schools. These e-learning modules are available online 24 hours a day, seven days a week from any location or on a CD.

In methods classes at the university best practices in instruction are taught; however, when placed in the schools for field experience, the pre-service teachers frequently do not observe the use of these strategies. The link between theory and practice is broken. E-learning modules completed by both in-service and pre-service teachers establish a common knowledge of best practices of instruction in identified, critical areas. Copies of the e-learning modules will be provided to participants.

This session will address Question #2 and #3. To sustain the viability of the partnership, new avenues need to continually be considered. The e-learning modules are a method of offering professional development after the grant funding is no longer available. The e-learning modules were developed after analyzing the district data to enhance instruction in identified areas.

Know When To Fold Them: Why Interns Struggle For Success In The PDS

*Lynne Sanders and Doris Grove, Pennsylvania State University
Jennifer Tranell, Panorama Village Elementary School*

Despite the best efforts of students, mentors, and supervisors, there are interns who do not successfully complete their PDS experience each year. The focus of this session will be on the results of a three-year study of struggling interns and what has been learned from interviewing them, their mentors, and their supervisors. This research came about as a result of the expressed concerns of supervisors and mentors who care deeply about the success of every student intern. The findings of this inquiry held many surprises about the nature and extent of interns' struggles and about the varying perceptions mentors and interns held as to why those struggles occurred. The results of this longitudinal study have helped us identify potential problems before they become serious and also have helped us to refine and strengthen our program by providing early interventions and better support for struggling interns and mentor teachers. This session will invite audience participation in a conversation about the research findings.

Lock Haven University's Partnership With Philadelphia Schools Yields Promising Results

Nathaniel S. Hosley and Jessica B. Hosley, Lock Haven University of Pennsylvania

Lock Haven University's partnership with schools in Philadelphia is in the third year of receiving a congressional award of 1.8 million dollars to provide professional development with the goal of increasing student achievement. At the end of the third year the project has yielded promising results.

Interviews, surveys, observation, school performance data, and student achievement data were among the methods used in evaluation of the project. Special attention was paid to producing both formative and summative results. In the end, the data has helped us make several important decisions.

Activities assessed were: graduate courses designed to fulfill the requirements for teachers to obtain their instructional certification; teacher mini-grants designed to address state standards; mentoring teachers, principals and students; curriculum implementation aligned with the state standards; a state-of-the art library project; summer science camp; student teaching placements; computer integration across the curriculum; and classroom management training.

This session will provide an overview of our implementation efforts and the ongoing assessment of results, highlighting test score results in one of our partner schools in writing with 77.1% of eighth grade students performing at proficient or advanced and 60.1% of 5th grade students performing at proficient or advanced, up from 38% three years ago. As we enter the fourth year of the project, our evaluation has also supported us in finding ways to sustain a few components of the project. It is our hope that these school improvement and professional development initiatives will have lasting impact upon partner schools.

Masterful Use Of Graphic Organizers: 7 Secrets To Unlock The Power Of Student Thinking

James Lerman, Kean University

PDS people are constantly on the lookout for strategies to empower teachers and improve student achievement. In the New Jersey Consortium for Middle Schools, our work in PDSs has led us to graphic organizers. Specifically, we have identified ways to combine the power of GOs with other identified high-yield instructional approaches for the benefit of students.

In their essential work, *What Works in Classroom Instruction*, Marzano, Pickering, and Pollock identify the nine instructional strategies most effective in improving student achievement across all content areas and grade levels. The authors single out GOs as a critical high-yield factor. The strategies include:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

This fast-paced, high-impact presentation will equip participants with 7 secrets to lift their instructional implementation of GOs toward a more masterful level. Progressive movement toward independent student use for higher order thinking is the goal.

Building upon the highly successful ground-breaking work of Hyerle, Novak, Ausubel, Col and others, you will be led through 7 key considerations to unlock the power of GOs:

- The types of GOs
- Matching the right GO to the intended task
- Linking GOs to the Marzano strategies
- Developing a consistent language for GOs
- Planning an effective sequence of instruction using GOs
- The special case of Venn Diagrams
- Technology resources to support GO use

Moving Toward Standard – How Two Schools Approached The Assessment Of An Effective PDS

Donna Miller, Roye Williams Elementary School

Diane Davis, College of Notre Dame of Maryland

Maggie Madden and Cheri Wittmann, Maryland State Department of Education

Roye Williams Elementary School and Kenwood School are two PDS partners with the College of Notre Dame. Each maintains a PDS file box of artifacts that document the progress toward a successful standards-based PDS. As PDS Coordinator, Diane has worked with both schools' PDS Councils to develop an assessment process using these artifacts. At the end of each academic year, each school can conduct strategic planning using data found in the artifacts to determine the strengths and weaknesses within the PDS and determine goals for the following year.

The presenters will share the data obtained from the artifacts from each school that demonstrate how the school is meeting each of the Maryland PDS standards. One of the four components of the PDS standards requires documentation related to student achievement. Each of the presenters will describe the professional development, internship activities, and student assessment activities that influence student achievement.

The discussion also will include the role of the Teacher Preparation Improvement Plan (an annual report to the Maryland State Department of Education) and the PDS Overview as key elements in the PDS assessment process. Two representatives from the Maryland State Department of Education will discuss the role of the state in the PDS assessment process. Each of the PDSs recently participated in the joint State/NCATE re-accreditation visit to the College of Notre Dame. Within the state of Maryland, the PDSs are a significant aspect of the assessment in meeting Standard 3: Field Experiences. Each presenter will share how she documented the PDS activities for the NCATE assessment process, and the state representatives will describe the role they play in the state PDS review.

No Longer A Silent Partner

Jane Ziebarth-Bovill and Ronald Bovill, University of Nebraska at Kearney

Utilizing the perspective of cooperating teachers, this study indicates that a renewed undergraduate teacher education program, which is dramatically more field-based, is resulting in better prepared student teachers.

Creating the most effective and well-educated teachers possible always has been the clear focus of the Teacher Education Department at the University of Nebraska at Kearney. During the academic year of 1999-2000, the University of Nebraska at Kearney College of Education embarked on a process of self-evaluation and renewal of its program for the preparation of future teachers. A tripartite task force was created to identify areas in need of revision or, in some cases, elimination from the existing teacher education model. This tripartite consisted of equal numbers of faculty members and administrators from the University of Nebraska at

Kearney College of Education, the University of Nebraska at Kearney College of Fine Arts, and the ranks of area K-12 schools. The tripartite determined that five areas were in need of revision and the existing model, although sound in many respects, needed renewal if it was to remain effective and serve as the exemplary program it had been for so long. A final model, which blended the strengths of many models, was approved by the task force in 1999.

The concept of requiring more pre-student field-based hours is sound, but the manner in which the experience is linked simultaneous with theory/coursework is a very central element of the expanded field experience program. It is not just more hours of field experience that defined the renewal, but more focused field experiences.

Number Concept Assessment Project: Examining Student Assessments

Michelle Adams, Paradise Professional Development School
Beatrice Babbitt, University of Nevada Las Vegas

Paradise Professional Development School conducts action research with the support of the University of Nevada Las Vegas (UNLV) to meet one of the PPDS/UNLV strategic plan objectives in creating assessment tools that reflect all students' achievement in terms of growth, competencies, and intelligences. Paradise PDS has been collecting and analyzing data on K-5 students' thinking about numbers for the past four years. With the assistance of UNLV mathematics tutors and the mathematics specialist, every Paradise student is interviewed using grade level mathematics assessments that reflect conceptual understandings in number from counting to place value. These qualitative assessments provide rich and meaningful data that allow teachers to make purposeful instructional decisions in their classrooms. The assessment responses not only assist the classroom teacher, but are converted into quantitative data that is used to report patterns and trends in the students' conceptual understandings of number to the school and university community. This year with the support from the Clark County School District, Paradise will correlate the mathematics assessment data to the district interim number assessment questions and the second semester math grade in number. The following question will be addressed during the session: How does mathematics performance on student interview assessments relate to classroom mathematics performance and interim assessment performance? This session will allow participants to examine K-5 student assessments in number focusing on mathematical understandings through student interviews. The summary of student needs and instructional next steps will be addressed based on the three above mentioned data sources.

PDS: An Investment In Improved Student Achievement Through Quality Teaching

Thomas Proffitt and Karen Schafer, Towson University

Research and assessment data confirm that the Towson PDS model is an investment, not an expenditure, resulting in improved student achievement through quality teaching.

The presentation will outline data from two research areas:

- a) evidence-based, value-added components of the Towson University PDS model and their impact on student achievement and quality teaching (e.g., data focused “evidence of student learning,” action research, service learning projects)
- b) the summative findings of Towson University’s just-completed, five year longitudinal comparative study of the impact of PDS and traditional models of preparation on teacher retention. Responses to the data include first-time state funding of PDS, and data-based programs foci.

PDS Pre-Service Teacher Development – A Sure Bet!

Doris Grove, Dan Marshall, and Candace Head-Dylla, Pennsylvania State University

Paije Davis, Corl Street Elementary School

Although Professional Development School partnerships have been in existence for more than a decade, very little research has been done to examine whether PDS programs prepare pre-service teachers better than more traditional ones. How do we know that PDS preparation results in more effective teaching practices? This presentation is based on a study that explores how former Professional Development School interns compare to other novice teachers from more traditional programs and the justifications for those comparisons.

Surveys were sent to former PDS interns and the principals that hired them. For purposes of this study, a single, two-part item from each survey was analyzed. The first part asked respondents to compare the performance of the former interns as beginning teachers to that of other beginning teachers using a Likert-type scale. The second part of the item asked respondents for a brief written description explaining their ratings.

All principals and the vast majority of the former interns rated former interns as performing far better than or better than other novice teachers. Their reasons for the ratings, however, differed. In examining the rationale for their ratings, we discovered that principals speak differently about former interns (i.e., more in terms of social interactions and pedagogy) than former interns speak about themselves (i.e., more personally and historically).

We will share the findings of our study that begins to address how a PDS program produces novice teachers who engage in more effective teaching practice.

PDS: Your Ace In The Hole For Science Assessment

Alison Rutter and Katherine DiSimoni, East Stroudsburg University

Many states, having focused curriculum efforts solely on elementary reading and mathematics in the recent past, are now turning their attention to science as a content area whose inquiry focus supports learning in these core areas. As a PDS we recognized the benefits the

university partners could offer school sites by assisting with on-going professional development for teachers, extra human resources in classrooms via our teacher education candidates, and a future teacher work force prepared to teach inquiry science effectively and enthusiastically.

This presentation reports on this pilot effort in which PDS faculty work with elementary PDS sites interested in investigating approaches to curriculum/programs for meeting state science standards and the related success/impact of standardized assessments. Researchers are surveying building principals and curriculum coordinators in the PDS districts about their practices and interest in collaborating with PDS faculty in engaging students and teachers in inquiry science practices found in the standards and on assessments. Initial work includes interviews with principals and teachers about specific strategies to enhance their programs using PDS students and student teachers participating in the elementary science methods courses and on-going professional development. Follow up will include enacting these strategies in the selected sites. Evaluations of the success of this effort will compare the state assessment scores from the particular classrooms which host the PDS students and teachers involved in the professional development. It will also include follow up interviews with teachers and artifacts from the learner participants. Following a brief Powerpoint highlighting the progress of this study, participants will be involved in a discussion of various ways in which PDS partners can support this effort.

**Positive Impact On Preschool Children:
Physical Development Action Research Project
Conducted By Early Education Intern In A
Professional Development School**

*Connie Stout and Annie Pugh, Glenville State College
Annette Finley, Glenville Elementary School*

This presentation will focus on the positive impact and evidence of student learning that was collected by a college student while completing the internship semester. An action research project targeting the development of large motor skills (physical development) in preschool-aged children will be shared. The college intern, public school preschool teacher, and college supervisor will share the development of the action research project as well as the results of initial and post assessments. Specific activities and lessons that were implemented to enhance physical development will also be shared.

Early education teacher interns involved in the Professional Development School model have had the opportunity to develop strong and effective working rapports with partner teachers, administrators, and students. This particular early education intern has documented positive impact of student learning through the implementation of an action research project.

Project TEACH: Measuring The Success Of Highly Qualified Teachers In South Texas And The Achievement Of Their P-12 Students

Denise Hill and Margaret Bolick, Texas A&M University-Corpus Christi

Project TEACH (Teacher Education Assessment and CHallenge) was created at Texas A&M University-Corpus Christi (TAMU-CC), a Hispanic-serving university in South Texas, to establish a process in which to continuously draw upon research to determine best practices for preparing pre-service teachers for certification and for program self-evaluation of preparing *highly qualified* educators through Centers for Professional Development and Teaching (CPDTs).

An online survey based heavily on the works of Barton, Andrew, and Schwab (1994) was utilized to determine the success, strengths, and weaknesses of the Teacher Education department at TAMU-CC in preparing highly qualified educators. This survey was distributed online among identified CPDT graduates, who had completed their first year of teaching in 2005 and 2006, and their administrators. Analysis of the on-line survey was conducted to recognize patterns of strengths and weaknesses within the CPDTs.

Further research was conducted to analyze the P-12 student achievement of the CPDT graduates based on the Texas Assessment of Knowledge and Skills (TAKS) state assessment. Comparisons were made among CPDT partnership schools and like schools based on overall passing rates of all students, Hispanic students, and students of low-socio economic status. Additional comparisons were made between the graduates' own students' passing rates and the overall passing rate of their P-12 campus. Furthermore, these CPDT graduates' passing scores on the Texas Examination of Educator Standards (TExES) was compared to their own P-12 student achievement.

Replaying The Hand: Using Video-Analysis Technology To Promote Reflective Practice

Carla Zembal-Saul, Candace Head-Dylla, and Cole Reilly, Pennsylvania State University

Jennifer Tranell, Panorama Village Elementary School

Finding tools to help pre-service teachers reflect on instruction is a critical component of the teacher education process. Videotaping has the potential to engender reflection, but analysis can be cumbersome. We are currently experimenting with the use of innovative video-analysis technology (Studiocode™) to examine instructional performances and interactions between student teaching interns, mentor teachers, and students in ways that allow the efficient use of time and that also respect the different abilities and knowledge bases of the various PDS stakeholders. By videotaping classroom exchanges and then using this technology to isolate particular examples of target behaviors, student teachers, mentor teachers, and student teacher supervisors can work individually and collectively to understand and improve instruction. This presentation will demonstrate the technology, show examples of its actual use, and present preliminary findings of the PDS researchers involved in the project,

including elementary student teachers, elementary classroom teachers, and university professors and graduate students.

Representation And Voice In Professional Development Schools: Students' Contributions To Data Collection

Kevin Graziano, Nevada State College

Pre-service teacher education students enrolled in Nevada State College's (NSC) second language acquisition course study literacy strategies for English language learners (ELL) and then become volunteer readers with the Clark County READS initiative, a program which promotes the importance of literacy by providing quality literacy programs to children and families in Las Vegas. In addition to completing hours of classroom observations from a Master ESL teacher at one of two Las Vegas schools with a high ELL population, Brown Junior High School and Robert Taylor Elementary School, NSC students are required to read one-on-one with an English language learner.

NSC students then develop a case study on their ELL. Part of the case study allows the ELL to photograph or draw images that best represent his or her educational experiences and everyday realities as an English language learner in the Clark County School District. As a result, NSC students and school administrators obtain valuable information on the struggles and joys of being an English language learner in Clark County.

This session will highlight NSC's relationship with the Clark County Reads Initiative and our two ESL Professional Development Schools. Additionally, participants will learn how to use documentary photography and storytelling as a tool for data collection and needs assessment. Case studies developed by NSC students, including photographs and stories from their ELL, will be shared with participants.

Research Findings: Impact On Learning (Mississippi LEADS)

Teresa B. Jayroe and Beth Coghlan, Mississippi State University

Teacher candidates enroll in the Elementary Methods Block during their senior year at Mississippi State University. The methods block, which is comprised of four methods courses with a field component, is a partnership between the university and a rural school district. Since many students in this rural school district are deemed at-risk of school failure, school personnel entered into this partnership because they believed it would enhance student learning and teaching. In turn, this collaborative partnership provides opportunities for teacher candidates to work in classrooms with K-6 students, classroom teachers, and administrators.

Research and assessment validate this partnership for both the university and the school district. Implications from this research confirm how this professional partnership benefits K-6 students, teachers, and teacher candidates. From interviews and surveys with administrators and teachers, this research explains why they believe this collaborative partnership has positively impacted student learning and teaching practices.

Observations in classrooms by university faculty and administrators, as well as document analysis of lesson plans and reflections, explain how this partnership has impacted teacher candidates' learning and teaching. Triangulation of data lends credence to this quantitative/qualitative research.

Shooting For Results In Mathematics Classrooms

Cynthia S. Kelley, Cynthia L. Gissy, and David Cumberledge, West Virginia University at Parkersburg

Joseph Oliverio, Worthington Elementary School

Worthington Elementary School and West Virginia University at Parkersburg have had an official Professional Development School partnership for five years. The partnership at this school focuses on the mathematics needs of the students.

