

Table of Contents

11 Question #1: What Does It Mean To Be A PDS?

- 11 A Principal’s Journey From Operations Manager To Instructional Leader As Guided By The Professional Development School
- 11 A Professional Development School At A Distance: The Promises And Possibilities
- 12 A Transformational PDS
- 13 Branching Out From The MIDDLE: Building A PDS Community
- 13 Building Bridges: Using A PDS Model To Increase Student Achievement
- 14 Bullying Our Way To Success
- 15 Collaborative Partnerships Developing Quality Experiences
- 15 Coming Full Circle: What It Means To Be A Middle Level PDS In Partnership With An Urban University
- 16 Creating Sustainable Professional Development Schools In Las Vegas, Nevada
- 17 Developing, Expanding, And Sustaining A Significant Secondary PDS: An Urban High School’s Twelve Years Of Experience
- 17 Extending The Definition Of A Professional Development School: Multiple Connections Among Teachers And Learners In An Arts-Based Summer Literacy Camp
- 18 From A “Lab School” To A PDS - Developing A Climate That Fosters Change Through A PDS Partnership - Holme School And Holy Family University - Philadelphia, PA
- 19 From Shared Visions To A Sustained PDS Collaboration: The Basic Education, University, Parent Connection
- 20 Herding A Fledgling Flock Of CATTs: A Course-By-Course Approach To PDS
- 20 It’s Not A Matter Of \$\$\$\$. . . It’s Best Practice: Being “Highly Qualified” For Special And General Education
- 21 It Takes A Flock To Raise A Village Of Learners
- 21 James Elementary PDS And Eastern New Mexico University: 10 Years Of Partnership In Education
- 22 Leading Teacher Program And Professional Development Schools: The Impact Of One PDS Relationship On A Teacher Preparation Program
- 23 LINK-IN: Opportunities By Design
- 23 Making A Difference In A PDS - What Do You Think?
- 24 Making Lifetime Connections - A Collaboration Of Public School Educators And Teacher Educators Through Vertical Teaming

- 25 Mentor Teacher Intern Project
- 25 Mississippi LEADS: Leading Educational Advancements And Developing Strategies For Success - Advocates For Best Practice In Teacher Education
- 26 Multiple Models Of PDS Within One Collaborative
- 27 No Family Left Behind: A Unique Professional Development School With A Family Literacy Focus
- 27 Partnering For Excellence And Accountability
- 28 PDSs Preparing Rural Pre-Service Teachers For Urban School Success
- 28 Perspectives On Dutch Professional Development Schools
- 29 Professional Development Partnerships: Relationships Essential To Successful Pre-Service Teachers
- 30 Providing A Road Map: Mentoring The Mentoring Teacher
- 30 Taking Flight: The First Year Journey
- 31 The 21st Century Role Of The PDS In Restructuring And Reform: An Examination Of MERC
- 32 The Impact Of The Role Of Hybrid Educator: Stepping In And Stepping Out
- 32 The Lost Art Of PDS Migration . . . Or Are We Flying Toward The Same Mark?
- 33 The World Is Flat; Is PDS Flat Too?
- 33 Turning Theory Into Practice: A Comprehensive Model Of An Innovative PDS
- 34 Uniquely Gathered, Uniquely Guided: The Wright PDS
- 34 Visions Of A Post Baccalaureate Program In A Secondary PDS: Collaborative Adventures
- 35 We're Taking Off: Starting A New PDS Partnership

37 Question #2: What Pedagogies And/Or “Best Practices” Distinguish Your Work In PDSs From Your Work In More

Teachers

- 51 Holmes Scholars' Involvement With Best Practices At Professional Development Schools
- 51 Honing The Flock With The Mentor Tool Kit
- 52 How We Gathered Our Flock To Set A Course For Exemplary Literacy Instruction With Our PDS Partner
- 52 Innovative Practices In Urban PDS: Collaborative Efforts To Minimize The Achievement Gap
- 53 Inquiry As A Means for Developing PDS Relationships
- 54 It's About "Coaching," Not "Supervising," Teachers
- 54 I Wish I Could Get Those Wonderful Books In The Hands Of Our Children: Student Teachers Respond To Principal's Dream And Become Reading Mentors
- 55 Lights! Camera! Action - Inquiry And Assessment! . . . Starring PDS Interns
- 55 Linking Science And Literacy In A PDS Setting
- 56 Mentor Teachers: Selecting And Training
- 56 Modeling Democratic Ideas In The Classroom
- 57 Partner School Leaders: New Learning For New Roles
- 58 PDS II Research Project: Building Communities, Opportunities, And Voice
- 58 PDS Sites: Home To Fast-Track Teacher Certification Students In Inclusive Settings
- 59 PDS-Sponsored Inquiry In East Harlem And The Upper East Side: Sine Qua Non Or Non Compos Mentis?
- 60 PDS Support For Active Inquiry: Conducting An Early Literacy Case Study In A PDS Setting
- 60 Promoting Shared Inquiry By College And P-12 Faculty In Beginning-Stage Professional Development Schools
- 61 Real World Instructional Partnership Producing Best Practices In Teacher Education
- 61 Reflective Action Research: Two PDS Interns Hold Themselves Accountable
- 62 Setting Course For Better Science Learning Environments: Traditional Versus PDS Clinical Experiences
- 63 Taking Turns Taking The Lead: Engaging A Community Of Critical Thinkers To Co-Create Integrated Curriculum
- 63 Teaching and Learning Together In The High Country: Preparing Pre-Service Secondary Social Studies Teachers
- 64 The Best Of Both Worlds: A Collaborative Approach To Pre-Service Teacher Candidate Preparation In A Professional Development School
- 65 The Changing Face Of Teacher Professional Development - PDS Style
- 65 The Classroom Teacher Educator Program: P-12 Teachers As Mentors, Supervisors, And University Partners
- 66 Using Site-Based Courses To Address Student

Achievement And Pre-Service Teacher Development In An Urban PDS

69 Question #3: What Roles Do Research And Assessment Play In Your PDS?

- 69 A Comparison Of Student Achievement: Does PDS Make A Difference?
- 70 A PDS Assessment Process That Works
- 70 Academic Achievement At An Urban PDS Incorporating Differentiated Field Experiences
- 71 Accountability Through Graphic Conversations Using Curriculum Based Measurement
- 71 Achieving A Tapestry Of Assessment
- 72 Action Research Fellows At Towson University
- 72 An Assessment Tool For Creating A Leading Professional Development School: The PDS Dashboard
- 73 Are There Significant Differences Between PDS Graduates And Non-PDS Graduates? A University Compares Data From Its Elementary And Special Education M.Ed. Programs
- 74 Assessing PDS Effectiveness: Setting The Course For An Action Research Agenda
- 74 Assessing The Performance Of PDS Graduates As Novice Teachers Using Multiple Perspectives
- 75 AYP Increases With PDS
- 75 Building A Stronger PDS Based Upon Common Research Agendas
- 76 Building The Case For PDS Brick By Brick, Using Multiple Assessments
- 77 Collaboration To Improve Student Success: Assessment Of P-16 Effort To Improve Student Writing
- 77 Collaboratively Developing A Technology Integration Plan For Teacher Education Courses
- 78 Continuous Assessment As Foundation For PDS Action
- 78 Creating A National PDS Database - The FIPSE Project
- 79 Does The PDS Adequately Prepare Its Graduates For Their First Years In The Classroom? A Look At One Of The Program Goals For The Marymount University And Fairfax County Public Schools PDS
- 80 Evaluating An Urban PDS: The Impact Of The MUST Program On City Teachers And Schools
- 80 Evaluating Collaboration In The Professional Development School
- 81 From A Failing School To A National Blue Ribbon School: A Partnership Story
- 81 Handheld Technology For Supervision In Professional Development Schools
- 82 Improving Academic Performance Of Language And Cognitive Development-Delayed Elementary Students

- 82 Investigating The Success Of The First Year Of A PDS Implementation
- 83 Keeping The Flock On Course: Documenting P-12 Student Achievement As An Impact Of PDS
- 84 Mentor Teachers' Perceptions Of The Efficacy Of The PDS Program
- 84 Now That I Have Technology, How Do I Use It To Help My Students Learn?
- 85 Passing Through Pennsylvania: Setting The Course With NCATE Standards
- 85 Preparing Teachers For Urban Schools: Results Of A Four-Year Qualitative Study
- 86 Professional Development Communities: Targeting School-Based Goals In A Data-Driven Model of Instruction
- 87 Professional Development Schools And Change In The Teaching Of Science: What's The Connection?
- 88 Professional Dispositions For Teacher Education Candidates As Perceived By Teacher Education Faculty And PDS Classroom Teachers
- 89 Putting PDS Data To Use: Information In Action
- 89 RA2 In PDS2: Research And Assessment For Revealing Advancement (RA2) In The Professional Development School Programs Deliver Success (PDS2) Grant
- 90 Scaling Up From University To Elementary School: Teaching Technology To Teachers
- 90 Setting The Curricular Course: Endeavoring To Assess Learning In An Innovative Curricular Model
- 91 Simultaneous Renewal Leads To Simultaneous Evaluation: Documenting The Impact Of The Five-Year Teacher Education Program
- 92 Tailoring PDS Activities To Teacher Math Proficiency
- 92 Teaching To Test Or Testing To Teach: A Look At Data-Driven Decision Making By Linking Assessment Tools, Standards, And Management Systems
- 93 The PRAXIS Program: Linking Teacher Preparation And Student Performance
- 93 The Proof Of The PDS Is In Assessment: Assessment-Based Instruction Impacts Student Learning
- 94 Tracking And Measuring PDS Success: An Analysis Of Two Institutional Systems
- 94 Using Data To Inform Practice And Promote Literacy
- 95 Using National Standards To Examine PDS Participants' Beliefs And Values Regarding Their PDS Partnerships
- 96 Using The Maryland PDS Assessment Framework To Influence Practice
- 96 Walking The Tightrope Of (Critical) Research Within The Context Of A PDS Partnership
- 97 We've Got The Pat, Now Let's Spread The News!

Attempted To Sustain Your PDS Relationships?

- 101 ... A Spiritual Revival - Sustaining A PDS Relationship
- 101 ... Authentic Partnerships: A Constructivist Approach To School-University Partnerships
- 102 ... Avoiding Landmines On The Road To New Practices
- 103 ... Barriers Equal To Opportunities For Growth
- 103 ... Battling Headwinds - But Staying The Course
- 104 ... Building A Nest: Creating A Special Education Professional Development School
- 104 ... Can Seagulls Soar With Swallows? A Model For A Multiple-Partner Regional Professional Development School Council
- 105 ... Charting The Course: 20 Years Of Successful Partnership
- 105 ... Collaborative Reforms: Developing A School-University Partnership In The Windsor Essex School Board In Canada
- 106 ... Creating Culture And Collegiality Through Curriculum Councils
- 107 ... Detours And Speed Bumps: How One Large University Navigates The Challenges Of A PDS Program
- 107 ... Embracing Change: Reaffirming Relationships At A PDS School
- 108 ... Enhancing Communication Among PDS Interns, Mentors, Coordinators, And Other PDS Participants
- 108 ... First, The Principal Left: Sustaining PDS Work By Establishing A Portable Model
- 109 ... Gather Them in For Maximum Effect – Setting A Course For Large Numbers And Few Sites
- 110 ... Gathering The Flock: Or, Dealing With Shifting Roles Within The PDS
- 110 ... Helping The Struggling Teacher Candidate: A Model Of PDS Intervention And Assistance
- 111 ... Hurdles, Roadblocks, And Challenges Of Professional Development School Partnerships: Strategies And Structures For Overcoming And Sustaining
- 112 ... If You Build It, Will They Come? Fostering Teacher Buy-In In The PDS . . . A Continued Conversation
- 112 ... Implementation Of A New Professional Development School Model
- 113 ... It's A Hurdle – Get Over It!
- 113 ... Learning Communities - A Sustainable Venue For Professional Development School Relationships
- 114 ... Mentoring + Professional Development School = “Second Year As A Community of Learners”
- 115 ... Metaphors For Mentoring In A PDS
- 115 ... Mid-Life PDS Crisis: How To Redefine Ourselves To

- Maintain Past Glory And Achievement
- 116 ... Moving Off The Plateau: Regaining Momentum In A Mature PDS
- 117 ... Needing GPS For The Future Ff PDS: Navigating Our Flock Down The Road Less Traveled
- 117 ... Overcoming Roadblocks Through Simultaneous Renewal: The Impact Of Mentor Training
- 118 ... Parents: The Forgotten Flock
- 118 ... PDS Promises: How To Stand And Deliver
- 119 ... Planning And Implementing Change: Investing In The Future Not Impulse Buying
- 120 ... Program Adaptations In A PDS For Non-Traditional Pre-Service Students: Navigating The Hurdles And Challenges
- 120 ... Roadblocks Are Opportunities To Travel In New Directions
- 121 ... Same Stand, Different Flight Plan
- 121 ... School/University Partnerships: Making The Relationship Work
- 122 ... Speaking Metaphorically: Building and Sustaining PDS Partnerships Through New Roles For Teacher Educators And Classroom Teachers
- 123 ... Struggling Interns: Insights Into The Problems And Issues When Learning To Teach In A Professional Development School
- 123 ... Sustainability Of Professional Development School Relationships: Perceptions Of University And School Personnel
- 124 ... Sustaining The PDS Relationship By Empowering Teachers: Three Pilot Projects For Teacher Candidate Supervision In Professional Development Schools
- 125 ... Teacher's Toolbox: Setting A Course For Best Practices
- 125 ... The Building Blocks To A Successful Professional Development School Partnership
- 126 ... The Challenges And The Successes In An Emerging PDS: What Did We Learn In Project REAL?
- 127 ... The Flamingo Dance - Stepping Around PDS Roadblocks
- 127 ... The Flock Begins To Thrive: Collaborating And Harmony Within A PDS
- 128 ... The Rejuvenation Of A PDS Initiative: Overcoming Stagnant Partnerships With Nickels And Dimes
- 129 ... The Three R's: Revisit . . . Revise . . . Revive - Sustaining A PDS Partnership Through Extensive Change
- 129 ... Two Roads Converged: Making All The Difference In Our PDS
- 130 ... Using Your Rear View Mirror To Move Forward
- 130 ... What They Didn't Teach You In College: A Teacher's Perspective On PDS
- 131 ... Year Two - Challenges And Successes Of A Professional Development School Partnership Between Alabama A & M

University And The Huntsville City Schools - Developing
An Effective Middle School Learning Environment And
Partnership

**133...Question #5: What Have You Done To
Disseminate Your Work Beyond The
Confines Of Your P-16 Collaborative?**

- 133 ... Gathering On The Hill - PDS And Early Childhood
Influencing State Policy
- 133 ... Migrating North: Pennsylvania Network For Professional
Development Schools
- 134 ... PDS Partnerships: Beyond The Basics
- 134 ... Setting A Course For Impacting A Statewide Teacher
Assessment System
- 135 ... Strengthening Families, Building Communities
- 136 ... Taking Flight To Capitol Hill: Advocating For PDSs With
Public Officials And Policymakers

**QUESTION #1: WHAT DOES IT MEAN
TO BE A PDS?**

**A Principal's Journey From Operations
Manager To Instructional Leader As Guided
By The Professional Development School**

Edward L. Yergalonis, Rahway High School (New Jersey)

Urban high schools across America have embraced a variety of whole school reform models to change the American high school. The PDS at Rahway High School has served as the reform vehicle to change how instruction occurs and improve student achievement. The partnership linking Kean University and Rahway High School illustrates a well functioning P-16 collaboration. The PDS philosophy has become part of the vision of the educational community. Each constituency has benefited from this relationship. Overlooked in both literature and discussions surrounding a PDS is the impact on the leadership of the school. As part of the partnership, this urban principal has begun a transformation from being an operations manager to an instructional leader.

Instructional change can only occur in the classroom. Yet how can the principal lead this change when the focus of improvement of instruction is lost in real life management type of issues? These issues can quickly develop into crisis management. They can rob the administrator of the time and strength to address instructional issues. The PDS has provided an administrative support system to allow instructional leadership to occur. A leadership rubric has been developed to help guide this process. It includes a discussion of the following: maintaining focus, simplification, prioritization, candor, literacy, professional development, and team building.

As the NAPDS "Gathers the Flock to Set a Course of Action," this principal, after a 20 year administrative journey, rededicates himself to becoming the instructional leader he always wanted to be.

**A Professional Development School At A
Distance: The Promises And Possibilities**

Rosalyn Anstine Templeton, Marshall University

Carlos Hernandez, Thurgood Marshall Elementary School

For almost two decades, the Professional Development School model has been a strong motivation for connecting local P-12 and higher education institutions in collaborative relationships. However, to partner with a school that is located almost 2,300 miles away is less common. Nonetheless, with today's distance technologies such a partnership has exciting possibilities.

After an initial contact from Marshall Elementary in Lynwood, California, and conversations on whether a PDS could be created at a distance, it was determined that such a partnership would provide benefits

to students in our Huntington and Lynwood PDS sites, pre-service teachers, teachers in all sites, and faculty members in the college. The goal is to create a seamless P-16 educational opportunity for students at Marshall Elementary, which has a 95% Spanish speaking student body.

This presentation will give a clear step-by-step plan on how to create a PDS at a distance - from building consensus of key stakeholders to creating a plan of action to implementation. Specific principles guide the development of the Marshall Elementary-Marshall University partnership. First, stakeholders have to be committed to creating a distant PDS. To be apathetic or doubtful would guarantee failure. Second, there needs to be evidence-based planning, with the end goal to improve student learning. Evidence-based planning takes time, lots of compromise, and coordination of resources. Third, all involved need a conviction that decisions are based on research. Finally, the partnership develops to maximum productivity, rather than becoming stagnant or dysfunctional.

A Transformational PDS

Patricia Hoffman and Ginger Zierdt, Minnesota State University Mankato

Gary Chamberlain, Waseca Public Schools

Mary Danielson-Gates, Faribault Public Schools

Susan Moore, Mankato Area Public Schools

Craig Nelson, LeSueur-Henderson Public Schools

“Transformational” defines our PDS. Partnership work has existed in a formalized manner for nearly 20 years. We have experienced the ebb and flow of funding that sustains our collective work, as well as the dynamic changes that new educational initiatives, mandates, and reform bring to P-20. To be transformational requires tremendous trust among PDS participants, significant resource-sharing, continuous leadership capacity building, and, finally, research-based activities that show results!

Trust and resource-sharing begin at our governance level. Our Governance Council is composed of seven K-12 and two higher education chief educational officers and provides advisory services, financial and human resources, and, critically important, access. These leaders are inherently transformational, providing a vision for continuous improvement.

Capacity for leadership is one of our hallmark initiatives - the Teacher-on-Special-Assignment/Graduate Teaching Fellowship Program. We have groomed nearly one hundred master K-12 classroom teachers for positions of leadership while concurrently launching the equivalent number of successful first-year teachers. This exchange of human capital has transformed our ability to deepen PDS at all levels.

PDS Professional Learning Communities facilitate research-based activities. Members are practitioners/faculty and administrators from P-12, higher education, and the community. All have a stake in our mission ... “serving the whole child to bridge the achievement gap.” To “serve the whole child” requires sustained, yet dynamic, partnerships. Our ability to continually transform and effectively meet the needs of stakeholders for nearly twenty years makes our PDS story unique. We look forward to sharing strategies and pivotal activities that keep our PDS nimble and transformational!

Branching Out From The MIDDLE: Building A PDS Community

Michael W. Heikkinen, Boise State University

Barbara Oldenburg, Vicki Dooley, Carrie Nolan, and Kim Atkinson, Lake Hazel Middle School

Lake Hazel Middle School teachers faced the challenge of increasing student achievement in a rural school with a diverse student population. After researching various options, they identified PDS as a means to increase student achievement through contact with trained professionals. They also recognized the benefit of having a training facility to produce the most prepared and competent teachers for the future of their community. Boise State University was approached by Lake Hazel Middle School with the idea of forming a partnership. The vision for a K-16 educational community was approved, making Lake Hazel Middle School the first PDS for Boise State. Lake Hazel Middle School has developed a core PDS and has established partnerships with a feeder elementary and high school.

Unlike many PDS programs, this model is teacher-driven with administrative and university support. The teachers were allowed the opportunity to adapt the Boise State teacher intern handbook to fit their school's vision. The program established includes the unique opportunity for both elementary and secondary teacher interns to be immersed in all aspects of school culture and have teaching/observation experiences at all grade levels and programs (K-12). As a result, teacher interns are better aware of school operations, more aware of student needs, and are therefore prepared to step into their own classrooms and begin their educational careers. Due to the collaboration of all parties, this process is evolving into an original PDS. Lake Hazel is truly the MIDDLE of this educational framework.

Building Bridges: Using A PDS Model To Increase Student Achievement

Barbara Cornibe, ASSET Inc.

Hance Elementary School's designation as a Professional Development School with Slippery Rock University is unique in that the collaboration between the two schools builds relationships between the Hance students, the pre-service teachers of Slippery Rock, the Hance staff, and the faculty of Slippery Rock University. We recognize that it is only by having people become invested in program and practices that significant lasting progress can be developed and sustained. Both institutions have worked to become knowledgeable of each other's roles and responsibilities by:

- Dr. Claudia Balach from Slippery Rock serving as an integral member of Hance's Professional Development School team;
- representatives from Hance staff serving on the Cross-Site Steering Committee; and
- Dr. Balach and Barbara Cornibe from ASSET Inc, working to strengthen the science inquiry and writing connection.

The collaboration between Hance, Slippery Rock, and, by extension, ASSET has focused on improved teacher pre-service by:

- Slippery Rock graduate students working with selected students in our BEAR (Be Excited About Reading) Camp;
- Slippery Rock field students assisting Hance teachers with the implementation of science notebooks;
- Slippery Rock students providing after-school tutoring for students in science and math; and
- providing science notebook training for all pre-service teachers.

In addition, this collaboration has focused on on-going professional development by:

- holding a summer retreat for all Hance staff; and
- Slippery Rock faculty conducting summer academies for staff.