Worthington has 280 students and sits in a middle class neighborhood. Teacher candidates from WVU Parkersburg work with students who are at risk for math difficulties in grades K-6. In grades 3-6 teacher candidates administer a pre-test at the beginning of the semester. Each candidate uses data from the pre-test to develop a tutoring plan to target deficit skills and help students meet mastery. At the end of the semester, the teacher candidates administer a post-test to check student progress. Teacher candidates also develop plans for working with individual, small group, and whole class instruction in K-2 grades. Last year's state-wide assessment showed an increase of 10% in the math scores of students falling in the low socio-economic areas. These scores have been attributed to the activities associated with the partnership between the college and the school.

A record keeping system is being developed and field-tested by honors candidates from the college. This system will assist partners in tracking the data and documenting achievement of the elementary students. Textbook resources are used to document areas of need, provide additional support, and guide individual instruction. This session will share successes, challenges, and upcoming improvements in regards to the program.

Strategies For Winning: Demonstrating Teacher Candidate Success In A PDS

Nancy Brantner and Susan Mullins, Paul T. Wright Elementary School

Susan L'Allier, Lara Luetkehans, and Sharon Smaldino, Northern Illinois University

The DeKalb Community School District and Northern Illinois University (NIU) created a Professional Development School that included in its vision a place where "all students and educators thrive, and future teachers are prepared in a learning environment of the very highest quality." In August 2004, Paul T. Wright Elementary School opened its doors to become a learning community for school and university faculty, NIU elementary education teacher candidates, and DeKalb, Illinois, K-5 students. At the core of our learning and development was the integration

of the Triarchic Theory of Successful Intelligence (Sternberg, 2000), along with the Arts and Technology. Curricula at both the school and university were revised to integrate these focus areas.

Now, in year three, we are beginning to investigate the effects the PDS initiatives have had on the teacher candidate experience. Using Standard 1, Learning Community, of the NCATE PDS Developmental Guidelines, our questions aim to understand both the impacts of the unique elements of this school as well as comparing the experiences of NIU teacher candidates at Wright with NIU teacher candidates' experiences in other clinical placements. Data include observations, focus group discussions (faculty and student), and teacher candidate performance measures (classroom and clinical). In this presentation, participants in the PDS representing all levels will share the results from the data collected during the first two years of this school's operation. Preliminary analysis yields positive differences in the teacher candidates' experiences with technology, mentor relationships, and professional induction at the PDS as compared to other candidates' clinical placements.

Stress, Anxiety, And Topics Of Concern: What Do PDS Interns Want And Need Implemented In Their Seminars And Coursework To Address These Issues?

Molly Mee, Towson University

The year-long PDS internship is a challenging time for teacher interns. It is a time when many of our students step into the role of a classroom teacher for the first time and are asked to apply what has been taught in their teacher education courses to real-life situations. It is often at this time that teacher interns experience stress and anxiety over topics of concern like classroom management, differentiation, and high-stakes testing. Researchers (Pigge & Marso, 1994; Payne & Manning, 1990; Linville & Belt, 1990) suggest that there is a relationship between student teaching seminars and courses and levels of stress and anxiety of teacher interns.

The purpose of this session is to present ongoing research that examines teacher interns' causes of stress and anxiety during the year-long internship. Data from three urban universities' teacher education programs will be shared. Through qualitative methods, the research reveals that teacher interns become stressed and anxious over a variety of topics and that how and when the university addresses these topics is of critical importance to a successful internship.

The presenter will share the methodology and results of the research and discuss specific ways that PDS programs can integrate these topics into student seminars and coursework.

Supporting ALL Learners And Seeing Real Results . . . The Power Of PDS And Collaboration

Gina R. Scala, East Stroudsburg University

Craig Downey, Michelle Bosak, and Nancy Hardter, Lincoln Elementary School

Accountability is essential in meeting the needs of ALL students. NCLB has been instrumental in requiring accountability through demonstration of Adequate Yearly Progress (AYP) for students and schools. In attempting to achieve and maintain these requirements, Lincoln Elementary School, a Title 1 school with a high minority status and low SES population, could possibly struggle to meet these demands. As the PDS has developed and flourished, it became apparent to extend the resources of the partnership and develop a pilot program at the third grade, the first level of the required state assessment for all students. University personnel, administration, third grade faculty (general and special education), and support service personnel began to develop a new and novel approach to meeting the needs of ALL students in a collaborative way. This presentation will illustrate how this group engineered the environment to meet the student needs realistically, utilize resources often overlooked in extremely creative ways, incorporate the curriculum resource personnel, and truly create an environment where learning for ALL students would be accomplished and success for ALL involved would be realized. As this approach has continued to develop, the ability to replicate across additional grades has been determined. Areas of concern (i.e. common planning time for the number of professionals) will be highlighted as well as other problematic areas which have been dealt with effectively. Roadblocks were removed and outcome data has been very positive.

Taking A Chance: Action Research

Cynthia S. Kelley and Cynthia L. Gissy, West Virginia University at Parkersburg

Keith Enoch and Esther Lauderman, Williamstown Elementary School

Williamstown Elementary School and West Virginia University at Parkersburg have had an official Professional Development School partnership for more than five years. This particular partnership is focused on curriculum and instruction in the general K-6 classrooms.

Williamstown is a middle class elementary school with approximately 480 students. Each semester, as part of the capstone curriculum and instruction course, pre-service teachers spend three hours a week working in a classroom at Williamstown. As part of the new NCATE requirements, it was decided that action research would be started in this course as a pilot project. The ironic thing is that the teachers at the school were also being asked to implement action research in their own classrooms. They were also being asked to participate in small learning communities. (Student teachers placed at this school were also invited to attend and participate in these small learning communities.)

Teacher candidates were given carte blanche in deciding their topic to research. This topic was discussed and approved by their classroom teacher and then shared with their instructor. Data was gathered and then

teacher candidates were asked to develop a way to share the information with their peers and the teachers from Williamstown. Because this was a pilot project, teacher candidates, teachers, and college faculty shared their ideas and suggestions to improve the action research.

Rationale, plans, examples, and end-products will be shared. Successes will be discussed, obstacles will be shared, and improvements and upcoming changes will be mentioned.

The Collaborative Action Research Process: The Joliet Professional Development School Partnership

Lisa White-McNulty and Catherine J. Nelson, University of St. Francis

The University of St. Francis and two elementary schools from Joliet Public School District 86 have created the Joliet Professional Development School Partnership (JPDSP). The JPDSP is based on the four cornerstones of the Professional Development School model: student achievement, action research, teacher candidate preparation, and professional development. The purpose of the JPDSP is to strengthen the collaborative relationships between the university and the P-12 schools it serves. Our goals are (1) to create and maintain a teacher education program that prepares teacher candidates to effectively work with the diverse populations within today's schools and (2) to enhance the professional development of all members. Our work focuses on high need schools.

In the 2005-2006 academic year, we began collaborating with teachers from our partnership schools to conduct voluntary classroom-based inquiry on projects of the teachers' choosing. Throughout the inquiry process, teachers identify a problem, read relevant research, design an intervention to address the problem, collect student data, analyze it, and come to a conclusion about the effectiveness of the intervention.

The presentation will include an overview of the Collaborative Action Research Process as developed by our partnership, descriptions of action research projects, and lessons learned from our experiences. Preliminary findings from our own action research study, whether participation in the Collaborative Research Process influences teachers' self-efficacy and sense of empowerment to impact student outcomes, will also be discussed.

The National Consortium Of Professional Development Schools: A Web-Based Project For PDS Self-Assessment And Improvement

Jane E. Neapolitan, Towson University

Mona S. Wineburg, American Association of State Colleges and Universities

The National Consortium of Professional Development Schools (NCPDS) is a collaborative project that currently involves forty colleges/universities in partnership with more than 300 PDSs in all regions of the country. Funded by the U.S. Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE), the project is now in its third year. The purpose of NCPDS is to establish a comprehensive, web-

based, and practice-informed resource through which partnerships can contribute to and learn from each other's experiences within the highly contextualized and complex work of PDS.

In this presentation, participants will "visit" the NCPDS website. Also, information will be shared about new developments in the project, including an electronic tutorial and handbook for using the site, improvements to the PDS Impact Profile/self-assessment tool, and how the database can be used for collaborative research within states, regions, and the country. Partnerships interested in participating in the pilot are encouraged to attend.

The Selection Of Field Placement Sites: Not A Game Of Chance

Martin Ward and Cathy A. Pohan, Texas A & M University-Corpus Christi

More than any other type of personal information, beliefs are strong predictors of behavior (Bandura, 1982; Nespor, 1987; Pajares, 1992; Pohan, 1996). In fact, a statistically significant relationship exists between cross-cultural life experiences and one's personal and professional beliefs (Cook & Van Cleaf, 2000; Katz, 2000; Pohan, 1996; Pohan & Aguilar, 2001). As our school-aged population continues to become more diverse, it is imperative that future teachers be prepared to work effectively with diverse students and families. Linda Darling-Hammond (1994) has argued that graduates of Professional Development Schools are better qualified than their counterparts trained in traditional teacher preparation programs. But what types of school settings and/or experiences make the difference?

In an effort to identify "particular elements" in teacher education programs that are related to cultural awareness and responsive practices, as measured by the Personal and Professional Beliefs About Diversity Scales (Pohan & Aguilar, 2001), the authors surveyed over 100 pre-service teachers participating in two distinctly different field settings. The authors also identify a number of cross-cultural experiences that are significantly correlated to personal and professional beliefs about diversity and diverse others.

If colleges of education are to better prepare teachers to respond to the changing demographics of our student population and close the achievement gap, then we need to more fully understand the types of experiences that positively impact pre-service teachers' beliefs and attitudes about diversity and working in high need schools.

Using Action Research To Solve School Problems - Session I

*Bessie L. Gage and Phyllis W. Dawkins, Johnson C. Smith University
Stan Frazier, Merry Oaks International Academy of Learning*

In our Professional Development School partnership over the past two years we have cooperatively developed a variety of activities held at either the elementary school or on the university campus (e.g. Literacy Nights, Saturday Family School, conference presentations, end of year celebrations, Open Houses, and presentations to university classes by Merry Oaks faculty). These have been beneficial to all parties involved, but

we wanted to make sure that PDS activities met the needs of members of the school community. The partners decided to use action research as a tool to solve problems and focus our work. Over the summer we hired a research specialist to provide professional development in action research for university and public school faculty. A two day workshop was held in the summer and a one day follow-up workshop in the fall. The partners decided to focus on specific issues that prevented Merry Oaks from achieving their Annual Yearly Progress (AYP).

University and public school faculty were paired to develop action research projects based on the specific needs of Merry Oaks students. In addressing question 3, we will share the progress and results of the action research projects in two sessions. In Session 1, we will focus on:

1. providing an overview of the process of preparing teachers and faculty to do action research;
2. assessing attitudes of African American and Latino males toward school; and
3. using repeated readings to assess fluency.

Using Action Research To Solve School Problems - Session II

Jeff Ford and Deborah Bailey, Johnson C. Smith University

Marty Metius, Kathryn Swett, and Veronica Kodzai, Merry Oaks International Academy of Learning

In our Professional Development School partnership over the past two years we have cooperatively developed a variety of activities held at either the elementary school or on the university campus (e.g. Literacy Nights, Saturday Family School, conference presentations, end of year celebrations, Open Houses, and presentations to university classes by Merry Oaks faculty). These have been beneficial to all parties involved, but we wanted to make sure that PDS activities met the needs of members of the school community. The partners decided to use action research as a tool to solve problems and focus our work. Over the summer we hired a research specialist to provide professional development in action research for university and public school faculty. A two day workshop was held in the summer and a one day follow-up workshop in the fall. The partners decided to focus on specific issues that prevented Merry Oaks from achieving their Annual Yearly Progress (AYP).

University and public school faculty were paired to develop action research projects based on the specific needs of Merry Oaks students. In addressing question 3, we will share the progress and results of the action research projects in two sessions. In Session II, we will focus on:

1. using repeated taped readings to increase reading fluency with Latino first graders;
2. implementing a character education program focused on minority at-risk males; and
3. training parents in the classroom to use games and other instructional techniques to reinforce classroom learning at home.

Using Evidence To Refine A Partnership

Debra Patterson, Sandy Ritter, and Robert E. Kladifko, California State University Northridge

To determine progress of the PDS effort of the Los Angeles Unified Schools and California State University Northridge, multiple data-gathering measures have been developed and utilized for the two years of this new network. The results of these measures are being used to refine the partnership at all three clinical sites (elementary, middle, and high school).

Data was gathered from several groups of stakeholders as a necessary part of the year--end process: 1) Using the NCATE Standards for Professional Development Schools, each site director and the site leadership team took the responsibility of rating the partnership implementation on the standards by gathering qualitative data indicators related to the specific elements of each standard. 2) Student teachers placed on-site in a cohort completed journal entries and a questionnaire that examine the elements of the on-site experiences. 3) Mentor teachers and members of the site leadership team responded to an open-ended survey about their experiences in the partnership. 4) Site administrators participated in an in-depth personal interview.

Findings demonstrate the richness of the developing partnership, the differences among the three school sites/levels, and areas requiring further development. As a next step, the partnership determined specific areas that were well developed and others that were areas requiring modification through refinement. These areas are being addressed through a process of annual goal setting at each clinical site. The data-gathering tools and specific examples demonstrating progress made during year two of the PDS will be shared during this session.

What Every PDS Stakeholder Should Know About Action Research

Eva Garin, Bowie State University

This presentation will address question #3 by determining what role action research plays in our PDS network. I developed a 20-question survey consisting of questions with a 5-point Likert scale followed by open-ended questions. The questions were designed to learn about what facilitates and or hinders the action research process in our PDS sites. Included in the survey are questions formulated to ascertain how action research has impacted teaching and student learning. The questions also explore how action research has changed school and/or district policies as well as the career paths of PDS teachers. This survey was completed by 54 PDS teachers and 37 year-long interns, as well as 56 non-PDS teachers. This presentation will offer insight into the role of action research in the developing and sustaining of PDS partnerships. The voice of PDS stakeholders will be heard through their answers to open-ended questions. It will be of interest to present and dialogue about the survey results and the comparison between PDS teachers and year-long interns and their experiences with action research. Using descriptive statistics, the presentation will also examine whether the 91 PDS stakeholders have anything to say that differs from the 56 non-PDS teachers who also completed the survey.

What's In It For Us: How Can Using Data Improve The PDS Experience For Universities, Teachers, And, Most Importantly, The Students We Serve?

Deborah Piper, Towson University

Jon Appelt, North County High School

Laura Kinnamon and Robert Mauro, Lindale Middle School

Susan Sergeant, Brooklyn Park Middle School

The questions that drive our teaching and our work as a PDS partnership will be explored in this interactive session: What is it we want our pre-service teacher education candidates and P-12 students to know? How will we know if they know it? What does evidence of pre-service candidate and P-12 student learning look like? What do we do if pre-service candidates and P-12 students do not meet the standards? How do we create positive relationships between mentors and interns?

PDS partners will share strategies used to prove and improve P-12 student learning, PDS pre-service teacher candidates' experiences, and the PDS partnership. An intern will present his evidence of student learning project, discuss how interns are proving their impact on P-12 student learning, and describe the impact of this experience on his preparation to become a special educator. Site coordinators and a mentor teacher will share strategies for building successful mentor-intern relationships and providing effective mentoring and feedback. The IHE liaison will share the results and programs initiated by the partnership through self-study for an upcoming NCATE accreditation, including a PDS self-study that explicates state and national PDS standards.

Participants will come away with the tools necessary to improve their use of data as a PDS. Included in the handouts will be: PDS state standards, power point notes, assessment instruments, and scoring tools.

Win Big With Your Assessment: Using Handheld Computers For Quantitative Evaluation Of The PDS Student's Entire Senior Year

Andrew R. Whitehead, East Stroudsburg University

Objectively evaluating Professional Development School students over the course of an academic year can be a difficult task. However, such evaluation can truly measure growth of teaching behaviors as the pre-service teachers transition from inexperienced apprentice teaching candidates to more fully experienced student teachers. This type of evaluation can also provide insight to areas needing improvement. The assessment can then be used to provide specific pinpoint feedback for the PDS student in an effort to improve teaching behaviors. This presentation is about using a specific, locally designed handheld computer evaluation tool to assess the PDS student during the course of the entire senior year, first as an apprentice student and then as a student teacher. The use of the handheld computer evaluation was completed by both the mentor teacher and the university supervisor during the first semester of the senior year

and during student teaching in the second semester. These evaluations were compared for consistency between mentor teacher and university supervisor to ensure that each evaluator was addressing the same teaching behaviors in the same manner. Quantitative scoring of specific behaviors allowed for easy comparison of evaluation scores. The handheld device allowed for immediate feedback to be provided to the student teacher, and data was also recorded for printing later as a report that was given to the student. The data can also be used later for reporting to national accreditation agencies, such as the National Council for Accreditation of Teacher Education (NCATE).

**QUESTION #4: SUPPORTING YOUR PDS
BEYOND YOUR SCHOOL AND/OR
UNIVERSITY?**

**A Unique PDS: Three Partners With Three
Funding Sources And Major Political Backing!**

J. Ronald Groseclose, Tennessee State University

Aspiring teachers emerge from college woefully unprepared for their jobs according to most national research. This presentation will discuss in detail a three-way PDS partnership model which creates a framework for teacher preparation that embraces the long held notion that novice teachers become more competent teachers by practicing under the guidance of master teachers. In this PDS model, master teachers become equal partners along with university faculty and politically elected local teacher union officials in the decision making and evaluation process.

Funded jointly by the university, the public school system, and the local teachers' union (the program received a National Education Association grant) the model was designed as a seamless two-year program to better prepare novice teachers for "real world" teaching situations. Exemplary teachers were identified through a portfolio process and were invited to become mentors. Students were identified and completed a comparable process before being selected by the team. All teachers and students participated in an intensive 3-day planning retreat co-designed by all members of the partner group.

This presentation will discuss in detail how the PDS model was designed. It will include a complete outline of the following:

1. "Direct learning" approach to teaching
2. Mentor teacher benefits/incentives
3. Pre-service student benefits/incentives
4. University benefits/promotion/tenure/incentives
5. Detailed timeline
6. Evaluation outcomes

**An Award Winning Recruitment Program:
Successful STEPS For Diversifying The Future
Teaching Force**

Harriet P. Sturgeon, University of Houston at Clear Lake

The University of Houston at Clear Lake's Collaboration Program, called Success Through Education Programs (STEP) is composed of partnerships with four area school districts, four area community colleges, and fourteen Professional Development Schools. Building a seamless transition from high school to community college to university to Professional Development School internships to certification is the goal of the collaborative community partnerships. Presenters will focus on recruitment strategies, quality teacher preparation, retention of teachers, and obtaining support for the program through a strong collaboration between

all the stakeholders. These partners work together to provide a seamless step-by-step program to train future quality teachers with the goal that they will return to their home school districts for their internship at a Professional Development School and eventually a teaching position.

Coaching High School Content Area Teachers: Every Teacher A Reading Teacher

Victoria A. Oglan and Deidre Clary, University of South Carolina

Presenters will share how the University of South Carolina and the Arthur Vining Davis Foundation have joined forces to implement Project RAISSE: Reading Assistance Initiative for Secondary School Educators. The goal of this project is to enhance reading achievement and reading instruction in high schools. The approach is to design and offer professional development for teachers that will help them understand the reading process specific to content area reading, develop the knowledge base needed to make informed and effective curricular and instructional decisions about reading, and thereby positively affect student reading proficiency and achievement.

Presenters will outline how eight teachers from two high schools in South Carolina are participating in such professional development programs as: literacy graduate study, collegial study groups, and teachers as professional leaders. Hear how this initiative is impacting teachers of math, science, social studies and English and how these teachers are transforming their teaching and their students' learning. A handout packet will be provided.

Engaging Interaction With Communities Beyond The Classroom

Dora Tartar, Pleasant Valley School District

Linda Rogers, Stephanie Romano, and Rhonda Sutton, East Stroudsburg University

This presentation shares four avenues of engaging pre-service teachers in learning about and serving the community at large. The presentation addresses Question #4 as it identifies developing political support for the PDS beyond the confines of the classroom and the importance of involving pre-service teachers in the community.

The value of providing service learning is documented. East Stroudsburg University elementary pre-service teachers participate in the Apprentice II semester in a PDS site preceding their Student Teaching semester. They are enrolled in five courses offered collaboratively by three university departments. One of the coursework components is participation in service learning projects. These experiences afford the pre-service teacher continued content acquisition, student development, and problem solving, as it encourages the pre-service teacher to meet identified social needs of the community. The reciprocity of these projects has proven to be beneficial and transforming for the pre-service teacher and the recipients of the service.

Service learning takes several forms. A partnership established and maintained with the local historical association engages pre-service teach-

ers in learning about the local historic site and the resources available at historical associations. Recently this partnership broadened to involve the preparation of educational materials for local districts. Also, partnerships have been established within a community to reach out to families in need, a preschool literacy initiative, and a university-sponsored after school program that provides academic activities for school age children. These partnerships engage pre-service teachers in supporting and encouraging the literacy development of children.

Funding For PDS: Once We Have It, How Do We Keep It?

Maggie Madden, Michelle Dunkle, and Cheri Wittmann, Maryland State Department of Education

Dennis Pataniczek, Salisbury University

Diane Davis, College of Notre Dame of Maryland

Donna Culan, Howard County Public Schools

Nancy Neilson, Baltimore City Public Schools

Maryland's PreK-16 Partnership for Teaching and Learning (representing the Maryland State Department of Education, Maryland Higher Education, and the University System of Maryland) has engaged in a multi-year effort to secure PDS funding from the Maryland legislature. This effort has resulted in the inclusion of PDS funding in the governor's budget for FY 2007. Presenters will share the process and challenges of securing funding and the development of a PreK-16 PDS Funding Committee. Presenters will share the requirements for receiving the funding and how the funding has allowed PDS partnerships to enhance and expand their efforts. Parameters required for budgetary submission have created unintended consequences: partnerships have more clearly discerned both the institution of higher education (IHE) and local school system (LSS) in-kind and specific supports in monies, materials, time, expertise, effort, joint training, and other arenas. The funding process has become a reality check, helping to discern true existing collaboration and designs for moving forward. Funds targeted specifically to strategic planning and data collection will help partnerships demonstrate the results of this additional funding in order to support continuation of it.

Highly Confused Or Highly Qualified – How Utilizing The PDS Helps With Clarifying And Qualifying

Gina R. Scala, East Stroudsburg University

Tracey Jacobi, Bangor Area School District

Jamie Peters, Bangor High School

NCLB and IDEA have been very clear about the requirements of Highly Qualified status for professionals. As the need for special educators continues to be at a crisis level, many of the federal requirements have created even larger voids in specific areas, such as some elementary programs, middle school, and secondary levels. Higher education has to be responsive and unique in meeting these demands. New program offerings have to be developed, implemented, and evaluated. Creative and

collaborative grants have to be secured. Business as usual has to be redefined. Programs that are innovative will survive. This presentation will look at these very realistic issues and how they have been anticipated and resolved. Unique grants for secondary English, middle school science, and integrated programs with elementary education will be presented. The impact on higher education will be discussed, and positive outcomes for PDS partnerships will be featured. As new and innovative programs are developed, it becomes a win-win situation for students, schools, and the university. These changes, however, are sometimes problematic in the administrative structure of higher education because the configurations look different and the status quo is disrupted. How to survive becomes a critical outcome which will be addressed.

Off Campus Betting: A Win-Win For PDS Learning Communities

Barbara Clark, Beverly German, Karen Grannas, and Karen Schafer, Towson University

As Professional Development Schools develop their School Improvement Plans using data to identify needs related to student achievement, a Towson University liaison works collaboratively to plan related professional development. One professional development resource is the Towson Learning Network. To use this service, the Towson PDS liaison plans with administrators and faculty to establish the logistics of on-site graduate courses. Courses can be special topics, four course cohorts, and/or master's program courses for reduced tuition to teachers.

Using the TLN supports university enrollment goals as well as providing high quality, custom designed professional development for the PDS faculties. This session will focus on how the university and school system partners plan professional development to ensure the content, convenience, and cost effectiveness to all involved as they prepare to improve student achievement.

Professional Development Is Not A Dice Throw: PDS Educators At The Summer Learning Festival

*Jon Wiles, University of West Georgia
Ann Marie Johnson and Elizabeth Patterson, Central Elementary School
Alison Lyle, Whitesburg Elementary School*

This presentation will focus on the leadership of the West Georgia PDS in helping area schools discover the teacher center concept. Over the years, the Carroll County PDS has developed a vibrant program in relation with the University of West Georgia. In an attempt to disseminate this "village" model, the university will hold a "learning festival" for area teachers during summer school. The Carroll County PDS will be featured as a successful way to train new teachers using a "teacher center" concept. PDS will provide a "learning model" for other interested schools and districts during this event. Presentation segments include:

- old and new history of the Carrollton PDS

- the village concept - University of West Georgia model
- the push to create teacher centers at UWG
- the Learning Festival
- the PDS as the “learning model” for teacher education

Recruiting And Supporting A More Diverse Teaching Force In Partner Schools

Jane Zenger and Saudah Collins, University of South Carolina

The South Carolina Diverse Pathways in Teacher Preparation Project is breaking new ground in the way two and four year institutions are sharing support services for transfer students who choose teacher education as a major. Innovations include offering more education core courses in two year institutions and strengthening articulation agreements for transfer credits between institutions. In addition, twelve PK-12 grade schools across the state are participating in school enhancement projects to expand clinical sites in high needs urban and rural school settings. Tripartite teams in these schools involve innovative classroom teachers, university and technical college faculty, and other content specialists working in tandem to support inquiry-based instruction and mentoring for both pre-service and induction year teachers. Two university partners and three technical colleges share school sites where the education majors are placed for student teaching, practicum courses, and/or service learning projects. This presentation will highlight how three of the TQ initiatives in mentoring and university support are showing promise for sustained teacher recruitment and retention. These include:

- School Based Leadership Teams: Empowering teachers through mentoring and the design of instructional models in high needs schools
- The Student Educators Club: Creating a club-based network to support the needs of transfer students as they transition from high school to technical schools and finally into the university settings
- Creating Centers for Inquiry and Best Practices: Support from higher education faculty as students team up with pk-12 teachers, scientists, artists, and other consultants to improve teaching methods in high needs schools.

Rolling The Dice: Strategies For Gaining Success With Community Support, Grants, And Politicians

Randy M. Wood, Baylor University

Brandi R. Ray, Cesar Chavez Middle School

Have you ever felt that gaining external funding to support the programs of your PDS is like “rolling the dice?” Do you wonder who to approach and how to approach them for funds that could really make a difference on your campus? Do you wonder how to get influential people in your community excited about the educational programs you have going or want to have going in your PDS?

These and other questions will be answered in this session that will highlight how the administrative team at Cesar Chavez Professional Development School in Waco, Texas, has underwritten academic programs, a library expansion, and fostered parental involvement through community support and local and national grants. Also, the session will discuss how local political leaders can assist in developing a means for securing support.

The Community Support piece of this presentation will discuss how local groups and businesses can be brought in as supporters of different programs and projects within the PDS. Building relationships with these local partners, both business and political, is extremely important as they begin to understand how they can make a difference in a particular school.

A second part of this presentation will be a discussion of how to approach local foundations for support. Making a case for need in your school is an important part of helping others see the needs in your school.

The final part of the presentation will focus on the writing of grants for national support. In this section we will discuss the collaboration that went into our receiving over \$2 million in grants, including a \$1.2 million Department of Education grant. Again, collaboration is an important part of this writing project. Working with others to make something happen is many times more eye-opening for grant funders.

Using Rockets And Music To Motivate Students

Paul Chaplin, University of South Carolina

Barbara Dire and Sally Utley, Forest Heights Elementary School

Forest Heights Elementary School is both a NASA Explorer school and a partner school for the South Carolina Pathways project. Teachers at this school have developed exciting projects that give high needs students new ways to look at science. The Rocket Project involves having students learn about the physics of flying (lift, thrust, velocity) by designing their own rockets and testing their design in a scientific experiment. Science, mathematics, research, writing, and art play a part in how 2nd and 5th graders gain insight into the scientific method. Barbara Dire serves as the lead teacher in this project, and she has been to training sessions at Goddard Space Center in Maryland and has helped create lesson plans and teacher direction forms that are being posted on the NASA teacher website.

The second project in the presentation, created by music teacher Sally Utley, involves an all boys' harmonica group. A variety of wonderful books about harmonica players and musicians were used to reinforce and motivate the students. Sally will show samples of the books used in the project and a video presentation of the students performing.

QUESTION #5: WHAT ARE THE UNIQUE ASPECTS OF YOUR SPECIALIZED PDS?

A Distinctive Middle/High School PDS Relationship That Works

*Sara Dallman and Kelton Lustig, Colorado Christian University
Mike Black, Pomona High School*

Colorado Christian University (CCU) professors have built and sustained a wonderful partnership with administrators and teachers at Pomona High School and Bell Middle School (Jefferson County School District, Colorado). Evaluated by Colorado Department of Education leadership as a gold standard program and awarded three Improving Teacher Quality grants by the Colorado Commission on Higher Education, the CCU School of Education offers a creative, accountable, performance-based teacher preparation program. The PDS relationship with these two public schools provides academic content in Teaching Theory and Practice (3 credits) along with seventy hours of practicum (2 credits) for sophomore secondary education students with majors in English, mathematics, history, science, and music. Two thirds of the total course sequence, which takes place equally in the middle and high school settings, is planned collaboratively with the principals and instructional coaches who add realistic, state-of-the art and profound views about what our students as future educators will face, need to know, and be able to do. They passionately identify those teachers in their schools who are the master teachers capable of impacting university students, and a synergistic commitment to give back to the profession of teaching is ignited. The process includes multiple on-site seminar sessions led by school-based professionals, class observation-participation opportunities aligned with academic coursework, and shadowing. The PDS has matured over six years because of intentional relationship strategies. Both the university and public school presenters will candidly share what they have learned and the challenges overcome as they address Question #5.

A Full House

*Fran Greb, Montclair State University
Naomi Kirkman, Bradford Elementary School*

What makes the Bradford Elementary School-Montclair State University (MSU) partnership unique? Firstly, our partnership is not a time specific grant, but rather a long-term commitment of resources from both institutions. At the elementary school, a Magnet Coordinator plans and facilitates learning experiences between Bradford and MSU. It is the only such full-time paid faculty position in Montclair. At the university level, a faculty member's work is supported, allowing for her on-site presence.

Secondly, our partnership is truly a tripartite. Faculty and students from MSU's College of Education, College of the Arts, College of Science and Mathematics, and Bradford School collaborate to provide learning experiences for students and faculty in both institutions. For example, Bradford students participated in a "Me-Mask" project. A visiting artist and students from the School of the Arts worked with them to create masks

based on their individual cultural heritage. Professors and students from the College of Science and Mathematics also work with Bradford students and teachers on topics that enhance the science and math curriculum. Opportunities for professional development are readily available.

Thirdly, our partnership is committed to nurturing pedagogy through the ongoing presence of a cohort of student teachers both in the elementary classrooms and the related arts, including music, art, and physical education.

In addition to our full-time student teachers, practicum students also spend two days per week in classrooms. This is truly a “full house.”

A Highly Contextualized PDS In Special Education: Focus On On-Site Preparation

*Pete Kelly and Bev Peters, Truman State University
Suzann Copeland, Kirksville Primary School*

According to Lee Teitel (1992), for real change to occur within the Professional Development School, there must first be evidence of personnel preparation practices that are distinct from traditional teacher preparation practices. That is, a highly contextualized PDS should facilitate teacher preparation practices that significantly differ from a traditional program of teacher preparation. Based on the initial results of our PDS, the most significant changes that resulted from on-site teacher preparation include modifications in the structure of teacher preparation curriculum, shared leadership/authority between university faculty, K-12 teachers, and university students in the program, and a more intense, extended, and participatory process for supervision of clinical teaching experiences within the PDS.

One unique feature of our partnership is the use of a “Faculty in Residence” approach that enhances the congruence between clinical and didactic elements of teacher preparation. That is, faculty members who teach the applied coursework also supervise students during their PDS clinical experiences. The primary objective of this presentation will be to share five years of program evaluation data, including teacher, faculty and student perspectives on the power of the shared experience in teaching and learning. Presenters will aim to share their experiences in leading efforts to provide a more seamless and integrated teacher preparation program. The project recently received a boost via the awarding of an OSERS Personnel Preparation Grant from the US DOE.

A Multi-District Approach To The Professional Development Site Model

Anne Varian, Jerrilyn Saltz, and Margaret Kernen, University of Akron

In the College of Education at the University of Akron, we have been utilizing a collaborative supervision model with classroom teachers and student teachers across all grade levels and content areas in four local school districts for approximately six years. Each semester, we give priority to placing student teachers in these districts and have assigned faculty members to serve as liaisons in each district. We believe our model is unique in that we have established collaborative relationships with the

elementary, middle, and secondary schools in several districts. Over the years, we have trained large numbers of classroom teachers in each of the four districts in a Praxis III based supervision model. Student teachers receive primary supervision, including weekly observations and midterm and final evaluations from their classroom teachers. Classroom teachers and student teachers also receive regular visits from university liaisons. The collaborative model has created an atmosphere of collegiality in each of the districts and has enhanced the level of communication on the parts of the university liaisons, the classroom teachers, and the student teachers. The model also encourages participation of building principals, members of central administration, and the College of Education administration. This year, we have begun to explore the possibility of conducting research across the four districts in order to bring another level of collaboration and cohesiveness to our model. It is also our intention to look for ways to implement initiatives in these districts that lead to positive impact on student achievement.