Enhanced student learning will be measured by pre- and post- tests in BEAR Camp and by improved rubric scoring in science notebooks. Practical examples, including materials, will be shared.

Bullying Our Way To Success

Lisa Scherff and Jolene Stanford, University of Alabama

Martha Cameron, Tana Thomas, and Sherry White, Davis-Emerson Middle School

The participants in this presentation will discuss how a variety of unique partnerships between the University of Alabama Counselor Education Department, the Secondary Education Department, and a Professional Development School addressed a critical school-wide problem identified as student bullying. The planning, implementation, and evaluation of the project will be discussed, in addition to future plans for sustaining the progress made.

School counselors in the state of Alabama are required to identify a school-wide student problem based on available data. Student interns in the counselor education program at the University of Alabama worked with PDS counselors during summer 2005 to help analyze the data and determine what area to address. The students helped write the plan to be submitted to the Alabama State Department of Education. Bullying was identified as the major area for which students were referred to the counselor and/or administration.

Separately, a professor in the Secondary English Department at the University of Alabama was interested in working with English teachers on a literacy project involving young adult literature on bullying. The administration of the PDS partnership undertook connection of the literacy project and the counselor education bullying project. The result was the formation of a first semester book study group that read *The Bully, the Bullied, and the Bystander* by Barbara Coloroso. Plans began to unfold for a continuation of the book study spring semester 2006. These plans include the use of additional materials recommended by book study participants.

In the conference presentation, the presenters will share their experiences in collaborating and creating a school-wide process to address an identified school-wide problem. This collaborative effort is an

excellent example of the power of PDS partnerships. Questions will be encouraged during the discussion.

Collaborative Partnerships Developing Quality Experiences

*Gary L. Willhite and K.T. Willhite, Southern Illinois University Carbondale
Beth Smout, General John A. Logan Elementary School
Margaret Elwell, Murphysboro Middle School*

The PDS environment at Southern Illinois University Carbondale is more than cooperation between the College of Education and the P-12 school. Cooperation is a mainstay of our “traditional” partnership with P-12 schools (students placed for field experience defines our historical arrangements with schools). In our PDS environment, initiated in 1999, we stress collaboration in our partnerships. There are three goals associated with our PDS definition of collaboration: 1) that we enhance the educational experiences of all children; 2) that we ensure high quality field experiences for new teachers; and 3) that we engage in furthering our own professional growth as school and university based teachers and teacher educators. Our collaboration started slowly as trust and acceptance formed on each side of the partnership. Today we have partnerships in three districts, with each PDS site council functioning according to the individual needs of the district. However, based on the above goals, our collaborative efforts across those partnerships are being met in a variety of ways: Teaching Fellows Program for graduate students, Teaching Internship Program for undergraduates, a physical education partnership, a health program, and an art initiative designed to assist teacher candidates in integrative planning. This session will discuss our concept of the PDS from the mentor/teacher candidate relationship to highlighting various opportunities that have been developed as a result of our PDS partnerships.

Coming Full Circle: What It Means To Be A Middle Level PDS In Partnership With An Urban University

*Claudia Cox and Michael Pillsbury, Randolph Middle School
Kimberly Hartman, University of North Carolina at Charlotte*

The PDS partnerships between UNC Charlotte, Randolph Middle, an urban school, and Concord Middle, a suburban school, began informally. In 2002, these partnerships became formal PDS sites. These long-term relationships continue to evolve and to be redefined in order to meet the particular and diverse needs of stakeholders. The university provides a small \$5000 stipend to each site. This money is allocated on a yearly basis, but it is the decision of the sites and university to continue the PDS work whether or not funding continues.

This presentation will focus on the full cycle of a PDS. University faculty, administrators, an academic facilitator, and a teacher who was a

student in the first PDS cohort will discuss these experiences. This partnership has come “full circle,” and now university students from the first PDS cohort are teaching and supervising students in the current cohort. We will share our experiences in what we plan to be a “never-ending” partnership.

Our PDSs are defined as places of mutual respect where decision making is collaborative and where all voices have equal importance. The climate is open, shared, and supportive. We work in unison to mutually support the whole school environment. Our PDSs are unique in that UNCC candidates complete all clinical hours, year-long internships, and student teaching in one of the two PDSs. Advisory boards from each school, administrators, and university personnel meet together throughout the year to make decisions. The Academic Facilitator at Randolph is an adjunct faculty at UNCC, and the undergraduate middle school classes are taught on-site so the pre-service educators can put theory into practice.

Creating Sustainable Professional Development Schools In Las Vegas, Nevada

*Pamela Campbell and Lisa Bendixen, University of Nevada Las Vegas
Holly Ishman and Shirley Hever, Paradise Professional Development School*

The Paradise and Petersen Professional Development Schools are members of the University of Nevada Las Vegas/Clark County School District (UNLV/CCSD) Professional Development School Partnership. The primary aim of the PDS Partnership is to work collaboratively toward continuous teacher education improvement and reform in order to promote increased P-12 student learning. The UNLV/CCSD Partnership is governed by the Joint Governance Board, which establishes bylaws, policies, and operating procedures. Each PDS has a Coordinating Council that sets a yearly agenda and develops a strategic plan. The Board and the Councils are comprised of UNLV/CCSD administrators and faculty, as well as PDS parents. Each PDS has a Coordinator from the university, as well as a School Site Coordinator who share responsibility for the coordination of programs, classes, field assignments, and research projects.

The CCSD is the fifth largest school district in the United States, with approximately 7500 square miles in area and 300,000 students. There are 39 high schools, 43 middle schools, and 166 elementary schools staffed by over 19,000 teachers. CCSD has large numbers of minority students, second language learners, high mobility rates, and teacher shortages. Both the Paradise and Petersen PDSs have been identified as “high needs schools.”

The College of Education has collaborated with the CCSD addressing specific needs. These collaborative initiatives include alternative routes to licensure and cohort programs; inclusion projects; charter schools; assessment, evaluation, and research assistance; and professional development.

This presentation will describe the development, current status, and future plans for the UNLV/CCSD Partnership and challenges faced in this very unique setting.

Developing, Expanding, And Sustaining A Significant Secondary PDS: An Urban High School's Twelve Years Of Experience

George Crawford, University of Kansas

Harriette Horner, Christine Webster, and Michael Hibit, J. C. Harmon High School

This session will address the development and continued improvement of J. C. Harmon KUPDS, an urban high school located in Kansas City, Kansas, and a member of the Kansas University Professional Development Schools Alliance. Presenters include the PDS site coordinator, the university liaison, a member of the PDS site committee, and a recent graduate of our KUPDS collaborative program. This cross section of professionals will describe the uniqueness, breadth, and depth of our urban PDS. Key points of the presentation include:

- self assessment, goal setting, and renewal process using the KUPDS rubric;
- the development of a connected, collaborative, site-based course of study for pre-service teachers;
- recruitment and retention of high quality teachers to an urban secondary school through involvement in PDS work;
- using action research to align and evaluate school improvement and PDS goals;
- designing site-based graduate courses to meet the needs of veteran teachers; and
- second generation mentoring.

Extending The Definition Of A Professional Development School: Multiple Connections Among Teachers And Learners In An Arts-Based Summer Literacy Camp

Janet C. Richards, Lorna Cole, Melissa Gray, Coleen Sams, and Maura Santiago, University of South Florida

Sherry Moser, R. Bruce Wagner Elementary School

This unique, grant-supported, arts-based summer literacy camp extends the definition of a PDS, serves as a pilot project for future innovative PDS initiatives, and demonstrates that a PDS designation applies to a wide-range of ventures and learners. Participants were 42 pre-service teachers, 20 doctoral and master's degree students studying literacy instructional methods, 82 pre-kindergarten-4th grade children, and 32 parents. The revolutionary team approach for the camp paired doctoral and master's degree students who collaborated to mentor two or three pre-service teachers. As a team, the education majors assessed children's instructional needs and offered literacy lessons based upon those needs. Parents were empowered by participating in the sessions. During the once-a-week evening meetings, teachers and children corresponded in dialogue journals, engaged in pre, during, and post reading strategies, connected reading and writing, and integrated the arts as legitimate literacies. At the

end of the semester, parents received a comprehensive report delineating their child's progress. Many of the elementary students and parents traveled great distances by bus to attend the camp. Eleven Spanish-speaking parents and their children had opportunities to communicate in their first language with some of the education majors who were fluent in Spanish. One mother commented, "I never had a chance to speak my own language to tell my child's story before."

Data to be shared include education majors' e-mail reflections, responses to the Theoretical Orientation to Reading Profile, and observation notes; parent reflections; and children's dialogue journal entries and their responses on pre and post teaching assessments.

From A "Lab School" To A PDS - Developing A Climate That Fosters Change Through A PDS Partnership - Holme School And Holy Family University - Philadelphia, PA

Marylouise DeNicola, School District of Philadelphia

Ethel Cabry, Thomas Holme Elementary School

Leonard Soroka, Roger Gee, Grace O'Neill, Bruce Rachild, and Michael White, Holy Family University

Developing a partnership has been like "gathering the flock" to embark on a new course. This presentation will focus on the stakeholders and the process in establishing a professional relationship with a challenged urban school. An emphasis will be placed on the delicate interactive nature of this process.

At the invitation of the CEO of the School District of Philadelphia, ten faculty members from the School of Education at Holy Family University entered a new PDS relationship with a challenged PK-6 school in northeast Philadelphia. As a first step, the regional superintendent invited the Holy Family faculty to attend a School Improvement Plan training workshop for principals and school leaders. This laid the groundwork for future planning meetings and workshops with the faculties of Holme School and Holy Family University. At a joint faculty meeting, Strengths, Weaknesses, Opportunities, and Threats (SWOT) were identified. This analysis was vital to the success of the School Improvement Plan which was developed during a two-day summer workshop for forty-five participants from both faculties.

Through interaction among the school's principal and teachers, district personnel, and School of Education faculty, resources are being introduced into Holme School including technology workshops, Teacher Quality Enhancement Courses on site in action research in literacy and science, development of a technology cart, and a workshop and year-long collaborative process for behavioral concerns. The students of the school district have been touched by the benefits of this partnership.

From Shared Visions To A Sustained PDS Collaboration: The Basic Education, University, Parent Connection

Barbara Rahal, Linda Best, and Mary Jo Melvin, Edinboro University of Pennsylvania

Patti Fiely and Tara Schwab, Cambridge Springs Elementary School

This session will involve a panel presentation describing the Edinboro University of Pennsylvania and Penncrest School District (Northwestern Pennsylvania), University and Community PDS Partnership. From a beginning dialogue and shared vision of a collaborative relationship in 1996, to the anticipated implementation of a formal Professional Development School agreement, the panel will present the perspectives of educators who have met to form and sustain this PDS relationship. The panel will present information on the activities and partnerships that keep this collaboration viable even within an atmosphere of change. These perspectives include:

- encouraging the school, university and community, amid administrative and school changes, to support and sustain the PDS partnership;
- connecting national, state and accreditation standards to PDS activities and educational programs (including No Child Left Behind legislation, Pennsylvania State Academic and Assessment Standards, and NCATE Teacher Education Accreditation Standards) with the PDS activities to ensure a research base for effective practices;
- coordinating university field and student teaching experiences in the elementary teacher candidacy program with a PDS elementary school;
- initiating a full-semester student teaching experience with professional development opportunities, including mentors, teaching circles, electronic “chats,” and dialogues between master and teacher candidates; and
- extending learning opportunities for the elementary learners and parents in “Parent Night” and other activities.

The panel members will present their view on critical aspects related to forming and sustaining the PDS relationship, including “staying the course” despite challenges. The culmination of over ten years of experience and dialogue to establish PDS partnerships will be shared from “lessons learned” to the vision and implementation of a formal PDS arrangement. The PDS collaborations and activities in two PDS sites in Northwest Pennsylvania will be shared. The activities in these sites include:

- field and student teaching experiences with a pilot program of the “fun-semester professional development model” for field and student teaching experiences;
- school sites for clinical observations for pre-service teacher education courses;
- field and student teaching seminars conducted by classroom teachers;
- community activities and parent workshops; and

- action research on effective practices in focused instruction to increase student learning.

The presentation will include media, visuals, and handouts and will provide participants with an opportunity for comments and questions.

Herding A Fledgling Flock Of CATTS: A Course-By-Course Approach To PDS

*George Meyer, Ann Behrens, and David Landsom, Quincy University
Thomas Conley, Quincy High School
Martha Rubottom, Dewey Elementary School*

Quincy University’s Collaborative Academy for Teacher Training (CATT) is in the beginning stages of implementation. This PDS model is unique in that it places sophomore students in the school setting, rather than waiting until the junior year. The goal of full implementation is to teach all education classes required for an elementary education degree in the K-12 setting, as well as methods classes required for all majors. Partnering with both public and parochial schools, the university teaches four core classes at the sophomore level as well as three junior-level methods classes in the school setting. These courses are taught in one three-hour block period, with time for instruction, interaction with students, and reflection built into each class period. Each instructor has met with the faculty members of the school in which the course is taught. Together they have examined the syllabus, revised it to incorporate more opportunities for interaction between teacher candidates and K-12 students, and provided time for classroom teachers to participate in the reflection following the interactions.

During this session, participants will hear from each course instructor about the adaptations that have been made in the coursework to fully involve the K-12 teachers and to provide more hands-on experience for teacher candidates. Following these presentations, the presenters will solicit feedback from those in attendance regarding our model, including suggestions about other practices that would strengthen our PDS.

It’s Not A Matter Of \$\$\$\$. . . It’s Best Practice: Being “Highly Qualified” For Special And General Education

*Gina R. Scala, East Stroudsburg University
Katherine DiSimoni, Stroudsburg Intermediate Elementary School*

Many programs begin and may be maintained by grant-initiated activities. This partnership has evolved and been sustained because it is a BEST practice partnership. In addition, the program has been instrumental in addressing the “highly qualified” component of NCLB and the IDEA Improvement Act of 2004. The teacher training components, facilitated by the PDS liaison position, is critical in the pre-service training for special and regular educators. Knowledge, skills, and dispositions are integral components to the program development. In addition to a well-developed teacher

preparation model, the PDS liaison position is paramount to facilitate additional training opportunities and maintain consistent communication. State and federal laws are mandating accountability. Adequate yearly progress, response to intervention, evidence-based practice, and highly qualified are only a few of the legal requirements which continue to influence quality teacher preparation. This presentation highlights a model and procedures that have resulted in developing highly qualified professionals.

PDS liaisons have been established positions which facilitate communication between the school and the university partners. These liaisons also provide ongoing staff development opportunities for all partners. Everyone is a learner, a real win-win situation. Participants will have fun!

It Takes A Flock To Raise A Village Of Learners

*Barbara Bourne, University of Maryland Baltimore County
Adell Gaurin, Meade Middle School*

Capitalizing on the strengths of its individual participants, the University of Maryland-Meade Middle School PDS has built a village of mutual trust. The PDS emerged slowly and naturally, fostering a capacity to transcend shifting organizational priorities. For example, the goals of a jointly-planned professional development institute were jeopardized by a sudden change of math curriculum. But, because partners had previously developed tools to creatively face obstacles and address issues, they shifted focus and met program goals.

Within two years, the village was thriving and was chosen as an NCATE visit site. The school hosted approximately 60 early field students and over 10 interns, many of whom were hired. UMBC conducted three semesters of its foundations course at the school. Teacher candidates were recruited as student-tutors. One middle school teacher and the school principal now serve as university adjuncts. Meade Middle School students, targeted as potential first-generation college students, tour the UMBC campus as an introduction to college life. Finally, as with any dynamic village, leadership has moved to a second generation. Former site coordinators mentor new coordinators, new university coordinators shift responsibilities, and teachers plan and conduct strategic planning.

James Elementary PDS And Eastern New Mexico University: 10 Years Of Partnership In Education

*Mary A. Arth, Eastern New Mexico University
Caron Powers, James Elementary PDS*

In 2005-2006, James Elementary Professional Development School and Eastern New Mexico University are celebrating ten years of partnership in education. The PDS at James Elementary was one of twenty PDS sites in the nation to draft PDS standards. The presenters will discuss the

history and planning of the PDS in Portales, New Mexico; the bumps along the road in the evolution of the PDS; the steering committee and article/book club that evolved between both faculties; the \$60,000 worth of grants that were procured to support the structure of the PDS; and how there was a conscious effort to increase the contact hours between pre-service teachers and students at James Elementary. Some of the teaching experiences that involve both the pre-service teachers and James students will be explained: Family Math & Science Night; Math Mates; science inquiry; learning centers; demonstration teaching; children's literature; and guided reading. PDS alumni data and more grant procurements will be gathered for future events.

Leading Teacher Program And Professional Development Schools: The Impact Of One PDS Relationship On A Teacher Preparation Program

Linda Lengyel and Mildred Lane, Duquesne University

This session focuses directly on the history and process of developing a working relationship with McKeesport Area School District in Pennsylvania through the Professional Development Collaborative with the Leading Teacher Program at Duquesne University. The Leading Teacher Program is built on the themes of diversity, leadership, and technology. With diversity as an overriding theme in the preparation of leading teachers, special education courses are infused into all general education courses. In addition, a 5th year certification in special education is offered for those students who desire dual certification.

Objectives for the session include: 1) Describe an undergraduate teacher education program based on a curricular infusion model with significant preparation in adapting instruction to meet the needs of students with learning and behavior challenges; and 2) Describe the collaborative partnership between the university and the school district that provides field experiences for students enrolled in a 5th year Master Leading Teacher in Special Education program. Presenters will provide their definition of PDS and share their five-year journey to create a unique, reciprocal, and collaborative relationship for teacher preparation and certification in elementary and special education that goes beyond the traditional field site placement and supervision. The unique aspects of their relationship will be described, including the incorporation of mutually beneficial information literacy and library skills developed with the university's Gumberg Library. The decision-making process that was used to determine how the special education content and experiences were infused within the general education courses will also be described.

LINK-IN: Opportunities By Design

*Elizabeth Shapiro, Alphonsus Academy and Center for the Arts
Catherine Larsen, Sharon Damore, Steven Rogg, Katherine Kapustka, and
Kelly O'Connor, DePaul University*

The LINK-IN initiative (Learning, Inquiring, Networking, and Knowing through INtegration, INnovation, and INduction) was established to create a sustainable network of professional educators committed to persistent individual and collective professional learning in the service of P-16 education. It is expected to be a viable urban PDS network.

The LINK-IN initiative engages educators from Chicago public elementary schools and Chicago Catholic elementary, middle, and high schools. DePaul University educators represent units in Education, Liberal Arts and Sciences, Music, and Theater. This diversity of participation itself represents the LINK-IN initiative's goal to advance coherence in curriculum throughout the professional education continuum and among disciplines.

Rather than impose a prescriptive "solution," the LINK-IN initiative is explicitly designed to provide opportunities that accommodate individual and institutional participation, interaction, and benefit. Toward this goal, our common referent for action is given by principles of collaborative inquiry. Likewise, our referent for dialog is facilitated by principles of multiple integrative literacy, an expanded understanding of literacy that incorporates multiple perspectives in the learning of authentic and meaningful content. This posture allows limited resources to be focused on specific opportunities/needs identified by educators, programs, or whole schools. It also permits adaptability over time as priorities evolve.

A panel representing our partners will discuss the rationale, design features, and activities of the LINK-IN initiative. How are local study teams organized? What kinds of questions are they engaging? What are the roles of interns in this model? What are the roles of university liaisons? We anticipate a rich discussion!

Making A Difference In A PDS - What Do You Think?

Karen Robertson, Towson University

Professional Development Schools have been described as real schools that have been redesigned and restructured to support the mission of professional preparation of candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning. PDS sites are also expected to be agents of reform in education. PDSs bring together the ideas of attention to teacher quality and the standards-based reforms of P-12 schools and school restructuring. But is this "best of both worlds" what is taking place in PDS sites? Is the work of the PDS reforming and transforming P-16 education as it has been described in the literature?

This session will report on an action inquiry study conducted with College of Education faculty serving as coordinators of PDS sites in a large metropolitan area. The guiding question of the action inquiry project was, "Do university faculty benefit from PDS work?" Past and present PDS

coordinators were surveyed to determine their perceptions of their work in PDSs and their perceptions of the changes that have been made in their college-level teaching, their research agendas, and their performance evaluations as a result of teaching/working in PDS schools. Faculty members were also asked for their overall perceptions of their PDS experience. From the initial surveys, volunteers attended focus groups where more in-depth questions were asked, getting at each person's perceptions of the amount and kind of change in their teaching and in the PDS site's changes as a result of being a PDS. Three interviews of faculty members working/teaching in a PDS were conducted after the focus groups were completed.

Making Lifetime Connections - A Collaboration Of Public School Educators And Teacher Educators Through Vertical Teaming

Kezia McNeal, Becky Patterson, Amy Slack, and Susan Swars, Georgia State University

Kimberly Davis and Cecelia Garcia, Nesbit Elementary School

Pamela Valrie, Lilborn 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 and come to an understanding of who they are culturally and how the construct of culture affects instruction. This session highlights the presenters' operational definition of a PDS within a larger PDS partnership via vertical teaming at the local school and university level. Three diverse cluster schools in a North Georgia County School System in partnership with Georgia State University counterparts explore effective culturally relevant instructional practices in the four major disciplines with a focus on ESL learners who matriculate through these schools. This session reviews the initial partnership development; the schools' plans for improvement guided by county, NCLB, and the NCATE PDS standards; and the development of the collective vertical teaming goals. Specific activities in this effort include weekly meetings between local school administrators and university site coordinators and professional development workshops at each school that benefit both the teachers within that particular school and within the cluster. Our concept of vertical teaming within a PDS is a model for those within the larger school system in the county and the departments within the university's college of education who seek to collaborate across discipline-specific and institutional boundaries. Our focus is to empower educators involved in these schools through professional development that will positively impact student learning and achievement.