A Pipeline To Success: How Temple University Is Developing Cooperative Partnerships With Local School Districts

Bernard McGee and Patricia Louison, Temple University

Temple University is a large urban university located in Philadelphia which has established cooperative and collaborative relations with school districts within the tri-county region of Philadelphia. We place approximately 250 practicum students and 225 student teachers every semester and so provide the following field experience opportunities for students enrolled in our education certification programs:

- Observations in school for pre-practicum students;
- Practicum experiences for students in language arts, math/science and special education (students in practicums are assigned to a classroom one day per week for three hours during a semester); and
- Student Teaching (12 to 14 week experience).

This presentation will share how we have developed strategies to support a symbiotic relationship that is beneficial to both institutions. These strategies include how to:

- Develop an initial dialogue with schools and school districts;
- Arrange scheduling for students so that full-time faculty are teaching methods courses and serving as supervisors for both practicum and student teaching;
- Assign a cohort of students to the same school for the practicum experience;
- Limit the number of schools where students in a particular methods class are assigned, thus developing a pipeline where students can be assigned for student teaching to one of the schools where they have had a previous field placement assignments;
- Facilitate dialogues with methods instructors/supervisors;

- Encourage ongoing conversations with surrounding school districts that address how to meet the needs of both institutions;
- Work closely with different departments within the university to provide other services to schools – i.e. counseling and special education evaluations; and
- Align math/science or language arts practicum placements in the same school as special education placements.

A Roll For Success . . . Common Goals, Collective Action

Marie Toto, Rahway High School

The purpose of this presentation is to share the unique aspects of an urban high school PDS by focusing on strategies we have used to overcome the many challenges we faced, starting with initiating our partnership to sustaining it over the past six years.

The presenter will focus on the various strategies we have used to sustain the momentum of this dynamic partnership by overcoming such hurdles as getting all stakeholders to realize the value of having a cross-institutional collaboration, to loss of significant stakeholders because of administrative changes at the university, district, and high school levels. The presenter will also touch on the strategies used to overcome the financial hurdles it has met during the past six years. I plan to share the collective actions we have taken to achieve our common goal of creating and sustaining a high functioning, vibrant PDS in a diverse economically disadvantaged high school.

A Royal Flush Professional Development School

Kitty Brant and Dana Moore, University of Central Missouri

Just as students need the support of fellow learners (Atwell, 1998), pre-service teachers need a supportive community throughout their learning experiences. By empowering teachers to be the leaders of their own learning and customizing the nature and immediacy of training, transfer and application of newly learned skills into classroom practice is far more assured (Zepeda, 1999).

Our rural PDS is in its third year and has experienced much success even with that school district being located twenty-five miles from the university. The goal of this PDS is to continue to provide PDS pre-service teachers additional correspondence along with their weekly classroom contact with PDS practitioners by networking via technology and to validate that what they are being taught is applicable in a “real” classroom. Pre-service teachers and practitioners continue their growth in connecting technology with teaching strategies and in participating on an ongoing basis to reflect on their implementation of chosen strategies. They also expand collegial conversations about instruction and share reflective discussions about classroom practice and student results.

These practitioners continue to focus on improving two-way symmetrical mentoring in place of mentoring as simply giving pre-service

teachers advice. Creating communities of educators who are collectively responsible and accountable for student learning, and who find collective energy in the joy of working together to reach common ends, creates a “Royal Flush” for education.

A School-University Partnership: Supporting, Training And Retaining Teachers

Janice Holt and Ruth McCreary, Western Carolina University

The College of Education and Allied Professions (CEAP) at WCU established a specialized rural partnership program in 1996. CEAP recognized that effective support for beginning teachers must be provided in order to improve retention rates and teacher quality. Seeing this need led to an expanded focus from pre-service training to include induction. This presentation will focus on one aspect of our partnership between the PDS Induction Committee and Western’s Center for the Support of Beginning Teachers (CSBT).

Monthly new teacher meetings are often fragmented, taught after a full day of teaching, and rarely result in instructional change. Teacher learning that involves on-going collaboration within the context of the classroom provides a more significant form of professional development:

- Beginning Teacher Induction Symposium brings together first year teachers to Western’s campus. Held in August, the symposium satisfies two of three staff development days required of new teachers. Beginning teachers attend sessions led by faculty and master teachers on a variety of topics.
- E-mentoring - A CSBT Online Network Portal designed for new teachers to network with colleagues both within their schools and across the region. Features include professional learning communities, weblogs, and resources.
- On-site mentoring - The retired teacher-mentor project provides sustained, on-the-job coaching for lateral entry middle grades and high school math and science teachers.
- Online surveys, developed at the request of the PDS, are administered online. The surveys are used to inform future professional development opportunities for administrators, mentors, and beginning teachers.

An Approach To Including Special Education: A Needs-Based Assessment And Programming

Claudia A. Balach, Anita Freeman, Lauren Wilson, and Christiane Cormier, Slippery Rock University

Jean Allen, Moraine Elementary School

Richard Pysch, Hance Elementary School

The need to prepare general education teachers for inclusive settings has been thoroughly researched, but there needs to be more research studied in the role and needs of special educators within the Professional Development School model (Voltz, 2001). With a push for inclusive educational settings in K-12 education, general education teachers are

required to collaborate more now than ever before with special educators to meet the needs of all their learners (Weiss & Boudah, 2002). Not only are educators faced with increased culturally and linguistically diverse students, but with increased diversity in academia as well (Weiss & Boudah, 2002).

There needs to be an incentive to include special educators at both the higher education and school levels. Collaboration between the departments of general education and special education is needed at the higher education level. Higher education must model collaborative practice between general education and special education; in many universities such collaboration is not the established practice.

A qualitative research methodology was used for this project. Educators, administrators, teacher candidates, and special education supervisors were interviewed following a protocol asking a series of questions about the role/needs of special education in the Professional Development School. Translation of this data into program implementation at the PDS sites was accomplished by involvement of all relevant parties. The approach, data, analysis, and programming will be shared with attendees.

Bet They Stay : Ensuring Teacher Retention In A PDS

Robert Bleicher and Marilyn Buchanan, California State University Channel Islands

Charmon Evans, Linda Ngarupe, and Sima Behshid, University Preparation School

In 2002, both the University Preparation School (UPS), a K - 5 public charter school, and California State University Channel Islands (CSUCI) opened to students. Bringing a new CSU campus to the region along with a PDS charter school proposal was strongly supported by the Ventura County Superintendent of Schools and the superintendents of the county's 23 districts.

UPS faculty are on loan from school districts throughout the county. They come with two or more years leave of absence, maintaining seniority, salary, and benefits. They return to their districts with an enhanced repertoire of professional skills, experiences, and knowledge to disseminate.

The opportunity to work at the school is attractive and competitive, but the appointment brings challenges: to create culture, build collaborative teams, provide innovative curriculum in a dual language setting, craft professional development, and meet the myriad demands of a PDS - all in an environment of institution building and constant teacher turn-over. Some faculty are stimulated by the complexity and seek solutions to the constant challenges. Others find the setting too complex and the challenges a constant strain, leading to early return to the home district, thus compounding the predicament of teacher turnover.

Two teachers and university faculty conducted surveys and interviews revealing past and present colleagues' attraction to PDS work and the challenges they face. Supported by the principal, an organization structure was designed to support self-governance, increase leadership capacity, and reduce attrition.

Betting On Reassigned Classroom Teachers As Supervisors: Research On The Role Of Hybrid Educators Past And Present

Bernard Badiali, Penn State University

Bill Benson, Mardi McDonough, and Marion Wheland, Park Forest Elementary School

Christine Merritt, State College Area High School

This conference session will report on, and solicit conversation about, a research study regarding a unique feature of the Central Pennsylvania Elementary Professional Development School. It reports on results of a detailed study of educators who have taken leave from their classrooms to participate in full-time partnership work. The purpose of this study was to explore the impact of this role-taking experience on three elementary teachers who are currently in the Professional Development Associate (PDA) role and five elementary classroom teachers who were in the role previously but have since returned to their classrooms. All of these teachers were provided the unique opportunity to leave the classroom either for a one year or two year period to serve as a PDA, engaged in furthering partnerships by supervising pre-service teachers, working with veteran mentor teachers, and co-teaching methods courses within the Professional Development School context. The study examines the teachers' perceptions of their experiences as well as the impact of this role-taking experience on their professional growth as classroom teachers. The presenters will invite conversation about similar structures in other settings.

Research questions addressed are: 1) How did these teachers experience the role of supervisor/hybrid educator? 2) What successes and obstacles did they achieve/face as hybrid educators? 3) How did their beliefs about partnership evolve as a result? 4) How have their beliefs about classroom teaching changed as a result? 5) What impact did the experience have on their practice upon returning to the classroom?

Betting On The Future: Creating Winning Strategies For Successful Urban PDS Partnerships

Ocie Watson-Thompson and Patsy F. Washington, Towson University

Ellyn Berkowitz and Sandra Means, Grove Park Elementary School

The Towson University student body in teacher education is very homogeneous. While the diversity of the faculty has increased in the last five years, the students in the Department of Early Childhood Education have remained white, middle class females. Historically, pre-service interns completed their professional field experiences at predominately white middle class schools. These experiences were in primarily suburban schools. Of significance, students in the past resisted the efforts of the faculty to provide internship experiences in urban and/or diverse environments. The urban settings were selected because of the close proximity to the university and the commitment of Towson University to the community and urban education.

This presentation will identify and describe strategies and activities that were provided for mentor teachers, interns, and university faculty participating in the implementation of the Professional Development Schools in the urban school system in Maryland. Additionally, the presentation will address the complexity of placing student interns into diverse environments with minimal or no knowledge. Diversity learning does not lend itself to neat formulas, weekend workshops, or summer institutes. Diversity calls up the most deeply felt passions about who we are as individuals and as members of multiple groups and the kind of society we aspire to shape. Finally, this presentation will include interns' self-assessments of their knowledge, background, and attitudes related to these complexities of diversity.

Building Learning Communities Through Coaching And Reflection

*Karen Mortimer and Mary Goebel, Black Hills State University
Jeanne Burckhard, North Middle School*

Project SELECT is a fast track program providing a path to certification in a ten-month time frame, while maintaining high standards in program design, coursework, and delivery. The program is dedicated to the development of learning communities involving 6-12 grade students, professional educators, and university faculty. Black Hills State University began offering this program with the first cohort, beginning in the fall of 2004, and began a partnership with a local school district (Rapid City Area Schools) to share the mission. This program embraces the philosophy of theory into practice, with active learning experiences supported through the coaching and mentorship of highly trained professionals in middle school and high school environments. Since its start in 2004, the program has doubled in size.

This partnership has grown into a unique collaboration based on the foundations of a shared mission to meet the needs of at-risk youth, to prepare teachers in an authentic environment with extended field experiences (30 weeks during the 10-month program), and to grow together as we serve and learn while supporting educational reform. Professional development for teachers and university faculty has focused on the implementation of two specific interventions, *Cognitive Coaching* and reflection through the use of *The Framework for Teaching*. This presentation will address how this project has addressed the challenge of training teachers and supporting teachers in practice through specific intervention practices which are affecting the results of teaching and learning.

Building Partnerships And Synergy In An Urban Middle School Science PDS

Kathaleen R. Burke, Buffalo State College

This session will focus on the unique strategies we have used to prepare and support educators to help all students achieve high standards of learning and development in middle school science. Current research and data (including student achievement) guide our goal setting and all activities. Partners include: Buffalo Public Schools (BPS) Science Depart-

ment; Buffalo State College (BSC); the Center for Excellence in Urban and Rural Education at BSC; Science Education for Public Understanding (SEPUP); Lab Aids, Inc.; Science Olympiad; Community Action Organization of Erie County (CAO); Building a Presence for Science In New York State (BaP); the American Association for the Advancement of Science (AAAS); as well as other organizations supporting improved science education. BPS is an urban, high-need district in Buffalo, New York, serving about 46,000 students.

The project has been in operation for the past seven years. A trust has been established between the stakeholders and participants via our current PD network. The resulting synergy allows us to continue to innovate, improve, and grow our capacity for development in a way that is exponential rather than linear.

The following are the unique characteristics of this PDS: goals and activities are teacher-driven; decisions are data-driven; a “virtual network” has been established among participants; a year-long, sustained network exists; there is ongoing collaboration with Special Education teachers, across grades 5 -8, as well as high school; the content area is science; our partnerships (as mentioned above) are unique, varied, and extensive.

Challenges And Strategies For Sustaining A Unique Distant Middle Level Partnership In Science Education

Beth Lavoie, Sandra Mullins, and Debra J. Anderson, Minnesota State University Mankato

The presenters will describe the unique aspects of a year-by-year evolution of a model partnership among distant middle level science department teachers, teacher candidates, and university faculty. Challenges and strategies for sustaining this successful partnership will be discussed. This model is part of an early field experience during the semester prior to student teaching. It involves collaboration among two university departments and the middle level Professional Development School site.

The results of a focus group study with cooperating teachers will also be presented. The study includes the pros and cons of a two-week continuous schedule, an observation and shadowing period, and planning and teaching a two-week unit. Presenters will also discuss strategies used to overcome past challenges and recommendations for future directions. Questions from the audience will be encouraged.

Challenges And Successes In Developing And Sustaining Special Education PDSs

Amy Nicholas and Debi Gartland, Towson University

Mark Borinsky, Waverly Elementary School

Kim Durkan, Jeffers Hill Elementary School

GaZell Hughes-Eason, Waterloo Elementary School

We will present the unique aspects of our specialized PDSs which prepare beginning Special Educators. Having attended previous NAPDS conferences, we noted great interest yet few sessions addressing Professional Development Schools designed to prepare Special Education teachers.

With eight years of experience developing regular neighborhood schools into Professional Development Schools for preparing initial certification Special Education undergraduates certifying at either the Infant/Primary (birth-grade 3) level or Elementary/Middle (grades 1-8), we will describe the many challenges in initiating, developing, implementing, evaluating, and sustaining Special Education PDSs.

Some of the challenging questions include: How do you find sufficient numbers of highly qualified, certified, willing Special Educators to serve as mentors? How do you develop and sustain a sense of community across several schools within one PDS? How do you ensure interns get an intensive, extensive experience across the many disabilities and special education settings, including pull out and plug in? How do you entice untenured higher education faculty, who must literally go the distance (across 3-10 schools) to supervise one cohort of Special Education PDS interns? We will also describe the lessons learned and the strategies we have used that resulted in many successes that sustain our Special Education PDS work.

Collaboration In A K-12 Professional Development School Partnership

Judith W. Failoni and Cary Tuckey, Fontbonne University

Jill Drozda, Mark Twain Elementary School

The Brentwood School District/Fontbonne University Professional Development School partnership is the only whole-district partnership in the St. Louis region. This unique K-12 partnership began with the middle and high schools in 1995 and recently expanded to include the elementary and special education programs. The partnership is managed by a team of K-12 teachers and college faculty with the support of the school superintendent, principals, and college education and liberal arts faculty. The team meets about four times each year to set goals, evaluate progress, and allocate resources.

An outstanding feature of the partnership is an introductory course taught in both elementary and middle school buildings. Students observe and teach mini-lessons and participate in an after-school mentoring program with diverse learners. Upper division courses are also taught in the school buildings with the K-12 teachers and administrators as guest presenters, utilizing their special areas of expertise. In addition, the college

Future Teachers Association shares activities with the high school Future Educators Association.

Some of the challenges of a K-12 partnership include tailoring the needs of courses and practica for various certification levels. Another challenge is the distribution of tasks among the college and K-12 teachers and adjustments that are necessary with personnel changes. Also, the team is constantly reviewing how each component of the partnership is making a difference in both K-12 student learning and teacher preparation.

This presentation will include the “best practices” of this whole-district PDS, including the collaboration process, setting goals and their evaluation, scheduling of classes and practica, the mentoring program, and FTA/FEA activities.

Cooperating Teachers As University Field Instructors: Optimizing Teacher Expertise In A Secondary PDS Partnership

Cathy J. Siebert, Ball State University

Kristal McCorkel, Highland High School

Three years ago, the BSU/Anderson PDS tapped into the practitioner knowledge of classroom teachers to benefit pre-service teachers, as well as provide additional professional development opportunities for classroom teachers, through the Cooperating Teachers as University Field Instructors (CT as UFI) initiative. Reflecting an extremely high level of students in poverty, an above-average number of special needs students, and a variety of minority groups, field experiences within our schools are excellent opportunities for our pre-service teachers to learn to teach within an extremely diverse environment. Although initially able to provide university field instructor services to all student teachers placed in our buildings, the number of student teachers soon exceeded our liaison’s load assignment. While the university assigned additional field instructors to our program, these individuals frequently were unable or unwilling to act in ways that supported our program.

In response to this dilemma we designed the CT as UFI initiative. By identifying teachers regularly serving as cooperating teachers and exhibiting both the abilities and dispositions to assume the role of university field instructor, we were able to not only strengthen our programs by having field instructors who understood and supported our initiatives, but also provide a unique professional development opportunity for in-service teachers to step outside their insular classrooms and think more holistically about teaching, learning, and teacher education.

This presentation provides an overview of this unique initiative, including logistics of launching the program, challenges confronted, and data collected from cooperating teachers, CTs as UFIs, and student teachers.

Creating A Viable Feedback Loop: Mentoring Teacher Candidates

Cathy Nachum, Sepulveda Middle School

Natalie Messinger, Langdon Avenue Elementary School

Paul Graber, James Monroe High School

The Los Angeles Unified Schools / California State University, Northridge Partnership for Teacher Preparation has designed and held two interactive professional development workshops designed for P-12 teachers and university faculty working at the network of clinical sites. These workshops have focused on an analysis of *Effective Teaching*, a document generated by the Teachers for a New Era initiative which examines ideal teacher knowledge, skills, and dispositions.

The workshops were designed for two main purposes:

- To strengthen the mentoring teacher's ability to provide timely and pertinent feedback during student teaching. The feedback loop plays a critical role in the rapid development and/or refinement of the teacher candidate's skill set. Participants worked with video and interactive activities that provided practice in perceiving a need and designing feedback.
- To provide the mentoring teachers with ways to articulate their beliefs and classroom practices to teacher candidates working in their classroom. Middle school teachers volunteered to design short, focused presentations to their colleagues that would generate critical thought and self-analysis of teaching practices and routines.

The result of these workshops has been increased dialogue related to shared practices and increased success of teacher candidates. This presentation will show how good mentoring skills can translate into effective teaching performance in the classroom to the benefit of the student teacher, the classroom teacher, and pupils.

Cultivating An Inclusive Stance In Prospective And Practicing Teachers: A PDS Network Created By Border Crossers

David Hoppey, Alachua County Public Schools

Diane Yendol-Hoppey, University of Florida

This presentation will introduce a unique elementary Professional Development School network (Darling-Hammond, 1994; Goodlad, 1990; Holmes, 1986) developed by the Alachua County Public Schools and the University of Florida. This partnership, facilitated by multiple boundary crossers, is committed to cultivating the knowledge, skills, and dispositions teachers need to be successful within inclusive classrooms. The partnership emphasizes shared roles, shared responsibilities, and shared rituals.

The presentation will describe the shared roles that have been developed to support the partnership and integrate special education expertise into the PDS. These border crossing roles are essential in the current era of high stakes accountability and the need to spread special education knowledge to general educators across the network. These

roles include: 1) the District Level Special Education Supervisor who helped create the initial PDS and now serves as an advisor to the PDS network; 2) school district inclusion specialists responsible for teaching the reading methods course; and 3) assistive technology liaisons responsible for teaching the inclusion seminar as well as field supervision.

By embedding teacher inquiry into the PDS work (Cochran-Smith & Lytle, 1999), the shared responsibilities and shared rituals focus on enhancing prospective and practicing teachers' knowledge of best inclusive practices. Therefore, teacher inquiry serves as a tool for capturing changes for children as teachers make accommodations to meet the needs of diverse learners.

Within the presentation, school-based and university-based teacher educators will provide an overview of the structures that helped to begin and sustain this partnership focused on cultivating teachers committed to inclusion.

Dealing With Change To Meet Critical Needs: How One PDS Reconfigured Its Structure, Program, And Pedagogy And The Pay-Off To All Partners

Carolyn Kazemi, Glen Forest Elementary School

Sandra McDonnell, Aldrin Elementary School

Susan Wansley, Marymount University

The Marymount University/Fairfax County Public Schools Professional Development Schools Partnership journeyed from a PK-6 Professional Development Academy based in two suburban elementary schools to a PDS based in ten geographically and socio-economically diverse schools, including two high schools, four Title I schools, and two modified-calendar (year round) Title I schools. Interns earn a M.Ed. with licensure in Elementary Education (PK-6) or Learning Disabilities (K-12) or a combination of the two, while interning for a school year in multiple diverse placements. This presentation will address Question 5 by identifying and discussing challenges we face in our new structure and sharing insights gained and changes made to meet those challenges.

One goal of our PDS is to fill the need for teachers in critical needs areas by simultaneously preparing and inspiring interns to teach students with learning disabilities or to teach in Title I schools. Interns have placements in Title I modified calendar and non-high needs schools and are mentored by teachers certified in general education and special education. We will share successful strategies designed to help us meet goals, including the use of an Interactive Coaching Notebook to support intern development, targeted in-service training tailored to Fairfax County Public Schools best teaching practices, and the addition of LD certified supervising personnel. Our presentation will include video clips featuring insights by those meeting the challenges presented by our new structure.

Based on preliminary data, we will answer the question, "Have these program changes resulted in interns choosing to teach in critical shortage areas?"

Developing Culturally Responsive Teachers: It's A Community Endeavor

*Carmen Boatright, Cathy Pohan, and Randal Ward, Texas A & M University -
Corpus Christi*

Carol Adams and Maria Perales, Zavala Elementary School

Even with all of the educational reforms that have been implemented across the nation (e.g., NCLB), the achievement gap between students of color and their white counterparts is still wide and unacceptable. Teacher candidates become instrumental in bringing about change in the learning experiences and achievement of minority children. As the diversity of our nation and school-aged population increases, it becomes imperative that high-needs schools have a pool of highly qualified candidates from which to hire. Collaborative school-university partnerships help to ensure that teachers receive authentic and realistic experiences needed to become high quality, culturally responsive teachers (Villegas & Lucas, 2002; Sleeter, 2001).

Zavala Elementary is a Title I school that serves a predominantly low-income and Mexican-American population, a large percentage of which are classified as English language learners. Various stakeholders will share authentic assignments such as: designing and implementing family nights, using assessments to plan a sequence of differentiated lessons, and creating a professional portfolio for interviews. We believe these experiences contribute to the development of teachers who are capable of working effectively with diverse students and families.

As children entering the school system become more culturally diverse, it is important to analyze how school-university partnerships and PDS programs impact the development of high quality teachers who are culturally responsive to the needs of the community. Sharing successful components of our program will benefit established and future PDS programs.

Digging Deep Into Collaborative Course Planning In A PDS Partnership

Cole Reilly and Ellen Ballock, Pennsylvania State University

Amy Warner, Radio Park Elementary School

Bill Benson and Marion Wheland, Park Forest Elementary School

Given that our PDS partnership takes pride in making every effort to recognize multiple forms of expertise, our methods course instructors make a commitment to continually work with district employees via course planning and development teams. One goal of these teams is to help K-5 student teaching interns make meaningful connections between theory and practice across their coursework and year-long internship. In this presentation, we will focus upon one particularly illustrative example of how this process can be complicated, yet rewarding.

In previous years, one particular component of the social studies methods course - an intern-facilitated inquiry-based archeology field trip - had come to represent a point of tension for those individuals involved in terms of planning. Despite the efforts of the course instructors to work with the curriculum support teachers from the district as well a local park ranger familiar with the site, the trip initially failed to fulfill its potential.

Fortunately, this past year the team has made fantastic strides in refining the trip to be more meaningful and valuable to all parties involved, though one mustn't forget the years of struggle that have helped to loosen this metaphorical lid. This year's student feedback indicates the project has gone from a sore spot in the course to one of the course highlights.

Addressing question number five, we hope to share some of our findings in regard to overcoming specific obstacles with this project that may indeed be generalizable to many other PDS contexts.

Don't Leave Out The Middle: PDS Programs To Prepare Candidates For The Middle Grades

*Gail Hilliard-Nelson, James Lerman, James Moryan, and Kean University
Stephanie Koprowski-McGowan, William Paterson University*

The New Jersey Consortium for Middle Schools (NJCMS) is a partnership of four universities (Kean, Rider, Rowan and William Paterson), seven local school districts (Ewing, Millville, Passaic, Paulsboro, Perth Amboy, Piscataway, and Woodbury), the NJ Middle School Association, the NJ Education Association, and the NJ Department of Education. Professional Development Schools are the centerpiece of the newly developed programs for teacher preparation in the middle grades. Educating students in the middle grades (New Jersey defines this as grades 5-8) is a challenge, and preparing candidates for this population is an even greater one.

Middle level education is moving to the forefront of the educational conversation as demonstrated by the contributions of groups like the National Forum to Accelerate Middle Grades Reform and the continued leadership of the National Middle Schools Association. *Turning Points 2000* (Jackson & Davis, 2000) established a clear, evidence-based direction for the reform of Middle Level education and remains highly relevant today. New Jersey implemented a Middle School endorsement in 2004, and the four universities along with the local school partners of the NJCMS have worked collaboratively to develop teacher preparation programs designed to prepare candidates to meet these needs.

Having successfully implemented the PDS model at the elementary level in previous projects, the NJCMS extends the model into the middle grades, using guidelines mentioned above, providing expanded supports for teacher candidates and professional growth for veteran teachers. The adaptations distinctive to the middle grades will be addressed.

Double Or Nothing – Mentors And Interns: The UNLV Elementary Education Cohort Project

Sue Hendricks, Pam Campbell, and Barbara Johnson, University of Nevada Las Vegas

The UNLV Professional Development Schools are a partnership between the University of Nevada, Las Vegas and Clark County School District. The primary aim of these schools is to work toward continuous

teacher education improvement and reform in order to promote increased P-12 student learning.

This cohort project originated in one of the Professional Development Schools situated directly on the campus of the University of Nevada Las Vegas. The project is a collaboration between UNLV professors, UNLV doctoral students, and CCSD personnel. The project developed during meetings that discussed ways to improve upon the process of student teachers being mentored by their cooperating teachers, since research showed that cooperating teachers are more influential on student teachers than their course work and supervision by the university. From these discussions, seminars with the cooperating teachers were developed. These seminars were scheduled during the school day and provided the opportunity for the cooperating teachers to discuss mentoring topics that they felt would benefit themselves as well as the student teacher assigned to them. This year the project expanded to two Professional Development Schools and continues to adapt based on feedback and changes occurring during its implementation.

This workshop will present an overview of this collaborative project and a discussion of its success in providing continued support and professional development for the cooperating teacher as well as the student teacher assigned to the Professional Development Schools.

Empowering Parents As Instructional Partners: A Safe Bet!

David Butler, Sharp Creek Elementary School

Amanda Driver, Whitesburg Elementary School

Kay Stone, Central Elementary School

Anita Deese, Mimi Dunn, and Carolyn Waters, Roopville Elementary School

Nicole Matthews, Holly Moskowitz, and John vonEschenbach, University of West Georgia

Presenters for this session represent the partnership of principals, teachers, teacher education candidates, and university professors. Through a collaborative arrangement between the University of West Georgia and the Carroll County School System, a Professional Development School model was developed for four elementary school sites. One unique element in the development of this model was the inclusion of parents as the third partner in the instructional program. One method for empowering parents as instructional partners was the design of a website that provided conceptual information, instructional activities, and educational resources pertinent to mathematics education for elementary school children. Parents utilized the website in a tutorial manner as they provided mathematics instruction at home for their children. The creation of the website was a collaborative effort between the university and the public school PDS staff. The teacher education candidates played a vital role in the design and development of the website. This session will provide the audience with a conceptual overview of the project, a demonstration of the website, and evaluative feedback from parents.

Envisioning Our Futures: Look At Us, We're Included In The World Of Education!

*Sharon Medow and Arthur Maloney, Pace University
Teri Buch, P.S. 226 (New York City District 75)*

Our unique campus-based inclusion program blends Pace University pre-service teacher education candidates working with transitional students with autism from the New York City Department of Education. This is the first program of its kind in Manhattan that affords students with disabilities a holistic college experience. This new PDS model cohesively unites public school students and staff at Pace University's Downtown Campus. Developing this program was challenging and has motivated us to work together to create a community of diverse learners.

Our collaborative teaching has afforded all participants the opportunities to work together in university classroom settings, participating in interdisciplinary projects and learning experiences. Our focus is to present and share the highlights of our first year of working together from the students and faculty's perspectives, showcasing artifacts, projects, reflections, and successful outcomes.

Expanding Beyond Teacher Preparation: An Integrated Professional Development Partnership Model

*Judith A. Duffield, Lehigh University
Michele M. Fragnito, Farmersville Elementary School*

This presentation addresses Question 5 and describes an approach to Professional Development Schools that goes far beyond teacher preparation, to include programs across the entire university as well as community agencies.

Traditionally, Professional Development Schools have focused on teacher preparation, as do most models, such as Holmes and NNER. This has the potential for marginalizing colleagues in both the university and K-12 settings. University programs preparing counselors, school psychologists, administrators, and other educational professional are often not part of the PDS partnership. Often programs in the arts, science, athletics, and engineering have outreach programs that are not associated with education and not aware of the PDS. In schools, teachers and others not directly involved in preparing new teachers can feel like they are not really involved in the central mission of the partnership.

This presentation describes a model for creating an Integrated Professional Development School partnership that includes, on the university side, (a) the preparation of all educational professionals, (b) university outreach programs in non-education subjects, and (c) community agencies outside the university, and, on the school side, (d) multiple sites at varying levels of participation and (e) participation of more K-12 educational professionals in the activities of the partnership. In addition to the model, we will provide specific examples of how this PDS partnership is evolving at Lehigh University and strategies we have found useful for expanding the number and type of participants in our partnership.

Five Years Of Development, Change And Growth In Our Professional Development School Partnerships

Denise Dunzweiler and Blaine Dunzweiler, Southern Adventist University

Southern Adventist University has been in partnerships with elementary, middle, and secondary schools within the rural and urban school systems in the Chattanooga, Tennessee, area for the past five years. SAU has provided PDS university students and professors who are deeply involved with teachers and students in community public and private schools. University freshmen begin their PDS collaboration as students in Introduction and Foundations of Education Elementary, or Middle/Secondary. The students continue in the PDS as teacher candidates in classes such as Education and Psychology of Exceptional Students (Inclusion) and Classroom Management.

Within the presentation we will address the unique aspects of PDSing private and public schools and how we began and have sustained (and sometimes relinquished) our partnerships in urban and rural elementary, middle, and high schools. Some of the struggles we, professors, teachers & students, have experienced will be discussed, as well as some strategies we have incorporated to overcome these challenges.

From Para-Professional To Classroom Teacher In A Rural PDS Consortium

Shirley Lefever-Davis, Wichita State University

Sheree Utash, Cowley Community College

This presentation will describe a newly emerging PDS designed specifically to meet the needs of para-professionals desiring to become fully licensed classroom teachers. This PDS consortium is comprised of a local community college, several rural school districts, and a four year university. The presenters will share all three perspectives in discussing the consortium's responses to the unique challenges associated with the program.

Specific challenges that have been addressed include delivering instruction over a wide geographic distance, recruiting para-professionals into the program, and attempting to capitalize on the students' work experiences. Because the students in this program work full time during the day and the districts involved are spread over a large geographic area, distance learning technology (IDL classrooms) is being used to deliver the university course work to two different sites.

The community college and the university have worked closely together to recruit students into the program and to ensure a smooth transition from the completion of the associate's degree to the admission into the bachelor's degree program at the university. In order to meet the needs of the school districts in addressing the teacher shortage, the school districts are working closely with the university and community college to recruit students into the program. Once admitted to the program, the districts are also responding to the need to provide each student with a variety of field experience placements while still enabling them to meet their responsibilities as para-professionals.

**From Schoolhouse Program To State Network:
Evolving The PDS Model With “Old World”
Presence And “New World” Technology (Part
One and Part Two)**

D. Scott Ridley and Peggy George, Arizona State University

Franklin Elliott, Mesa View Elementary School

Michelle Rojas, Wildflower School

Angie Linder, Longview Elementary School

Linda Califano, Madison Park School

Sonia Saenz, Indian Oasis-Baboquivari Unified School District 40

Becky Grijalva, Joe Carlson Elementary School

Barbara Berheim, Whiteriver Elementary School

The Professional Development School Teacher Education Network of Excellence through Technology (PDS TENET) project is truly unique.

Not only because of the project goals:

- Increase K-12 student achievement
- Prepare highly effective new teachers

Or only the project initiatives:

- District-based, immersion-style teacher education programs
- Targeted action research at PDS sites
- Interactive, distance learning-based Content Academies in graduate-level mathematics, reading and science for partner district in-service teachers

But because of the people, places, and technology that make it “tick.”