Mentor Teacher Intern Project

Lynne Mills and Melissa Sullivan, Auburn University Montgomery

This presentation will focus on a project implemented by Auburn University Montgomery based on a type of intern supervision that varies from the traditional triad model of intern, cooperating teacher, and university supervisor. In our model, the cooperating teacher becomes the university supervisor or mentor intern supervisor. With this approach to intern supervision, the mentor intern supervisor becomes a valued member of the university faculty and feels ownership of the intern's development. The mentor intern supervisor takes his/her role very seriously and ultimately decides if the intern should become a member of the teaching profession. The university benefits from having a daily support system in place for the intern, which varies from a traditional mode of supervision by a university supervisor who drives in for more limited observations. Mentor intern supervisors must be trained at the university and supported by a university faculty member to ensure university expectations are met. University faculty and mentor intern supervisors must collaborate frequently to successfully implement this program. This has led to an enlightenment of both faculties in the quest to prepare effective future teachers of public schools in Alabama.

The presenters will share the structure of this type of approach, as well as successes and failures during the first three years of implementation. Audience participation is encouraged, especially when sharing ideas from similar types of programs.

Mississippi LEADS: Leading Educational Advancements And Developing Strategies For Success - Advocates For Best Practice In Teacher Education

Teresa B. Jayroe and LeAnne Campbell, Mississippi State University

Teacher candidates in the Elementary Methods Block at Mississippi State University participate in an intense semester-long field placement in a rural school district where the majority of the students are deemed at-risk of school failure. The superintendent, central office personnel, principals, and teachers in this rural school district agreed to collaborate with faculty and teacher candidates in order to enhance the educational opportunities for their elementary and middle school students. In this session, two university professors explore what makes this collaborative partnership a unique and rewarding experience. As university and school district faculty within the five schools collaborate for the third year, a true partnership has evolved. This partnership, which is moving toward becoming a Professional Development School, has had enormous benefits for all participants. Over 400 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 elementary and middle school students. With input from the school district principals and teachers, teacher candidates have developed and implemented interactive learning environ-

ments 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 around the state frameworks and benchmarks. This reflective practice by all participants leads to the development of strategies for success for elementary and middle school students and teacher candidates.

Multiple Models Of PDS Within One Collaborative

Karen Levitt, Duquesne University

Michele Cheyne, Steven Lyon, and Janine Macklin, University of Pittsburgh

Monte Tidwell, Indiana University of Pennsylvania

Kathleen Hammer, Phillips Elementary School

Carol Johnson and Janice Abrams, Carlow University

According to NCATE, Professional Development Schools are innovative institutions formed through partnerships between professional education programs and P-12 schools. Their mission is professional preparation of candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning. In Pittsburgh, in a microcosm that represents the diversity of types of universities that have PDS relationships, five independent universities work with six schools within one large urban school district sharing a common vision and goals for their work in the schools. One shared factor is that in each PDS, teacher candidates learn and work alongside expert classroom teachers. Given the distinct differences in the teacher education programs, even this commonality looks notably different. The work at each site meets needs of the school and university. While the structure and implementation across each of the elementary schools varies significantly, the universities and their school partners have come together in a collaborative network for sharing best practices. Through a framework that supports and unifies theory, practice, and research for all educators and through the implementation of teaching models that enhance and enrich the performance of all P-16 learners, the goal is that every aspiring and practicing educator has the knowledge and skills to improve student learning.

The objective of this session is to share: 1) unifying goals across the five universities, 2) specific strategies that work at the diverse PDSs based on site demographics, and 3) data that demonstrate the impact of each model on the teacher candidates, the classroom teachers, and the students.

No Family Left Behind: A Unique Professional Development School With A Family Literacy Focus

Stan Frazier, Kathryn Swett, and Martha Metius, Merry Oaks International Academy of Learning
Bessie Gage, Deborah Bailey, and Jeffrey Ford, Johnson C. Smith University

In addressing Question #1, we believe that a Professional Development School requires a special collaborative relationship between several distinctive and diverse populations. This partnership is designed to inform and complement the needs, strengths, and weaknesses of the participants, define the problems of each participant, and invent creative ways to solve existing problems. Our Professional Development School is unique in three ways. First, several diverse populations share responsibilities in ways that creatively meet the needs of each one. The populations include: 1) a diverse population of students, parents, and faculty from an inner city elementary school (students from 30 countries) and 2) teacher education candidates and faculty from a Historically Black College/University. Through a variety of school-wide literacy activities, held both at the elementary school and on the university campus, all participants learn from, as well as teach, all other participants. A second characteristic of our PDS is the fusion of best practices from the Professional Development School and Family Literacy research and family literacy learning labs. A third goal of our PDS is for teacher education candidates to develop relationships with the Even Start (family literacy program) parents and all faculty. This interactive presentation will consist of four parts:

- description of the collaboration's genesis and our definition of a Professional Development School;
- description of specific activities, obstacles, and progress made;
- explanation of future plans, especially after the grant ends; and
- audience participation on how to improve our PDS, create a PDS, and improve existing PDSs.

Partnering For Excellence And Accountability

Karen Guy, North Carolina A&T State University
Charlene Watson-Faulcon, Falkener Elementary School

The North Carolina A&T State University School of Education Professional Development School Program is a collaboratively planned and implemented partnership that has evolved from twenty schools to one school for excellence and accountability. The partnership design has been based on common philosophies and goals that are interrelated to meet the needs of K-6 students and teacher, counselor, principal, and other support personnel candidates. The partnership provides for clinical preparation of interns and continuous professional development for school and university faculty. Our major goal is to create a learning community to improve student performance through research-based teaching and learning experiences with a governance structure that is representative of each partner. The collaboration provides an opportunity for all stakeholders to learn together through the partnership components: 1) pre-service clinical

experiences, 2) action research, 3) faculty exchanges, 4) support services and faculty development, and 5) clinical faculty.

This presentation will describe the unique relationship that has developed between North Carolina A&T State University and Falkener Elementary School. Presenters from both institutions will discuss what this PDS means to them and the impact of the partnership on student and candidate development.

PDSs Preparing Rural Pre-Service Teachers For Urban School Success

Max Ruhl, Deborah Gates, and Nancy Foley, Northwest Missouri State University

Carla Mebane, Kansas City Missouri School District

The Professional Education Unit at Northwest Missouri State University is served by Professional Development School partnerships all sharing some common goals yet developed to address a variety of foci. The specific goals and purposes are annually reviewed and a renewed commitment made to each partnership. For example, in each site Northwest seeks to achieve improved curricular experiences contributing to quality preparation of future educators and improved performance of P-12 students served in the PDS. However, while some partnerships were initially the result of an invitation from Northwest's PEU, others came to fruition based on proposals from the P-12 site or the P-12 District.

This presentation will share the efforts Northwest made to respond to an urban school crisis in Missouri, when the state's two largest urban districts (accounting for some nine percent of the state's P-12 population) lost accreditation. The presentation will describe the political events leading to what is now a productive and vibrant partnership with the Kansas City District; the development of support processes, including a fourteen-member Higher Education Consortium; regaining of accreditation; and development of innovative urban teacher internships. The latter includes a model year-long residential internship program which has helped to resolve the districts' challenges in procuring new teachers and has provided outstanding opportunities for teachers prepared at rural universities to gain early and continuing urban exposure and achieve success in the urban classroom.

Perspectives On Dutch Professional Development Schools

Paula Bouw and Ben Endlich, Hogeschool Leiden University of Applied Sciences (The Netherlands)

After several inspiring visits to PDS schools in Washington and New York, the School of Education of the Hogeschool Leiden University of Applied Sciences decided to start a Dutch version of PDS. PDS and Teacher Training at Primary Schools are two methods of education we currently use at our school, which are based on the concept of the American PDS schools. We will start our presentation with a brief intro-

duction of the current situation of the PDS concept in the Netherlands and especially the results of the PDS projects at our school. Also we will inform you of the relationship between the research program of the School of Education and the PDS program and the Teacher Training Program.

Within the new types of education the participants will play a role different from what they are used to. For the participants (students, teachers in the Primary Schools, teachers in Teacher Education) the role depends on the level of cooperation between Teacher Education and the partner schools. The School of Education is working much more closely with the primary schools than before. One of the versions, Teacher Training in Primary Schools, is a result of this cooperation. The thought behind this type of education is that the teacher-to-be will get the best result of learning in real situations at primary schools. The School of Education and the primary schools both have the obligation to create the most optimal learning environment for the students.

We will present the different cooperation types in the Netherlands and the different roles that the participants play in these types. We would like to conclude our presentation with exchanging experiences between the participants of our presentation.

Professional Development Partnerships: Relationships Essential To Successful Pre- Service Teachers

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

The professional development initiative and standards movement that have recently swept the country have done much to change the relationships between P-12 schools and colleges/universities that prepare teachers. At Saint Mary's College, a closer connection between these two constituencies has resulted in better prepared teachers. Five years ago, several grants received from the state supported professional development relationships with local schools. In addition to the use of grant money to support this connection, many courses were restructured to include more meaningful assignments which were implemented by pre-service teachers in P-12 classrooms. While grant money has expired, some of the components that were initiated have continued or been enhanced through feedback from stakeholders. Data have been compiled from cooperating teachers, principals, and students themselves on the degree of preparedness of Saint Mary's students for the teaching profession. Thus, our definition of PDS has evolved out of necessity; we see our relationship with local schools as integral to the effective development of pre-service teachers, as well as to the professional opportunities offered to classroom educators. Professional partnerships between Saint Mary's College and local schools require collaboration, varied field placements, student implementation of meaningful learning experiences, and formative evaluation.

We will present background information on the above-mentioned grants, sample field assignments/projects from various courses and portfolios, data on degree of preparedness as mentioned above, and our future goals. The session will be an interactive format and handouts will be provided highlighting the above.

Providing A Road Map: Mentoring The Mentoring Teacher

Natalie Messinger, California State University Northridge

Cathy Nachum, Sepulveda Middle School

Paul Graber, Monroe High School

The Los Angeles Unified Schools/California State University Northridge Partnership for Teacher Preparation identified the need to standardize mentor teacher training and to include mentor teachers as part of this process. The NCATE Standards for Professional Development Schools charge PDS schools to develop such a model that provides for joint leadership. The role of a mentoring teacher is varied and more involved than just allowing a student teacher to work in the classroom. After all, it is the mentor teacher who articulates the rationale for instructional decisions, materials, and curriculum and is ultimately the person who gauges the readiness of the student teacher to enter the profession successfully.

This presentation will look at the professional development designed for mentoring teachers in this network of partner schools. A Saturday workshop was designed for the mentoring teachers and was generic enough so that P-12 teachers could access the information presented and use it effectively in their classrooms. The focus was on a cycle of mentoring and feedback and on a TNE document entitled "A Conceptualization of Good Teaching."

This presentation will show how good mentoring skills can translate into effective teaching performance in the classroom, with both the student teacher and the classroom teacher benefiting from a close examination of best practice. We will also describe the dialogue that was begun among teachers at these three schools and how this can continue to the betterment of the students in the Los Angeles Unified School District.