The PDS TENET project involves seven partner districts from across the state of Arizona. The districts are spread from the northern to the southern borders of the state, a distance of nearly 500 miles. The partner districts reflect a rainbow of differences, including novice to mature collaborations, urban and rural communities, districts with explosive growth and others experiencing “white flight” and declining enrollment. The districts also boast a rich array of cultural backgrounds, including White Mountain Apache, Navajo, Hispanic, and Tohono O’odham.

This presentation will focus on how a successful urban Phoenix PDS collaborative is being transformed into a state-wide network using a model that combines the personalized attention of a full-time, on-site ASU faculty member in the district with the connectivity of distance learning technology.

The work is not easy and there are significant challenges of cultural translation and assurance of quality control. However, with truly shared governance and high levels of cross-district communication, the PDS TENET project is an evolving story of teacher education excellence through technology.

Global Partnerships For Teacher Education: From Georgia Southern University To The United Kingdom

Missy Bennett and Pat Parsons, Georgia Southern University

One of the biggest challenges faced by educators around the world is bringing all students to a higher level of learning. Educators at Georgia Southern University and in universities and schools in the United Kingdom share many common bonds: language, history, and the desire to close the achievement gap and promote learning for all students in their democratic societies. Over the past five years, the College of Education at Georgia Southern University has worked to develop partnerships with educators in the UK to focus on continual educational renewal through its seeking and promotion of best practices. The outgrowth of this work has been the establishment of the International Learning Community (ILC). The ILC is a collaborative group of P-12 and university educators and community members engaged in activities that focus on improved teaching and learning from preschool through graduate education.

Participants will receive an overview of the multiple ILC initiatives, including Project Lead-the-Way, the International Arts Academy, the Deptford Green graduate writing project, and the multiple in-service and pre-service teacher exchanges. This presentation will share ideas and lessons learned during the cultivation of international relationships and the establishment of partner schools in the United Kingdom. Participants will develop an understanding of the challenges of negotiating differences in school-university cultures, school structures, national and state curricula, school assessment, changing leadership, and goal setting for an international learning experience.

“Going All In” With Cultural Proficiency

*Ellen Ballock, Doris Grove, and Cole Reilly, Pennsylvania State University
Bill Benson, Park Forest Elementary School*

Culturally responsive teaching has been defined “as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.” (Gay, 2000) Our PDS partnership has developed, and continues to refine, student teaching seminars that address cultural proficiency and the pedagogical issues that surround this topic. Each pre-service teacher brings a unique level of cultural proficiency to the classroom, and we continue to be surprised and informed by our students’ prior understandings. Because of the general lack of diversity of our PDS participants and school community, our PDS has attempted to use four two-hour seminars to help pre-service teachers expand their cultural awareness. Successful pedagogy acknowledges student diversity and adjusts practices to embrace student differences. Our cultural proficiency seminars include: looking at yourself and your own culture, examining the people in your teaching community, using the knowledge of your community to adjust your teaching, and viewing cultural proficiency as a resource rather than an issue. An interesting outcome is the concerns that interns raise that help us in the revision of these seminars. The workshop will ask participants to share their thoughts

and experiences in order to guide us in our continued work with the pre-service teachers in our PDS.

Graduate Reading Candidates And The PDS Experience At FSU

Janice P. Lewis, Beall Elementary School

Karen Riley, Keyser Primary Middle School

Joyce Wheaton, Judith Holmes, Emily Milleson, and Jodi Welsch, Frostburg State University

The Graduate Reading Program at Frostburg State University in Frostburg, Maryland, is in the process of engaging PDSs of the area in a mutually supportive venture that is advanced professional in nature and is designed to engage, elevate, and empower PDS participants. Our presentation will include the following areas.

Engage – The area PDS network contains many professionals with degrees and advanced degrees, multiple years of experience, and marvelous insights into teaching and learning. The FSU reading program faculty, combined with area PDS site coordinators, are in the process of providing the structure for experienced teacher groups that collect ideas, celebrate problem solving, and enjoy the professional activity of deliberating about school and teaching issues particularly around the subject of reading. The design of the structure will emphasize the attributes of intense reflection, problem identification, persistence, and the awareness of the complexity of learning issues.

Elevate – Graduate reading candidates, working within the framework of the experienced teacher group, will attempt to facilitate the problem solving process by concentrating on organizing, analyzing, and providing data, by providing the background knowledge and research, by organizing action research, and by generating collaborative action plans. Coaching and leadership endeavors will be highlighted.

Empower – This is the support process that is at the highest level of collective collaboration that the candidates bring to the process. It will include PDS/SIT team collaboration, the search for funding, organizing empirical and action research, searching for partnerships, and proving sustained, collaborative coaching and study encounters designed to have a history and a multi-year focus. LEA connections and the possibilities that we foresee will be our focus.

Growing Our Own Georgia Peaches: A Collaborative Partnership

Kathleen M. Rogers and Cindy E. Saxon, Carroll County Schools

Sally Ganey, Roopville Elementary School

Joyce Davis, Whitesburg Elementary School

Salita Parker, Central Elementary School

John Ponder and Kent Layton, University of West Georgia

This session will provide information about how the Carroll County School System, the Professional Development Schools, and the University of West Georgia work collaboratively to provide university students an appropriate balance of field experiences while assisting supervising

teachers with the enhancement of their skills and knowledge. The goals of the program are to facilitate mastery of the curriculum, promote increased use of effective instructional strategies, and foster progressive thoughts regarding effective use of assessment. The multi-year planning effort will be discussed and presented as a step-by-step process. Participants will hear firsthand the school system's perspective and expectations regarding increased student achievement. They will also view a Professional Development School design that includes four rural Title I elementary schools which serve a widely diverse clientele. The rotational design employed will be thoroughly explored. Participants will be actively engaged through the use of a unique graphic organizer and will be exposed to a variety of effective instructional strategies. Participants will have the opportunity to have their questions and concerns addressed by the professionals working in the field.

Implementing Stephen Covey's 7 Habits Of Highly Effective People In A PDS Elementary School: A Win/Win Approach

George Meyer, Quincy University

Christie Dickens, Lori Post, and Vicki Mallory, Dewey Elementary School

Quincy University (QU) and Dewey Elementary School in Quincy, Illinois, have collaborated to implement *The 7 Habits of Highly Effective People* in a PDS model. This model was inspired by the A.B. Combs Elementary School in Raleigh, North Carolina where, after implementing the 7 Habits, the student achievement scores in this inner-city school went from the 50th percentile to the 90th percentile over a five-year period.

Come to this presentation to learn why using the 7 Habits in schools is more powerful than what has been accomplished with this program in business and industry. Learn how the QU/Dewey School collaboration was started and implemented over a two-year period. QU students are learning the 7 Habits in the Foundations of Education course and are helping the Dewey faculty teach the K-3 elementary students how to implement the 7 Habits in their lives. Dewey faculty are all trained in the 7 Habits and collaborated in designing the Foundations course. The goals of the program are to create more effective future teachers while at the same time improving the academic and interpersonal performance of Dewey students.

In only one semester of implementation last year, the Dewey academic scores improved significantly. Dewey School is a Title I school with over 60% of its students on free lunch. Dewey student attendance has improved, discipline referrals are virtually non-existent, and parent participation has more than doubled.

Improving Mental Health Services For Urban Children By Expanding The PDS Model To Include Psychological Foundations Collaborations

Nanci M. Monaco, Buffalo State College

Buffalo State College has expanded our PDS model to include collaboration between experts in child development from the college's Educational Foundations Department and the K-8 teachers in our PDS consortium. Programs and in-service training workshops have been developed to better assist teachers and administrators in: interpreting psychological testing, implementing individualized study and remediation programs based upon these results, recognizing the need for psychological referrals based upon observed symptomatology, and health/wellness program design.

More effective and age-appropriate programs in character education, anti-bullying curriculum, combating childhood obesity, addressing test anxiety, and teaching students to become more effective standardized test-takers were developed. Programs were also designed to assist middle school teachers in teaching parents how to assist children with completing homework responsibly, how to help children become better organized to meet the increasing demands of middle school, talking to children about natural disasters or terrorism, and guarding against teacher-student boundary violations. This model assumes that the college should provide elementary teachers with an overview of current literature (which they may not have the time to do) related to the design of specific programs. There is often a gap between theory and practice as related to program design. This linkage can help elementary teachers be more aware of various model programs throughout the country which can assist them in doing the groundwork for development within their schools. These professors act as unpaid consultants to assist K-8 faculty and administrators in evaluating curriculum materials, videos, or speakers they are considering hiring/purchasing. Since this could be considered as a part of the college faculty's community service, providing them with opportunities for research or grants, it has been developed into a win-win situation. Finally, such linkages have helped our schools develop a quick response system to address emergencies by linking available college faculty with elementary teachers.

While psychologists have made great strides in areas such as critical incident debriefing, far less has been done in the context of training our school personnel regarding disasters, terrorism, and school violence. The PDS model allows us to collect data assessing what workshops or psychological assistance teachers request and then develop those in a timely manner for little or no cost. This circular feedback loop will be discussed regarding the provision of such services employing the PDS model, the specific programs developed, and the evaluation by participants.

It's A "Sure Bet" That PDS Impacts University Students' Learning In The Heart of America

Terri Helmig, Ridge View Elementary School

Gayle Jones and Cathy Woody, Crest Ridge Elementary School

Sally Davidson, Holden Elementary School

Michelle Tackett, Knob Noster Elementary School

The University of Central Missouri and four local school districts created a PDS Partnership in 2000. One of the goals of the partnership has been to develop a "training ground" for local schools with the intention that the PDS interns will be hired by these local districts after completing their internship and student teaching. Through collaboration, both the public schools and UCM benefit and are better able to provide the best learning environments for public school learners and professional education students.

This presentation will discuss the characteristics of each district, as well as the problems and solutions associated with having predominantly urban and suburban university students learning in a rural setting. Some questions asked and answered will be:

- How do mentor teachers schedule time for discussions with PDS students?
- How do small rural districts come up with the money to pay universities to participate in their PDS programs?
- How are discipline, time management, and curriculum issues handled with PDS students?
- How does having military personnel families predominantly in your schools affect the PDS program?
- Does inappropriate dress and actions by PDS students affect elementary student learning?

This presentation will elaborate on these questions and more, as well as share classroom teachers' narrative accounts, their thoughts on PDS, and the shared vision for future teachers coming through the PDS program with UCM. It's a "sure bet" that PDS impacts student learning in the heart of America.

Jumping Hurdles: Unique Strategies For Overcoming Challenges In An Urban Middle School PDS Partnership

Kezia McNeal, Georgia State University

Pamela Valrie and Luevenia Holloway, Lilburn Middle School

Today's schools face academic and social challenges due to the increasing diverse student population and insufficient numbers of educators prepared for such a population. If teachers are to provide effective pedagogical strategies, they must be aware of their own beliefs, come to an understanding of who they are culturally, and understand how the construct of culture affects instruction (Ladson-Billings, 1996). This session highlights the relationship between the local middle school and the university and how the two entities support each other to improve the

education of a diverse population of students. It will address how the PDS partnership allows for collaboration in the development of the school's Local Plan for Improvement, NCLB, and the NCATE PDS Standards. Activities which occur include:

- professional learning by university personnel on the local school campus;
- development of a school-wide mentoring program which includes university student teachers, as well as district employed teachers;
- Future Education Association (FEA) which starts in the middle school and continues up through the university; and
- differentiated instruction: empowering our teachers to use data to drive their classroom decisions.

Our focus is to empower educators involved in these schools through professional development that will positively impact student learning and achievement (Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003).

Lanigan – Where Home, School, And Community Become One

Peggy Spadafora, Diane Sestak, Jeremy Belfield, and Terry Ward, James E. Lanigan Elementary School

J.E. Lanigan Elementary and the partnership with SUNY Oswego bring to Fulton, New York, a unique blend of programs that encourage and develop change within this school and district. Programs that are developing with support from this unique partnership are:

- PBIS, Positive Behavior Intervention Support program, which allows students to develop an innate sense of positive behaviors that they can utilize at school, home, and within the community. The support from the college, including the involvement of pre-service teachers, has increased the effectiveness of this program.
- GESA, Generating Expectations for Student Achievement, which includes parent involvement nights where parents learn about strategies to help raise the level of expectation for their child's education.
- Professional Development Study Groups across grade levels and schools within the district K-12.
- student teachers with on-site supervisors taking active leadership roles to enhance the learning of all the students and provide a co-teaching approach to classroom instruction
- SUNY Oswego PDS staff working with students and teachers to share new best practices theories and activities
- literacy initiatives, including 90-minute literacy block K-6

This presentation will include the programs that are currently occurring at Lanigan School and the steps we, as a school, have taken to help develop these programs. It will also include the challenges that have come with them and the strategies that are being used to help overcome them.

Lionheart: Creating And Sustaining African American Male Excellence Through A University And School Collaboration

Miles Anthony Irving, Susan Crim McClendon, Georgia State University

This presentation describes a tiered mentoring program for African American males that was implemented through collaboration between Georgia State University and two urban schools in metro Atlanta. The presentation will highlight how the university and the schools galvanized the momentum started through a Professional Development School model to implement a cultural and academic intervention for African American males. The program utilizes mentoring, academic coaching, and community service to improve the academic achievement and character development of African American males. In the program fifteen African American male high school students mentor thirty African American male elementary students. The project is designed to be culturally relevant and is grounded in the utilization of a layered intervention approach. Through a collaborative effort between Georgia State staff (via the Lionheart Program staff), Georgia State students, high school and elementary school teachers, and parents, the Lionheart program seeks to reduce the at-risk behaviors of urban African American males and increase the academic achievement of its participants.

This presentation will highlight how schools and universities can coordinate resources to create meaningful interventions for urban learners. Participants in this session will learn about a model of academic coaching to improve student grades and effective pedagogy for urban learners and will be provided evidence of student success. In addition, the presenters will offer suggestions for implementing and problem solving collaborative student interventions. Finally, the presenters will present a collaborative model that is a response to school leadership and funding changes.

Meet The World At A. C. Moore

Mary Brown, Emily Carpenter, and Tonia Griffin, A. C. Moore Elementary

Three first grade teachers, in collaboration with the University of South Carolina, developed an action research project to examine the level of student inquiry and engagement through the use of a thirty-foot mounted interactive display of the continents. The project, Meet the World at A. C. Moore, was funded through a Title II Federal Enhancement Grant and serves a school with the challenges of having a large international community represented by fourteen countries and thirty languages. The purpose of this teacher-led inquiry experience was to engage the students in literature-rich, artistic, and inquiry-based learning which would allow the school community to broaden its understanding of cultural and geographic diversity. The teachers worked closely with university faculty, artistic consultants, and fellow teachers to strengthen their skills as teacher leaders by designing original curriculum, developing in-services, and presenting in graduate courses about the process of cultivating responsive experiences for a school-wide audience.

This presentation has been developed to highlight the successes and challenges of the collaborative process between A.C. Moore Elemen-

tary School and the University of South Carolina. This symbiotic relationship has led to 1) the development of graduate level courses, 2) an infusion of professional and classroom resources, 3) a collaborative model for pre-service teachers, and 4) enriched learning experiences for the school community. Through this project, these teachers have been able to share their vision of the importance of celebrating children of all nationalities.

New Expeditions Into New Educational Frameworks

Cheryl Witucke, Little Village PDS

Robert Lee and Bruce Johnson, Illinois State University

Adrienne Ostermeier, Springfield School District 186

Virginia Rivera, McCormick Elementary School

As we reflect on the 200th anniversary of the Lewis & Clark Expedition, we have found that “one can never truly discover a place, but one can find one’s place there.” (Missouri Historical Society website) Come and learn about the journey of two unique PDS partnerships and how they have found their place in two unique settings.

Every journey has similar components: planning, launching the trip, facing new or unexpected dangers, meeting different people and cultures, learning how to live together peacefully, and inevitably collaborating as limited resources and space must be shared.

These two PDS’s stories share similar components with other journeys. This session will address the start-up of Springfield’s partnership with ISU, in a mixed urban/suburban site. The ISU/Little Village PDS, found on Chicago’s southwest side, serves a predominantly Mexican American population within a large urban district. The roles of the site coordinators will be examined, along with a look at the year-long structure of these college senior experiences. Each site has worked to provide housing for teacher candidates within the school communities. An administrator will share the benefits of this program to the school district and the P-8 students they serve. Finally, the challenges that have presented themselves will be addressed with suggestions for a smooth traveling experience for all.

Louis and Clark traveled not into an unclaimed wilderness, but into someone’s home, and these Illinois State University PDSs have similarly represented one community journeying into another. We invite you to come learn about the trip.