Taking Flight: The First Year Journey

Greg Kaiser, Sally Bell, and Cloeta Veney, Azusa Pacific University

Jennifer Root, Hodge Elementary School

This presentation will share how one Professional Development School partnership took flight, beginning with a vague understanding of the PDS model through the successful completion of a first year and smoother second year implementation. Visits to two successful PDS programs during the planning phase informed the district/university planning team of the challenging realities of inventing an elementary school/university partnership. Collaborative dialogue between the district and university and numerous university faculty discussions and debates 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 has been the work of the first year. It was immediately apparent to the elementary school faculty that the eleven credential students would quickly assume a valuable role in promoting student achievement. The result has been richer academic experiences for the elementary students, a fuller immersion for the PDS

students in the real work of teaching, and an emphasis on student achievement as the primary goal of schooling and the PDS program. Year two continues this focus on improving 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 PDS year integrating university credential students into elementary school classrooms as authentic participants in the teaching/learning process will be shared.

The 21st Century Role Of The PDS In Restructuring And Reform: An Examination Of MERC

Van E. Cooley, Joseph Kretovics, and Walter Burt, Western Michigan University

Ronald Davis, Bangor Public Schools

The configuration and function of Professional Development Schools continues to evolve. Traditional PDSs focused on pre-service education. Educational reform and pressures from national and state initiatives has extended the role and the importance of the PDS. Western Michigan University now partners with local school districts creating undergraduate and graduate learning communities that provide systematic professional development focusing on meaningful school improvement issues. These new frameworks, formed through the PDS structure, have created the impetus for improvement at both the preK-12 and university levels. The Midwest Educational Reform Consortium (MERC) is funded through a \$35,000,000 Gear Up grant from the United States Department of Education. MERC is a three-state initiative that offers a multi-dimensional approach to transforming low-achieving, high-poverty schools into high-achieving centers of learning. Learning centers are not prescriptive, cookie-cutter approaches to school reform. Instead, MERC has developed a performance-based process that is broadly adaptive to the unique needs of individual schools and their communities. It builds upon the strengths that students bring to the classroom, linking student background and abilities with rigorous academic content within a context of teacher empowerment and extensive parental and community engagement.

The presentation provides an overview of the initiative, along with the results of professional development on pre-service interns and practicing professionals and the initiative's impact on student learning. Statistics related to changes within the school community and student achievement will be shared. Presenters will engage the audience in a discussion of the evolving definition of the 21st Century PDS.

The Impact Of The Role Of Hybrid Educator: Stepping In And Stepping Out

*Patricia Begg and Mardi McDonough, State College Area School District
Marion Wheland, Park Forest Elementary School*

The Penn State-State College Area School District Elementary School partnership provides year-long student teaching internships for selected Penn State elementary education majors in their senior year. The partnership includes 62 interns with 65 mentors in ten elementary schools in the State College Area. Working in collaboration with each mentor/intern pair is a Professional Development Associate (doctoral students, university faculty members, school district employees). Several teachers in the partnership are given the opportunity to step out of their classroom teacher role into the role of Professional Development Associate (PDA) for two years. The job requirements during these two years include supervising student teacher interns, supporting the mentor in the classroom, and facilitating work with children in the classroom, in addition to being an integral part of decisions involving the PDS in general. The role provides and encourages tremendous professional development for the classroom teacher turned PDA, yet it creates changes in the teacher that impact the return to their classroom.

This session will share the benefits and challenges of the hybrid educator role in this unique PDS and inform participants about how hybrids' professional lives have been impacted while in the role and then upon returning to the classroom.

The Lost Art Of PDS Migration . . . Or Are We Flying Toward The Same Mark?

*Sheila Gloer and Amy Markham, Baylor University
Betty Charlton and Sarah Heldt, G.W. Carver Academy Middle School*

The Baylor University/Carver Academy Middle School PDS has been calling our flock together for the past three years in order to define who we are and to set the standards for what we want to become. Our purpose is to become the most effective learning community possible, but without a clear definition of what that means we could fly in different directions. In this session we will share how having an agreed upon definition enables us to fly in one direction and provides a clear means of assessing our progress toward the destination. Having chosen the National Professional Development School Standards as our defining document, we use an electronic portfolio to demonstrate our effectiveness. We have artifacts to chart our progress on each level as well as goals toward which to strive. Having chosen the NCATE and Baylor University Benchmarks as our candidate standards, we use student electronic portfolios to assess candidate success toward the achievement of these standards. Eighteen benchmarks in five domains allow our candidates to demonstrate their many field experiences as well as their successful practices. The university liaison, the Carver site-based coordinator, and student candidates will share electronic portfolios and demonstrate our defining flight pattern. Come join us as we share our migration journey.

The World Is Flat; Is PDS Flat Too?

Claudia Balach and Lee Williams, Slippery Rock University

Thomas Friedman, in his best-selling book *The World is Flat*, wrote, “If you want to grow and flourish in a flat world, you better learn how to change and align yourself with it” and “once everyone’s applications started to connect to everyone else’s applications . . . work could not only flow like never before, but it could be chopped up and disaggregated like never before and sent to the four comers of the world.” How does Professional Development School work fit into this world? How can it flourish if it does not fit into this world?

The PDS model at Slippery Rock University is premised on the notions popularized by Friedman in *The World is Flat*. Yet the K-12 model and the IHE model, separately, are based more on traditional top-down hierarchies. How can this PDS model nurture itself and thrive and actually become part of the impetus for change at the K-12 and IHE institutions? In this provocative session, the presenters include the PDS Coordinator, a University Department Chair, a PDS District Superintendent, a PDS Principal, and a PDS teacher candidate. Following a description of the “flat” PDS model of Slippery Rock, each presenter will share his/her perspective on how these changes are taking place within the SRU PDS Network and how these changes affect their work. Time will be allotted for questions and answers.

Turning Theory Into Practice: A Comprehensive Model Of An Innovative PDS

John Gambro, Catherine Nelson, Amy M. Benish, and Myrna McCarthy, University of St. Francis

Linda Scott, Jane Udovich, and Lacy Althoff, A.O. Marshall Elementary School

The Joliet Professional Development School Partnership is an innovative PDS partnership between Joliet Public Schools District 86 and the University of St. Francis located in Joliet, Illinois. The mission of JPDS is to collaboratively enhance the professional preparation of teacher candidates and promote continuous exemplary professional development of all partners. JPDS focuses on the improvement of student achievement through research-based practices carried out in an innovative teaching and learning environment in a diverse urban setting.

The JPDS Leadership Team, consisting of university faculty and administration, district personnel, partnering school teachers and specialists, and a teacher candidate, developed a Strategic Plan to carry out the partnership’s mission. Following the four cornerstones of JPDS (teacher candidate preparation, professional development, action research, and student achievement), the Leadership Team has formed sub-committees to put theories into practice. Collaborative initiatives include the creation of a Wellness Center which utilizes the university’s College of Nursing and Social Work department, implementation of a team teaching model for field experience placements, technology curriculum alignment between the university and partnering schools, the formation of Action Research

teams, and the development of a life science course designed to pair science content and pedagogy to enhance teacher candidate preparation.

Partnership initiatives will be presented by a diverse panel consisting of a principal, reading resource specialist, and teacher from Joliet Public Schools District 86 and USF faculty and administration, including the Dean of the College of Education, University PDS Liaison, Technology Consultant, and Field Experience Coordinator.

Uniquely Gathered, Uniquely Guided: The Wright PDS

Lara Luetkehans, Lisa Yamagata-Lynch, and Sharon Smaldino, Northern Illinois University

Steve Bell, Paul T. Wright Elementary School

An existing partnership between the DeKalb School District and Northern Illinois University (grounded in the NCATE Partnership Standards and the Holmes Partnership Goals) enabled the rare opportunity to create a new Professional Development School, Wright Elementary, from conception to implementation. Not only did the Wright PDS “gather” uniquely, but the PDS continues to be “guided” through a commitment of the partners to a unique instructional model. Central to the mission of the Wright PDS is to help “all students reach their potential.” by developing all learning units following an instructional model that integrates the triarchic theory of intelligence, the arts, and technology. These units create opportunities for learning and inquiry in creative, analytical, and practical ways. The infusion of arts and technology as content areas as well as instructional strategies expand the ways in which all content area standards are addressed.

In this presentation, we share how the partnership and enhanced instructional model are uniquely manifested in the learning experiences of the K-5 students, university interns, and school and university faculty. Example learning units illustrate the ways planning, implementation, and assessment with the instructional model serve as a platform for co-planning, co-learning, and collaborative inquiry among the Wright PDS partners. Additionally, we discuss how the uniqueness of the Wright PDS differentiates the relationships and experiences partners have from any of the other school-university partnerships at NIU as well as most Professional Development Schools in existence.

Visions Of A Post Baccalaureate Program In A Secondary PDS: Collaborative Adventures

Helen Fives and Susan Myers, Texas Tech University

Beverly Finch, Estacado High School

Jill Stafford and Martha Montoya, Lubbock High School

Recent literature on the role of Professional Development Schools in educational reform efforts resonate with varying perspectives on the challenges and promises of university/school partnerships. In this session, a teaching team of five teacher educators and eight clinical faculty

will share experiences in revising a secondary post-baccalaureate teacher preparation program within the context of a secondary PDS. In response to the call for a qualified teacher in every classroom, teacher education entities have attempted to streamline ways to become a teacher. This aim can be accomplished by providing potential teachers with a quality, research-based, practical preparation experience within the context of a PDS.

In this presentation we will share our vision of how a fast-track preparation program, contextually situated within a high need, culturally diverse PDS and team-taught through collaborative, integrative methods, might achieve such aims. The three goals of our project are:

- to develop a quality, research-based, fast-track to certification for mid-career professionals (including paraprofessionals) and recent college graduates that will enable these individuals to become high quality teachers in high need and core subject areas;
- to ensure a quality, practical, and applied learning experience for these future teachers by engaging in collaboration with vested parties in the educational arena (classroom teachers, school principals, university faculty); and
- to facilitate the continuation of professional development of mentor teachers and post-baccalaureate students through ongoing, seminars and workshops.

We're Taking Off: Starting A New PDS Partnership

Suzanne Horn, Spring Hill College

As a new PDS, this question has been the focus of our first year as we have developed activities so that all members can benefit from the partnership, most importantly the students. It was noted that the sixth graders in the school were behind in their learning skills. During the fall semester, study skills presentations were given to all 6th graders, and pre-service teachers' experiences were structured in 3-hour blocks to promote tutoring for struggling students.

One of the items that we indicated as a struggling point for all of the adults involved (in-service and pre-service) was a mismatch in socioeconomic class between the adults in the relationship and the students at the school, 85% of which fall below the poverty line. It was recognized that there are differences in perspective and that in order to work effectively with the students we all (K-12 teachers, college professors, and college students) needed to understand what being a child of poverty meant. In January we will start staff development book clubs to focus on this issue. Faculty and pre-service teachers will be reading books on poverty and Denton Faculty will lead discussion groups about how to help children of poverty in the classroom. We would like to share with the audience our successes and missteps in these areas.

**QUESTION #2: WHAT PEDAGOGIES
AND/OR “BEST PRACTICES”
DISTINGUISH YOUR WORK IN PDSs
FROM YOUR WORK IN MORE
TRADITIONAL, NON-PDS PROGRAMS
AND/OR COLLABORATIVES?**

**1-to-1 Computing With PDS Interns - It
Changes Everything!**

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

Mardi McDonough, State College Area School District

In 2005-06 the Elementary PDS at Penn State embarked on a three-year pilot project to provide a laptop computer for every pre-service teacher in our program during their internship year. The initial goal was to overcome some of the mounting challenges encountered concerning access to software and hardware across university and school district divides, as well as address the need for effective technology support. The results to date have exceeded our highest expectations. I-to-1 computing with interns in the PDS has changed everything!