Overcoming The Effects Of NCLB: Thoughtful Adaptations Of Reader First Scripts As Implemented At Some PDS Sites

Maria Ceprano, Leslie K. Day, and Christine Tredo, Buffalo State College

In attempts to equalize the education of the masses, No Child Left Behind has given way to one size fits all/teacher-proof reading programs. The effects of this legislation have become particularly evident in underfunded urban based Professional Development Sites - a situation which can potentially compromise the critical literacy objectives that colleges of

education have for teacher candidates. Buffalo State College has a long standing positive relationship with its urban PDS sites that has recently been challenged by this legislation. Overcoming these challenges to create positive learning environments for all partners has been a focus. Using case studies supported by power point slides, the presentation will describe instructional planning options successfully implemented by teacher candidates training under such circumstances. Creative adaptations and enhancements of mandated plans successfully implemented by teacher candidates in classroom settings will be presented. Also featured will be the outcomes of a literacy enhancement “fair” wherein a station by station format was used by teacher candidates to demonstrate for parents and their children how literacy can be developed in the home. These adaptations demonstrate that best practices can and must remain a vital component of the PDS.

PDS Partnering In Cross-Cultural Collaboration

Helja Antola Crowe and Bob Wolffe, Bradley University

Practicing international communication and cross-cultural competencies in an increasingly interactive world is necessary for learners both in the PDSs and for future teachers. Learning and intertwining theory with practice within the context of an international/local cross-cultural collaboration contributes to the value of building professionalism. Pre-service teachers, local and international high school students learn from each other.

Collaborative experiences between PDS partners and non-English speaking international partners that require the use of intercultural competencies and communication are excellent tools for developing teachers’ sense of their roles and learning within the global world. Becoming interested and proficient about other cultures requires that learners (students and teachers) become aware of our own cultural heritage and are able to articulate our own values and beliefs. Through working with people from other cultures (the U.S. & Finland) whose assumptions about life and the world are different, self-identity is strengthened and validated. Through various activities where students were immersed both as active participants as well as observers, understanding develops, as well as acceptance and natural curiosity about the world around the learners.

“Creating Winning Strategies for PDS Success” well describes the unexpected learning which occurred in multiple interactions with the project participants. How theory and research are connected to the life of practice is woven into the experience of participants as well as the presentation. Active experiences which occurred in the project will be shared, as well as windows for further opportunities for PDS collaboration.

Playing With A Full Deck

Ellen Crowe and Ann K. Behrens, Quincy University
Tom Conley, Quincy High School

Quincy University’s Collaborative Academy for Teacher Training (CATT) uniquely incorporates the Professional Development School

model to better prepare teacher candidates to work in high needs schools, while at the same time creating genuine and realistic role models for at-risk students.

University courses integrate content knowledge with practical application in K-12 schools with at-risk populations. Direct interaction with these students occurs both in structured and unstructured settings, helping teacher candidates understand the importance of developing personal as well as academic connections with their students.

Teacher candidates gain experience at all grade levels. A core of pre-professional courses at the sophomore level includes classes taught at primary, intermediate, and secondary levels. All teacher candidates (including special education and secondary education majors) interact with the full range of K-12 students, including those with special needs. This intensive experience helps the university students understand the challenges and rewards faced by teachers at each level and to recognize the components of good teaching throughout the full spectrum of grade levels.

The restructuring of the pre-professional courses provided by the CATT initiative has had a domino effect, not only on the School of Education, but also the university itself. Faculty and administration have had to work collaboratively to address the changes in courses and field experiences as well as university issues.

Preparing Teachers To Serve Diverse Learners: A PDS In A Full- Service Community School Model

*JoAnne Ferrara and Christina Siry, Manhattanville College
Barbara Terracciano, Thomas A. Edison School*

This session presents a program description of a PDS that is within a full-service community school. Community schools are generally located in areas where there are large concentrations of students with limited resources and high socioeconomic needs. These schools offer a wide range of services to children and their families and thus require teaming school personnel with various social, medical, and mental health practitioners at the school site.

The community school can provide an opportunity for exposing pre-service and practicing teachers to the complex interrelationship between school performance and the quality of the student's life at home and within the surrounding community. In a full-service community school, classroom activities and school life are enhanced by the availability of community resources to provide support for students and families. Pre-service teachers, practicing teachers, and college faculty working in these schools are able to expand their understandings of students beyond the four walls of the classroom through collaborations with families and community agencies.

Presenters will discuss their five- year collaboration working in a suburban school that faces many of the problems of urban districts, including poverty, limited resources, newly arrived immigrants, and limited English proficiency. We will share how to begin a full-service community school and the unique benefits of nesting PDS within this setting.

Promoting Teacher Retention In Diverse Settings: A PDS Model In Early Childhood Education

Mubina Kirmani, Ocie Watson-Thompson, Nancy Wiltz, and Patsy Washington, Towson University

The Towson University PDS Retention Study was designed to explore the retention rate of teacher education graduates in their first five years of teaching in one large Mid-Atlantic school system that hires many Towson graduates. This presentation reports on the retention rates of PDS and non-PDS trained teachers over the first four years and focuses on retention specific to early childhood teachers who underwent PDS training in Spring 2001. It also presents the main features that are unique to the PDS model that may contribute to higher retention. These features include diverse school settings, professional learning communities, training of mentors, training of interns, and service learning projects.

This study demonstrates that the teacher retention rate after four years of teaching in a local school system is significantly higher in Professional Development School (PDS) trained teachers (94%) than in graduates who completed the traditional student teaching experience. As a result, teacher educators have examined the features of the PDS experience that may impact higher retention. Drawing from quantitative and qualitative data, faculty from the Department of Early Childhood Education at Towson University will:

- a) present the results of the College of Education study outlining the differences in retention rates between PDS and non-PDS trained teachers; and
- b) describe some of the unique features of the Early Childhood Education PDS model that we feel contribute to the positive retention rates.

Raising The Stakes With A One-To-One PDS Laptop Initiative

*Carla Zembal-Saul and Cole Reilly, Pennsylvania State University
Donnan Stoicovy, Park Forest Elementary School*

One of the ongoing themes that has guided our PDS collaborative from its inception is a strong focus on the seamless integration of technology to enhance student learning of subject matter, as well as PDS intern reflection and learning. In the 2005-06 academic year, each of our undergraduate senior pre-service teachers was provided with a laptop loaded with a variety of instruction-friendly software. This technological event had a dramatic impact on the entire senior year PDS experience.

This presentation will describe the changes which occurred as a result of ubiquitous access to technology in: a) methods course activities and assignments (science, social studies, and classroom management); b) processes and strategies used in field experience supervision (pre-student teaching and student teaching); c) pre-service teacher learning in both methods courses and field experiences; and d) the way pre-service teachers used technology to enhance elementary students' learning.

Presenters will include methods course instructors, field experience supervisors, and an elementary school principal.

In addition, we will share data collected during the course of the year to assess the overall impact of providing 1 to 1 computing, as well as issues that arose during the course of the year that needed to be addressed. The presentation will conclude with a discussion of the required support mechanisms and policies necessary to make 1 to 1 computing successful.

S.O.S. (Student-On-Student): Building Relationships Between High Schools And Universities To Promote Transition Opportunities

*Susan Brooks and Connie Leatherman, University of Findlay
Cynthia Amon, Findlay High School
Kathryn Samsal, Norton Middle School*

The S.O.S. model features pairing pre-service candidates majoring in special education with local high school sophomores identified with special needs. These students work voluntarily on campus twice weekly for ten weeks in a variety of work settings ranging from groundskeepers to clerical assistants. Begun in 1999 with grant monies from the State Superintendent’s Task Force for Preparing Special Education Personnel, this unique partnership has continued for an additional eight years with no state or federal monies. This model can be easily replicated and sustained in many areas of the country. There are innumerable tangible and intangible benefits for participants.

The design of this model is straightforward. Pre-service candidates serve as job coaches for the high school students. Prior to beginning the on-campus work, an evening social event is held for students, parents, and supervisors to meet and take a campus tour. Once on campus, all participants maintain weekly electronic and paper journals with both the professor and high school special education teacher. The experience concludes with an awards recognition breakfast for all participants.

Project outcomes provide valuable experience for all parties. High school students practice writing skills through journal entries, use math skills for constructing exam week “survival bags,” and use communication skills while working for a “boss.” University pre-service candidates gain experience in working with students with special needs, interacting with parents, gathering information for transition portfolios, and developing an Individualized Transition Plan (I.T.P.). The university gains a voluntary work force to complete assignments not finished during summer break.

Stacking The Deck For Success: Creating A Collaborative Coaching Community

*Jennifer Boone, Yolanda Fitzgerald, Jennifer Kremser, Jessica Moore, Laura Pewe, Kelly Prophete, Christine Steigelman, Debbie Lamme, Cathy Lewis, and Darra Wilcox, Manzanita Elementary School
Kathy Church, Pepperdine University*

This presentation looks at the community of learners created by the coaching model in place at Manzanita Elementary School, a Title 1 school in a suburban setting. To support student teachers from Pepperdine University, the elementary school created an innovative model for coaching that would integrate the teaching candidates into the school as part of the staff, creating a community of practice. The teachers and staff of the elementary school were instrumental in designing and developing a model that would provide a strong support network for teaching candidates and stack the deck for success.

The program design and its key elements will be shared. These include a rotational phase of observation and a component of reflective dialogue which values listening, observing, questioning, and conversing. Particular emphasis will be given to the role of the on-campus university field supervisor, the development of a cadre of effective master teachers as coaches, and the support of the teaching candidates through regular student teacher meetings. These components provide a supportive environment where student teachers can build on their strengths, hone their skills, and develop into effective professionals. Participants will learn from university faculty, teaching candidates, and elementary school teachers how these winning strategies have increased learning for all students through the dedication of a community focused on best practice.

STEP-UP (Students And Teachers Educating Positively Under Pressure)

*Deborah Smith and Sheri Carr, Buckhannon-Upshur High School
Susan Moody and Crystal McCarty, Glenville State College*

Question Five asks, “What are the unique aspects of your specialized PDS?” From creation, our PDS was extremely unique. Glenville State College and Buckhannon-Upshur High School are located in rural West Virginia approximately 55 miles apart. Uncertainty and ambiguity surrounded this partnership between the college and the school’s special education department from the beginning. We were hesitant as to where to start, and then the challenges presented themselves. January 3, 2006 the Sago mine tragedy occurred in this quaint Upshur County community and became the focus of the nation.

The impact of this incident is far reaching. These students have been under increased stress over the last year and are still suffering the effects of the tragedy. Many display symptoms of stress and anxiety disorders. They are unable to identify positive means of coping with stress and/or grief. Meeting these challenges is when the PDS was able to flourish.

Our presentation discusses the strategies utilized during the healing and recovery from this national tragedy. With the implementation of “STEP-UP” we are able to assist students with special needs in identifying stressors, recognizing symptoms of distress, and positively responding to healthy outlets for dealing with stress. Through the PDS partnership and grants, students are trained by a local licensed counselor to learn stress management and coping skills and a local licensed massage therapist on self-massage techniques to alleviate muscle tension. Students will also be meeting with PDS teachers/professors to discuss the ongoing effects of the Sago tragedy and other life-altering stressors.

Strengthening Relationships: The Development Of Unique PDSs

Brenda Francis and Karen Lucas, Marshall University
L. Victoria Smith, Geneva Kent Elementary School
Deborah Workman, Kellogg Elementary School
Liberatore Ciccolella, Cabell Midland High School

The unique aspect of the Professional Development Schools Partnership (PDSP) at Marshall University is that Professional Development Schools are strongly tied to the three goals of the project. The three overarching goals of the project are to enhance P-12 learning, improve teacher preparation, and provide relevant professional development. These goals are the fundamental elements that direct the uniqueness of each PDS, whether it is urban or rural, elementary, middle, or high school.

Each of twelve partnership schools has unique strategies they are employing to meet the goals of the project. The presentation will explore diverse ways of developing a professional learning community with the focus on the three PDS goals. Showcasing the partnership schools and each unique relationship to the goals will be the subject of the presentation.

The goals will be further defined by details on projects at three PDSs. In order to demonstrate improved P-12 learning, one PDS focused on improving writing skills. In order to improve teacher preparation, one school focused on classroom management seminars for the clinical students at their school. In order to present professional development that was relevant and needed for both in-service and pre-service teachers, one school concentrated on 21st Century Learning.

Through concentration on the goals of the project, the governing structures of the PDS Partnership are strengthening the development of individual schools. These strategies and activities align to the PDS goals of development, work, accountability and quality assurance, collaboration, and inquiry (NCATE 2001) and unite the individual schools into one partnership.

Student Teacher Success Through Strengthened Connections Between Theory And Practice

Natalie Messinger, Langdon Avenue Elementary School
Sandy Ritter, California State University Northridge
Paul Graber, James Monroe High School

One of the biggest challenges for any school-university partnership is the need to strengthen the connection between university courses, which are often theory-bound, and the reality of the P-12 classroom. The Los Angeles Unified Schools/California State University Northridge partnership is working to expand the collaboration between the university teaching team and the resident experts at the school site through a series of focused observations of designated classrooms related to key topics. To date, these events have focused on inclusive practices with special education pupils, English language development and assessment strategies, the pedagogy of the mathematics classroom, hands-on science instruction, social studies content, and the K-12 literacy curriculum. Site

experts have included K-12 teachers, literacy and math coaches, ESL coordinators, a special education coordinator, a Title I director, and site administrators.

Networking between professors from different departments and site staff is contributing to success as student teachers become more focused on learning to effectively apply strategies, modifications, and adaptations within and across subject areas. Session presenters will share the rationale for these focused observations and the techniques and processes that have been incorporated into the structure of this teacher credential program to positively impact the success of student teachers working with diverse students. We will show how the projects and knowledge base of the university classroom are transferred to the actual teaching environment of large urban schools.

Sustainability In A Rural PDS Setting

Gary L. Willhite, Kathy T. Willhite, Southern Illinois University Carbondale

Linda Meredith, Carbondale Elementary School

Brenda Jones, Murphysboro Community Unit School District 186

Christy Cross, Unity Point School

Established in 1999, our school university PDS partnership has grown and molded to the unique needs and desires of individual groups. Sustaining those relationships has had its' own set of challenges. We are in a rural setting, and one-size fits all does not work all the time. Our partnership is with three individual public school districts of varying size and make-up. One is in our local university town with elementary buildings set as centers, while one is on the outskirts of town and serves a large multicultural population in a K-8 building, and the third is in a nearby town as a district PDS that is wracked with school closures, declining population, and money shortages. We have molded a strong partnership with each district, having each one operate according to its individual needs. Our partnerships began in stages as each district committed to the partnership at different times. Our beginning in each district was a learning curve as each grasped the concept and then took that concept and made it uniquely theirs. We have sustained our PDS relationships by listening to their individual desires and needs and working with them to accomplish those goals. Three unique aspects of our partnerships are a Teaching Internship Program within each site, a Teaching Fellows Program in two of the sites and the recent development of a Memorandum of Understanding between each PDS district and the university. This session will involve participants in an overview of our setting, our beginning, and our sustainability with time for discussion and questions.

Sustaining A High School PDS Through Collaborative Teaching

Rob Bruno, Atholton High School

Susan DePlatchett and Stacy Pritchett, University of Maryland

As a capstone course, all secondary education majors at the University of Maryland take EDC1474: Inclusion, Diversity and Professionalism in Secondary Education. This cross-disciplinary course taken during the student teaching semester is meant to be theoretical in focus. Students are

introduced to critical theories related to issues of inclusion, diversity, and professionalism in the secondary classroom and discuss and analyze the challenges that today's classrooms present to educators. During the course, interns interact with highly experienced classroom teachers, counselors, administrators, and specialists from the local school system, as together they examine case studies centered on the issues of inclusion, diversity, and professionalism. Additionally, presentations by PDS partners help link theory to practice in today's secondary schools.

The design of this course supports the Standards for Maryland Professional Development Schools, specifically Standard II Collaboration. IHE and school faculty collaboratively plan and implement curricula for interns to provide authentic learning experiences.

Our presentation will focus on the development of this course from its origin as a non-credit seminar taught solely by university PDS coordinators to a two-credit course which is now collaboratively planned and taught in secondary PDS sites by both university faculty and by PDS school system partners. We will also discuss how the design of this course has strengthened our partnership and broadened the involvement of PDS partners.

Sustaining An Elementary PDS In Las Vegas, Nevada: Winning Strategies In The "Other" Paradise

Pam Campbell, University of Nevada Las Vegas

Wanda Oden, Holly Ishman, and Alex Reub, Paradise Professional Development School

The Paradise Professional Development School is located a short distance from Las Vegas Boulevard (The Strip). However, the true distance lies in the economic disparity between them. Issues of high student transiency, non-native English speakers, diverse cultures, and poverty are the norm at Paradise. Paradise PDS is one of 166 elementary schools in the Clark County School District (CCSD), which has over 300,000 students and is larger than the State of Massachusetts. At Paradise, over 60 educators (faculty, staff, and administrators) implement innovative, creative, and supportive programs to enable all students to learn. They strive to meet the mandates of No Child Left Behind, while over 50% of their students move in or out of their classrooms during the school year. The formerly minority Hispanic student population is now the majority in CCSD. Paradise families live in apartments, not houses.

This session focuses on the myriad of professional activities that make Paradise a vibrant learning community. For example, PDS educators and families have been involved in "Breakfast with Books," collaborative research with faculty and students from the University of Nevada Las Vegas, on-site university courses, the cohort teacher preparation program, professional development, parent training, Critical Friends, the Multicultural Fair, a comprehensive self-study, and the development and implementation of a Strategic Plan focused on equity. Presenters will describe these and other activities that have sustained Paradise educators, students, and families. Specific strategies and materials, as well as opportunities for questions and conversation, will be provided.

Teaching In The City: A PDS Model For Addressing Questions Of Urban Education

Dorothy Giroux and Anna Lowe, Loyola University Chicago
Nel Sychangco, Stephen K. Hayt School

As described by Kincheloe in *19 Urban Questions* (2004), some of the unique features of urban education are that

- the schools are bigger and urban school districts serve more students;
- urban schools function in areas that are marked by economic disparity; and
- urban schools have a higher rate of ethnic, racial, and religious diversity.

This Professional Development School is an urban public elementary school located in a diverse community where over thirty different languages are spoken among families at varying income levels. Enrollment for the 2006-2007 school year is 1300 students. Teacher candidates attend a private university within walking distance of the Professional Development School. The majority of teacher candidates are graduates of suburban school systems.

Unlike the experiences teacher candidates have had in their own schooling, this PDS presents an interesting set of challenges for both university faculty and the teacher candidates. Preparing teacher candidates to work and learn in this environment requires a broader understanding of and a willingness to be knowledgeable and sensitive to the school's culture in creating learning communities that value the needs of diverse learners.

This presentation will describe the program components and both the successes and challenges of sustaining this unique partnership.

The Best Of PDS: Expanding The Model To Serve Additional Students

Nancy Harding, Margot Condon, and Grenada Brazzellar, Pepperdine University

In 2005-06 our teacher education program initiated four Professional Development School projects. At each PDS we serve about fifteen students. Since our program serves a much greater number of students each year, we wondered how to provide some of the qualities of a PDS experience to all of our teaching candidates. Concurrently, Peter Murrell, the author of *Community Teacher* (2001), came to speak to our teacher education faculty. His ideas, coupled with our desire to best serve all of our teaching candidates, resulted in the concept and implementation of Cooperative Learning Communities (CLC).

The CLC model integrates four key factors that are essential to developing effective teachers and are operationalized within the PDS. These factors are: 1) Placing cohorts of teaching candidates in schools that are geographically bound so that our students have community within the school and our teacher education program has a significant presence in the school and community; 2) Linking theory to practice on a daily basis (Levine, 2006; Darling-Hammond, 2004); 3) Expanding our teacher candi-

dates' experience beyond the classroom to the school community and to the community in which the school is situated (Bronfenbrenner, 1979; Murrell, 2001); and 4) Teacher education faculty participating in the school communities and school personnel teaching at the university.

In this presentation we describe implementing the CLCs across an extensive geographical area. We discuss the challenges and successes that we are encountering as we move forward with this model. We hope to elicit feedback from conference participants about the model.

The Center For Teaching Excellence: A Winning Strategy For The Partnerships Project

Cynthia S. Kelley, Thomas J. Chesnut, David Cumberledge, West Virginia University at Parkersburg

The Professional Development School program at West Virginia University at Parkersburg is known as The Partnerships Project. The Project has been in existence for eleven years and now has nine schools as formal partners.

As more schools have become involved with The Project, a strategy for sharing and distributing materials is needed. A grant was written and awarded to create the Center for Teaching Excellence in hopes of bridging the materials and resources gap between schools in The Project. Housed on the WVU Parkersburg campus, the Center is a resource and technology center developed through The Partnerships Project. The Center was designed with three goals in mind:

- to offer materials for classroom use by teachers and teacher candidates;
- to offer practice in integrating technology into classroom teaching; and
- to offer training rooms for professional development events

The Center is open to teachers and teacher candidates. Materials for subject areas at the elementary and middle school levels are available. The Center offers wireless Internet access, scanners, SMART technology, laminators, and die-cut machines.

Materials and equipment may be checked out on a weekly basis for use in classrooms to enhance learning for students. Teachers and teacher candidates can access the Center's resource list via WVU Parkersburg's website. Teachers may request items via email and have them delivered to their schools.

The Center for Teaching Excellence is a new and unique part of the Project. In its first year it is breathing a new excitement into The Partnerships Project.

The Difficulty Encountered By Master Teachers In Implementing The Precepts Of Professional Learning Communities.

Timothy B. Berkey and Nora N. Hutto, University of Houston-Victoria

As school districts throughout the nation have introduced the components of Professional Learning Communities (PLCs), a group of sixty graduate, master teacher students shared their personal challenges in organizing learning teams on their own campuses through weekly online discussions. As part of their administrative practicum experience, the students have engaged in their own learning community to discuss components of effective PLCs, change leadership, best instructional practices, curriculum alignment, communication, and professional development. Those discussions have provided a forum for students to raise questions, share frustrations, seek support, and look for more effective ways to lead. For the past two years, the Instructional Leadership course work has focused on implementing the components of PLCs through the changing role of the principal. Their work has included data analysis, strategic planning, collaborating, working in teams, and sharing the responsibility of student learning and student success. The masters students have been eager in sharing their knowledge and skills of PLCs, learned in their graduate leadership program at their campuses. This presentation will focus upon the reflections of those students as they have brought new information to their campus administration, worked with other teachers to establish study groups, planned and led team instructional planning time, provided mentoring to new teachers, and facilitated the changing of schedules in order to increase the effectiveness of teaching and learning.

The presentation will share aggregated information of reflections of the masters students, including celebrations, discouragement, concern, joys, success, and plans for the future.

The Essence Of The Principal's Role In A PDS

Keith L. Tilford, University of Florida

This presentation will be based on a series of interviews that were conducted with three principals in a university's network of Professional Development Schools. The principals selected for participation in this study were leaders of three of the most evolved PDSs in the network, based on the NCATE PDS standards. The ten-school network has been in existence for only two years, but one school in the community has been working with the university as a Professional Development School for seven years. The phenomenological study using Seidman's (1998) model for interviewing took place during the fall of 2006.

In 1997, Trachtman and Levine noted that very little research had been done on the type of leadership needed to build effective Professional Development Schools. Also, Kersch and Mastal (1998) wrote of the importance of the support of the principal in successfully sustaining any partnership work. This study was seeking to add to the literature base on Professional Development Schools, principals, and instructional leadership.

Through this presentation, the researcher plans to share findings discovered during the literature review, as well as findings from the study. Particularly, the individual portraits of the three successful PDS principals developed by the researcher and the common and unique themes that emerged from their stories will be presented. Audience members can expect to hear stories of how these three principals have led their schools to become some of the most highly evolved Professional Development Schools in the network.

The Evolution Of A Cohort Teacher Preparation Program In Professional Development Schools

*Susan Hendricks and Barbara Johnson, University of Nevada Las Vegas
Annie Nguyen, Holly Ishman, and Michelle Adams, Paradise Professional Development School
April Hoffman and Kristin Ryerson, Petersen Professional Development School*

In August, 1998, Paradise Professional Development School, a K-5 public elementary school, opened on the UNLV grounds as a year-round campus. It operated as a year-round facility for the next six years, at the same time housing and supporting an undergraduate cohort of elementary majors who completed the program in three semesters, including a summer term of student teaching.

In 2004, Paradise converted to a nine-month schedule, welcomed a new principal, and took a year off from accommodating a cohort of UNLV elementary education majors. In the following 2005-2006 school year, the cohort program began anew at Paradise with a different coordinator and a new cohort of twelve UNLV students, all functioning within a nine-month schedule.

Working within the nine-month schedule to complete three traditional semesters of coursework, practica, and student teaching grew to be a logistical challenge for all involved. Adding to the challenges, in the following 2006-2007 school year, Petersen Elementary, another Professional Development School in close proximity to the UNLV campus, opened its doors to an additional cohort of elementary education majors.

This presentation is the story of not only the reorganization of the UNLV Professional Development School cohorts, but the interaction of the diverse students at Paradise and Petersen, their teachers, the UNLV professionals and instructors, and cohorts of undergraduates who came together to reinvent the program and ensure its future success.

Unique Partnership Creates A Win-Win Situation For Both University And Public School And Raises Student Achievement

*Lacy Aabel Redd, Newberry Elementary School
Angela Gregory and Diane Yendol-Hoppey, University of Florida*

The staff at Newberry Elementary School and the College of Education at the University of Florida has joined ranks to tackle the school's

improvement efforts. Newberry Elementary is a rural school with 56% of its students on free and reduced lunch and 23% of its students in the ESE program. The school has struggled in meeting No Child Left Behind mandates and teamed up with UF staff and graduate students to bring needed expertise and support into their classrooms. The unique partnership and activities being done have resulted in a “win-win” situation for both the university and the public school. This Professional Development School hosts up to eighteen pre-service teachers each semester with two graduate students supervising them. The students’ assignments and projects are directly related to the school’s areas of concern. The school staff and administration participate in training the pre-service teachers in reading strategies, working with special education students, and using data to drive instruction. Much research is also being done in studying the changes at the school, including both UF supervisors, a faculty member, and the principal, who is also taking graduate courses. The group has experienced challenges as well as successes and will highlight themes generated from their research related to school improvement generated from three different lenses: mentor teachers, principal, and university faculty. Each lens will provide specific attention to changing teacher practice through inquiry and the ties to student learning.

Voter Registration Efforts In A PDS Network And Undergraduate Education Program

Bea Bailey, Julie McGaha, Erin Brooks, Brittney Earle, Grant Davis, and Ashley Earle, Clemson University

Clemson University’s Professional Development Schools Network is uniquely invested in encouraging civic engagement via research and interventions related to voter registration and participation among high school students and future teachers in undergraduate education programs. This presentation will focus on our partnership’s mission to promote the National Network for Educational Renewal’s Agenda for Education in a Democracy in our PDS sites and within our school of education. Our discussion will center upon our action research project that is designed to increase civic engagement via multiple voter registration interventions among high school seniors in our PDSs and among undergraduates in our university teacher education program. Specifically, an undergraduate research team led by the presenters will document the effectiveness of this voter registration service-learning project and also share the troubling statistics on American voter registration among these two targeted groups.

Walking The Fine Line Between Creativity And Accountability: Effective Strategies For Teachers In Urban Professional Development Schools

Tracy Amerman and Mihri Napoliello, New Jersey City University

As professors in residence working in two urban Professional Development Schools, we have witnessed the growing pressure for accountability. This pressure has filtered down to classroom instruction,

particularly for English language learners and students with disabilities. As a result of high stakes testing due to NCLB, New Jersey schools, particularly urban schools, are under intense scrutiny for these subgroups to pass rigorous state assessments. In light of this pressure, we have observed that test preparation begins as early as September and often drives instruction. Teachers rely on materials simulating the test items, forgoing creative, innovative activities.

In this session, we will present effective strategies for working with PDS teachers who are accountable for English language learners and/or students with disabilities in urban settings. This presentation will describe methods that we have found successful for helping teachers move from repetitive class activities linked directly to assessments to creative, engaging activities that can also enhance student test performance. Also discussed will be examples of professional development activities that we found effective in encouraging teachers to move from “test preparation” lessons to a model that promotes critical thinking, creativity, and best practices that meets the needs of their diverse students. Creativity and accountability can exist simultaneously in one classroom.

Welcome To Fabulous Las Vegas: An On-Site Visit To Two Professional Development Schools In The Heart Of The City

Lisa Bendixen and Pam Campbell, University of Nevada Las Vegas

Mary Ann Ward and Kristin Ryerson, Petersen Professional Development School

Wanda Oden and Holly Ishman, Paradise Professional Development School

The only two Professional Development Schools in Las Vegas and the Clark County School District are located within a few blocks of the conference site, the University of Nevada Las Vegas, and, also, one another. Petersen PDS and Paradise PDS face the challenges of many urban elementary schools: low SES, high transiency rates, language barriers, crime, and NCLB.

- How do these PDSs rise to these challenges and still function successfully as Professional Development Schools?
- What role does the University of Nevada Las Vegas play in the PDS partnership with both schools?

For conference participants who would be interested in and benefit from seeing these two unique PDSs, we extend an invitation to visit and experience some of our programs: see classrooms in action, interact with PDS teachers, administrators, and students, as well as UNLV faculty and students. Come walk the halls of our PDSs.

Fortunately, both of the schools are close to our conference site and UNLV will provide transportation to and from the schools. During the on-site visit, participants may choose to observe a variety of teachers, administrators, and students engaged in the following:

- ELL programs
- UNLV student teacher preparation cohort program
- Fully inclusive preschool program
- Intervention program for at-risk readers
- School counseling intern program

- Demonstrations of Differentiated Instruction (an onsite UNLV course)

Important note: This session is scheduled for Friday morning from 9:15 to 10 a.m. Following the 45-minute overview, a **limited number** of session attendees will be transported to the two PDS sites, where they will spend the rest of the morning before returning to the conference site in time for lunch at noon. Special tables will be reserved for this group at lunch so they may discuss their experiences at the schools. If the demand for participating in this activity is larger than the session presenters can accommodate, the presenters will determine how to fairly determine participation.

What Happens In Vegas, Stays In Vegas: What Happens In The Community Becomes Part Of The PDS Experience

Mary Anne Hannibal, Indiana University of Pennsylvania

Roberta Kuhns, Derry Area School District

Jan Gebicki, Grandview Elementary School

Cindy Patton, Mountainview Elementary School

This PDS partnership includes students in the Early Childhood Education/PreK-Grade 6 major at Indiana University of Pennsylvania and two school districts, Derry Area and Greater Latrobe. These adjoining school districts are over twenty miles from the university, requiring creativity in designing community involvement activities for the education majors. This presentation describes how the education majors become actively engaged in the Derry and Latrobe communities, beginning with field trips where they learn about the geography and history of, and community resources in, the communities and moving to detailing how several of the students became full-time summer employees in child care centers in the two districts. The NAEYC Standards require that pre-service teachers know about families and the community beyond the classroom. This IUP/Derry/Latrobe PDS model is specifically designed to help students meet that standard and community engagement activities, both in-class and in the field, are incorporated into several of their university courses. The presentation will offer unique and exciting ideas for meeting this standard to other PDS partnerships and will include a DVD of highlights of these students' experiences.

Winning Strategies For Developing And Sustaining Unique Partnerships Within A Large PDS Network

Jill Miels and Ruth Swetnam, Ball State University

Funding decreases, personnel changes, educators burn out, personalities clash, and new goals emerge, yet the school/university partnerships live on. After 10 years of working in the Ball State University Professional Development Schools arena, we have many lessons learned to share, built from the individual stories that guide our practice. Among the twenty-three PDSs are rural and urban K-12 sites, a parochial school,

three preschools, a cultural center, and a children's museum. Although the featured PDS sites provide placements for student teachers, practicum placements for both pedagogical and content methods, and places for the development of inquiry and professional development, each site goes well beyond these practices to adopt unique strategies that enhance learning with respect to the culture of the site.

Sample success stories include the following:

- a failing urban school moved to recognition as a Blue Ribbon School in a five-year period;
- three schools (rural and urban) collaborated in a grant-writing project;
- changes took place in promotion and tenure structures;
- collaborative models of student teaching supervision were implemented;
- two museums became PDSs which promoted connections between schools and community resources; and
- professional development is ongoing in twenty-three PDS . . . and many more.

The audience will view a multi-media presentation highlighting many winning strategies and engage in dialogue with presenters who have assumed different roles and responsibilities in establishing and maintaining PDS relationships.

Working Together To Prepare Urban Teachers

Barbara Charness, Sepulveda Middle School

Nancy Prosenjak, California State University Northridge

The NCATE Standards for Professional Development Schools charge PDS schools to develop a model that provides for joint leadership. The Los Angeles Unified School District/California State University Northridge Teachers for a New Era Partnership has successfully designed such a model. It incorporates integral involvement of site principals, a steering committee with representation from across the university and district, an active site leadership team of teacher-leaders, and university liaisons from multiple departments, Arts/Sciences and Education.

One unique element is a teaching lab established at the middle school site that has provided the means for total contextualization of a cohort of teacher candidates. Cohort members take courses on-site and work across the grades, K-8. Field placements rotate between middle school classrooms and the nearby elementary site so that candidates can profit from the expertise of multiple teachers, site administrators, and content specialists.

Another unique feature was a Professor-in-Residence who taught sixth grade social studies for the semester, as well as the social studies methods course, creating a co-planning/co-teaching model to involve each teacher candidate in the design and delivery of lessons.

Because of the principal's belief in the competence of the teachers prepared through this program, three members of last year's cohort are now teaching sixth grade at Sepulveda Middle School.

Drawing from the experiences of school and university personnel, presenters will describe their journey of establishing and sustaining this school-university partnership, now in its third year. They will highlight strategies and concepts that resulted in success.