We have been studying the influence of I-to-1 computing as part of EDUCATE at Penn State (Exploring Directions in Ubiquitous Computing And Teacher Education). Very quickly, we recognized a distinct shift in class activities and course assignments. The real-time access to internet resources, as well as the development of multimedia artifacts that more closely approximate the complex contexts of classrooms, have transformed methods courses. A second area in which major changes occurred is in the way that interns use computers in the classroom. Instructional decisions readily include options that take advantage of technology tools for supporting meaningful student learning. Interns indicate that their work is improved because they are not confined to a desktop machine or computer lab. A third area in which change has been reported by interns relates to the nature of their work habits and their ability to remain connected to family, friends, and colleagues.

This session will address the three aforementioned areas of transformation associated with 1-to-1 computing in the PDS context.

**A Step Up – An After School Tutoring Program
For High School Students – Is It Possible?**

Angelina Bua, Keri Mattson, and Colleen Antonovich, Jefferson High School

Portia Downey, Northern Illinois University

Molly Sides, Rock Valley Community College

The presentation will describe a current PDS partnership between two colleges and an urban school district high school that are working

together to increase student achievement and better prepare future teachers. Funding for the program was provided through a teacher quality enhancement grant (Project REAL) between the Rockford Public School District, Northern Illinois University, and Rock Valley Community College.

During second semester of the 2004-2005 school years, an after school tutoring program was piloted at Rockford Jefferson High School. Northern Illinois University pre-service teachers, Rock Valley College instructors, and Jefferson High School teachers tutored students three nights a week in all subject areas. Over two hundred students attended at least one evening and forty students attended on a regular basis. Attendance and grade data was collected at the conclusion of the semester. Evidence of a correlation between the number of sessions attended by each student and an increase in school attendance for each student was noted. In addition, higher numbers of sessions attended throughout the semester was parallel with more improvements in quarter grades, semester grades, and final exam scores. A Step Up has continued this year with an increased number of students attending, a stronger focus, and an increased amount of community involvement which will help to sustain the program at the culmination of the grant.

This presentation will address an effective and collaborative after school program for high school students, focusing on student achievement and attendance. Student rewards, marketing, staff training, budgeting, college assistance, and program logistics will be addressed.

**A Winning Combination: Using TaskStream:
Tools of Engagement To Impact Quality
Teacher Preparation And Student Achievement
Though The 3 C's: Coordination,
Collaboration, And Communication**

Peggy George, Arizona State University

Meeting the incredibly complex needs of all stakeholders involved in a PDS program can be challenging and extremely demanding for a PDS Program Coordinator. Each member of the partnership, whether they are a student, potential student, mentor teacher, principal, district administrator, university department chair/dean, university faculty/staff, academic adviser or business manager, has a special, compelling interest in the success of the program. Managing the 3 C's of coordination, collaboration, and communication, in addition to being the primary university course instructor, intern/student teacher supervisor, leadership team leader, and professional development trainer/instructor, can be overwhelming. The online, web-based management tool (TaskStream: Tools of Engagement <http://www.taskstream.com>) has provided us with the vehicle for facilitating all three categories, integrating both pre-service and in-service education through collaborative action research and professional development. This presentation and on-line demonstration will illustrate the many ways we have learned to use this valuable tool for all of our stakeholders. With an expanding state-wide PDS program in Arizona, new PDS Coordinators can be supported throughout their development and program implementation by building on the work of their peers as well as sharing their own.

Examples include websites for the ASU-Madison PDS Program, representative course syllabi, and PDS Coordinator resources and tools specifically designed to support developing teachers (lesson planner, rubric wizard, and ePortfolio to mention a few). Evidence of success will include a very successful strategy for recruiting, hiring, and retaining the “best and brightest” PDS graduates as teachers in the district.

Best Practices In Literacy: Maximizing Reading Instruction In A PDS

Mary Beth Allen, East Stroudsburg University
Craig Downey, Lincoln Elementary School
Lyn Krenz, Donegan Elementary School
Stacey Leon, Governor Wolf Elementary School

In recent years, reading instruction has focused on effective practices related to five major components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components guide the balance of instruction in classrooms where students learn to read successfully. This has also provided a framework for learning for both in-service teachers and teacher candidates within the Bethlehem Area PDSs. Based on a shared vision of professional development and balanced literacy, the Bethlehem Area School District and East Stroudsburg University partnered in creating an ongoing plan of professional development that provided opportunities for all teachers and teacher candidates to learn more about these five components of effective literacy instruction. This session will focus on the sharing of ideas related to this journey of implementing more effective literacy instruction in diverse settings, based on the major components of reading instruction. In particular, topics for sharing will include specific ideas for teaching comprehension and fluency in large and small group settings and engaging strategies for enhancing vocabulary instruction. An overriding theme of the presentation will be the framework for using all adults in the classroom as teachers, thereby increasing opportunities for reading instruction and guided practice for all students. This has translated into many teaching opportunities for teacher candidates and increased achievement for students.

Birds Of A PDS Feather: A Framework For Meaningful Collaboration

Mary Ann DeLine, Southeast Missouri State University

A Professional Development School agreement was initiated eight years ago and continues to improve its field-based program to promote active engagement between pre-service teachers and middle level students, while promoting collaboration between the university, pre-service teachers, cooperating teachers, students, administration, and community. The PDS provides the first of four field experiences the pre-service teachers will complete in this nationally-accredited teacher education program. Since this is their first field experience, engagement and

collaboration are essential to providing the foundation skills needed throughout their program.

By combining on-site university courses and classroom experiences, pre-service teachers maximize their knowledge and skills while engaged in the middle school atmosphere two days a week throughout the semester. Pre-service teachers are actively engaged in preparation of a Teacher Work Sample which incorporates contextual factors, assessment, unit plans, and reflection, as well as a variety of classroom activities, projects, and student tutoring opportunities. Cooperating teachers encourage and support the classroom experiences with pre-service teachers and exchange ideas for successful results. This type of engagement and collaboration offers both a holistic approach to the teaching process and a win-win situation for all participants in order to meet the needs of all students. Ideas for the PDS contract, scheduling the PDS courses and field experience, teaching strategies, engagement of learners, community service projects, and continuous collaboration between university, school participants, learners, and community will be provided and shared among session attendees.

Building Solid Nests: Science Learning Community In PDS

Alison L. Rutter, East Stroudsburg University

Lyn Krenz, Donegan Elementary School

Craig Downey, Lincoln Elementary School

Stacey Leon, Governor Wolf Elementary School

This PDS partnership has been working for the last three years to create a learning community environment in which learning is celebrated and shared among all constituents. Science is one domain in which these partners have found a common ground for learning. With the advent of elementary science testing in the state by 2007 and the needs of this diverse, low SES population, science has come to the forefront as an underexposed subject in the elementary curriculum. With the influx of Apprentice II pre-service teachers in these three PDS sites each term, we have been able to find creative ways of enriching the science curriculum so that all can share in the learning: 1) the Apprentice II teachers teach inquiry science lessons in their PDS classrooms each term as part of their elementary science methods course; 2) Apprentice II teachers co-teach an after-school science club with PDS faculty; 3) Apprentice II teachers hold a Project WILD (environmental science) Day for the fourth graders at a local park each fall in conjunction with the curriculum; 4) PDS faculty participate in related in-services, including co-creating integrated inquiry science curriculum units; and 5) the elementary students and their families from the three sites are invited to a Family Science Night to all share in science learning as a culminating event each spring. This presentation will highlight the different venues for sharing science learning with artifacts such as materials used, how-to guides, imovie, and powerpoint, as well as means for assessing our progress.

Chronicling The Biography Of All PDS Participants: Beginning To End

William E. Blanton and Adriana Medina, University of Miami

Alison Shook, Albright College

This presentation applies Cultural-Historical Activity Theory (CHAT) to chronicle the trajectory of a PDS collaboration and its wide range of issues presented by interactions among and within the sites of the PDS consortium. The session will demonstrate the basic principles of CHAT and their explanatory power by applying them to problems of student teacher preparation, professional development, pupil achievement, and interactions with and within the participating university work.

Research and development on Professional Development Schools that is guided by sound theory and methodology is rare. The purpose of this session is to present work that explores CHAT, developed by Vygotsky, Luria, and Leontev, and their contemporary, Bakhtin, as a conceptual tool for conducting research and development on a wide range of problems related to PDSs. CHAT proposes that human growth and development and the expansion and transformation of cultural institutions emerge from the goal-directed, practical activity of humans as they monitor and reflect on plans and progress toward the attainment of socially meaningful goals. From our point of view, PDS outcomes are primarily accomplishments of collective activity systems in which members of the collective learn, attain outcomes, and transform their identities. Activity systems, such as PDSs, are energized by discoordinations, breakdowns, ruptures, and disturbances. For example, participants interpret situations in different ways, change rules coordinating activities, or fail to use appropriate tools. As disturbances become evident within and between activity systems, participants begin to address underlying issues and solve problems. In doing so, they learn to use new tools, create new rules and procedures, and assume new roles, all of which result in the transformation and expansion of the system. Institutions, such as universities, schools, and PDS collaborations, are also sites that “authorize” the lives of participants. Participants “co-author” and shape the trajectories of each other’s lives, even before they enter PDS collaborations. Their participatory signatures are affixed to the manuscript of each and every life.

Classroom Covenants© Versus Discipline Plans: Helping Pre-Service Teachers Participate Within An Agenda For Democracy

Bea Bailey, Clemson University

How in the world do pre-service teachers begin to realize the noble Agenda for Education in a Democracy that John Goodlad and his National Network for Educational Renewal (NNER) advocate? Step-by-baby-step it seems. A methods professor will share a democratic classroom management plan that utilizes a Classroom Covenant©. She has devised ways to introduce the alternative discipline procedure within only one and a half class sessions. Her interns learn how to help high school students create a Classroom Covenant© based on an entire class' analysis of the rights and responsibilities that the teacher and every student possess. The interns also learn how to help students form small covenant groups that work together throughout the year and that are based on an initial understanding of student diversity in terms of leadership styles and personality traits (i.e. Colors or adapted Meyers-Briggs). In this age of high accountability, the presenter also shares how she documents the knowledge and skills that pre-service teachers evidence as they draft blueprints for introducing the Classroom Covenant© method and as they experiment with and reflect on the implementation of the management model within high school classrooms. A PowerPoint overview about the theory, a simulation of the Classroom Covenant© method, a question-and-answer session, and plenty of sample models from the methods instructor, from the interns themselves, and from the high school students will be freely shared within a ready-to-use packet.

Connecting Curriculum And Instruction To National Teaching Standards: Improving Student Learning In Urban Professional Development Schools

Portia Downey, Northern Illinois University

Tommy Gibbons, Rockford Environmental Science Academy

Northern Illinois University, in collaboration with Rock Valley College and Rockford, Illinois Public School District 205 have joined to create Project REAL - a comprehensive and mutually beneficial partnership with a focus on improving student performance and enhancing the quality of educators. One of the goals of the project is to initiate sustained mentoring and professional development focused on retaining teachers and enabling them to become nationally certified. To meet this outcome, NIU Curriculum and Instruction faculty collaborated with National Board Certified Teachers to create and implement a Certificate of Graduate Study in Advanced Teaching Practices. The CGS requires fifteen semester hours of coursework aligned with NBPTS standards. The CGS is currently being delivered to forty teachers. This group will complete the National Board certification process during the 2005-2006 school year. A second cohort of fifty teachers will begin the certificate fall 2006.

This presentation addresses Question #2. Our best practices distinguish our work from more traditional programs in several ways. First, the CGS was developed collaboratively between National Board Certified Teachers and university faculty. Second, the curriculum is aligned with National Board standards allowing teachers to engage in professional development in their certification and development levels that connect standards to practice. Finally, teachers enrolled in the CGS are using their classrooms and students to learn more about improving their practice.

Conversation As Inquiry: Professional Development In Community

Ellen Key, Mary Beth Amond, James Nolan, and Cole Reilly, Penn State University

Patricia Begg, State College Area School District

This presentation specifically addresses Question #2 by highlighting one vehicle we use to promote teacher inquiry in our PDS: Conversation as Inquiry Groups. Creating and sustaining professional learning communities is at the heart of the Professional Development School movement, and teacher inquiry is one powerful catalyst for professional development. We strongly believe that a PDS is meant not only to be a learning environment for pre-service teachers and the children in our schools, but also to be a source of growth and renewal for veteran teachers and teacher educators. Rooted in the work of the National School Reform Faculty and Critical Friends Groups, Conversation as Inquiry Groups is 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, administrators, university faculty, and doctoral students have been involved in CIGs.

The purpose of this presentation is to address what we have discovered about the ways in which CIGs deepen professional community and support teacher inquiry in our PDSs. During this session we 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.

Creating Collaborative Educators In A Professional Development District

Joyce Jamerson, Lisa Thomas, Lydia Bragg, and Cathy Lariscy, Screven County High School (Georgia)

The Professional Development District that exists with all Screven County schools and Georgia Southern University is an extension of the well-researched Professional Development School model supported and encouraged by recognized reform initiatives. In the PDD, the entire district serves as a teaching/learning lab in the simultaneous renewal of P-16 teaching and learning. This environment is very suitable for developing collaborative educators, individuals working together to improve learning for all students in the P-12 and university settings.

The session will focus on the high school and discuss the components involved in creating educators who work collaboratively toward a common goal. The components include: the use of a clinical associate, morning seminars with pre-service teachers, establishment of departmentalized learning communities, embedded professional development, and a new teacher induction and mentoring program. The nature of this collaboration is the continual focus on improving learning for all through reflection, collaboration, ongoing assessment, improved practices, and instructional adjustment.

The culture of the school is changing into a trusting relationship where teachers are comfortable with sharing their ideas and learning from one another. Teachers, pre-service teachers, and students are becoming a collaborative community of learners working toward a common goal of raising student achievement at all levels.

Creating Opportunities For Teachers To Soar: Sharing Best Practices Through A Partner School Conference

Judi H. Wilson and Beth Pendergraft, Augusta State University

Our PDS is unique in that for the past seven years Augusta State University has hosted an annual Partner School Conference entitled "Impacting Student Learning." This free event is sponsored by the Central Savannah River Association Professional Development School Network and the Augusta State University's Department of Teacher Education. The event is held each spring at ASU. Administrators, building coordinators, and teachers from all thirty-seven of our Professional Development Schools are invited to showcase their research and work. This past year, ASU Arts and Science faculty have joined in this collaborative effort. Effective teachers have many successful practices they can share with others. This showcase provides an opportunity for practicing classroom teachers to present successful practices to their peers and collect ideas for future use in their classroom. Sessions are targeted by subject and grade levels. Presentations span to meet the needs and interests of elementary, middle, and secondary teachers. Previous sessions addressed topics such as the innovative use of technology in the classroom, poetry, learning focused math, classroom management, tips for master teachers, effective

apprentice strategies, graphing, student-led conferences, working with parents, and storytelling.

This collaborative event has been well received by our students, faculty, and PDS partner schools, and we would like to share the concept for possible replication. The presenters will be sharing specific strategies for planning and implementing a collaborative PDS conference. A powerpoint presentation will be shared and attendees will receive copies of all ideas and advice shared.

Developing A Professional Development Partnership School Relationship: Authentic Instruction In A High School Collaborative

Donna Matteson, State University of New York at Oswego

Dan Salisbury and Justin Enright, Hannibal High School

The goal of our partnership between Hannibal High School and the State University of New York at Oswego is to build a learning community, between school and university, through collaboration on authentic tasks that promote effective teaching and maximize student achievement. Our shared projects have enhanced high school English, Global Studies, Foreign Language, and Special Education curricula. Using inquiry, the partnership identified areas in need of improvement. College methods students worked in collaboration with partnership teachers to research and develop technology-enhanced instructional units that would provide authentic, meaningful learning experiences for students. Learning games, sophisticated PowerPoints with video clips, and interactive teaching aides are but a few examples developed by the college students for implementation in the high school classroom. The college students worked in teams with the partnership teachers toward the goal of presenting multimedia instruction on topics such as a close look at the Cold War and how it compares to the terrorist threats of today. The end products were assessed, improved, and added to curriculum for future use. The team will discuss their partnership initiative and the efforts that led to its growth and increased participation of several disciplines. The team will share examples of best practice, including authentic projects and the Classroom Management and Diversity in the Classroom programs developed by the partnership to enhance the teaching effectiveness of the college students. The common threads of this initiative include inquiry, research, networking, planning of authentic learning, shared decision-making, application of technology, assessment, and reflection.

Developing Effective Teachers For English Language Learners: A PDS/Dual Language School Model

Frank Lucido, Texas A&M University Corpus Christi

Christine Marroquin and Annabelle Elizondo, Corpus Christi Independent School District

As the diversity of languages in our schools continues to grow, university teacher preparation programs are being called upon to train and produce more bilingual teachers. According to cognitive research and theory in language acquisition, the best way for minority students to learn English is for them to master their first language first. In this way, they can gain access to the high level of proficiency needed for upper-intermediate and secondary instruction. While second language learners are still learning the language of school instruction, content delivery should ideally be available to them in the native language so that they don't fall behind in the subject areas while learning English. When provided with quality dual language programs, the conceptual base developed through the medium of a child's first language facilitates later learning in English so that children who come to school with a home language background other than English are able to attain similar access to education as their English-speaking peers.

Dual language programs have proven to be effective vehicles for developing the English language skills for non-English speakers and promoting bilingualism in monolingual English speakers. Through a school district-university partnership and PDS at the Early Childhood Development Center at Texas A&M University, future bilingual teachers are given the opportunity to develop their skills to become effective teachers. This PDS site collaborates with university professors and the PDS professor to implement best practices for English language learners through the dual language model. This provides learning opportunities for university pre-service teachers to become effective bilingual teachers. The results of how research has impacted school practices will provide the basis for this discussion on effective practices in successful dual language schools. How these practices have been developed and implemented at the Early Childhood Development Center at Texas A&M University Corpus Christi will be presented. Discussion will also center on how this PK-16 PDS partnership has developed into an effective PDS site as these effective practices are modeled for the pre-service teachers and implemented by them. The collaboration of the university professors, the school administration and teachers, and pre-service teachers has led to a positive outcome and experience for all stakeholders.

“EESE” Hurdles To Jump: A New Teacher Education Program On Track For Today’s Challenges

Lynn Cole, Debi Gartland, Kimberly Bedell, and Jennifer Kircher, Towson University

Wendy McNeill-McBrien, Ilchester Elementary School

Diane Newcomer, Bellows Spring Elementary School

The EESE (Elementary Education/Special Education) undergraduate teacher education program is a new major at Towson University that integrates the elementary education and special education programs. Program integration has resulted in the creation of new courses and the blending of existing courses. Interns have field experiences in both general and special education settings and graduate with dual certification.

This presentation will overview the EESE program and identify examples of “best practices” that distinguish it from more traditional teacher education and PDS programs. The presentation will be structured around a panel of “voices” that represent major stakeholders of a PDS partnership with the Howard County Public Schools and Towson University in Maryland. The panel will include the perspectives of general education and special education mentors; graduated interns in their first year of teaching as general education classroom teachers or as special educators; interns who will be graduating this spring; and university professors from the elementary education and the special education department. The panel discussion will include questions such as:

- Do first-year in-service graduates seem more prepared as general education classroom teachers and as special education teachers?
- Might EESE graduates have a better retention rate beyond the five year mark?
- How do university professors from two different departments collaborate?
- How does this dual certification program impact the workload of the university professors? Of the interns?
- How does this dual certification program impact the design of the traditional PDS structure?

Embracing Partner School Relationships To Assess The Preparation Of Certified And Highly Qualified Teachers In South Texas

Margaret Bolick, Denise Hill, Martin Ward, and Tim Wells, Texas A&M University Corpus Christi

Project TEACH (Teacher Education Assessment and CHallenge) was created at Texas A&M University Corpus Christi, a Hispanic-serving university in South Texas, to establish a process 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.

Project TEACH utilizes the Pedagogy and Professional Responsibilities (PPR) TExES Exam and the Gates-MacGinitie to assess the readiness of pre-service teachers to pass the exam in order to become certified in Texas. Standardized tests, including teacher certification examinations, have proven to be difficult for students of color. The purpose of utilizing the Gates-MacGinitie Reading Tests was to investigate the relationship between a Hispanic-serving institution's pre-service teachers' reading abilities and their scores on the TExES PPR exam. A Pearson correlation coefficient of .542 indicating a "moderate correlation; substantial relationship" was found.

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

Expanding Horizons: Supporting The Idea Of Full Service Schools

Charles R. Watson and Amy McBride Martin, University of Evansville

Professional Development Schools, and, in a larger sense, any partnership between local schools and university schools of education, face a number of significant challenges, including financial support, policy incongruence, and institutional conformance. That is, the collaborative relationships are often seen as lop-sided, since it appears that the university gains a great deal while the participating school gains little. This is especially true, it seems, during the beginning stages of development, as schools of education seek exemplary settings for practicum, internships, and student teaching placements. Schools, on the other hand, may see the emerging relationship as simply more work to add to their already overburdened professional lives.

This symposium will describe one way that a school of education and its faculty are contributing as the PDS partnership is unfolding. The local school district has, for several years, benefited from a school-community coalition that is driven by an organization of seventy-plus community groups that supports the notion of full-service schools. In addition to providing institutional and research assistance, the university's school of education now holds a number of courses in one of the local schools; not necessarily unique in itself, but unique since these courses are then used as a mechanism for providing additional after-school learning activities for the K-5 school's very diverse students. Teacher education candidates plan and deliver appealing standards-based activities in social studies, science, and mathematics. The so-called "clubs" provide not only additional instructional time and activities, but also extend and enhance the children's school experiences.

Flocking Together For Success: Collaboration Across University Programs

Linda Rogers, Patricia Pinciotti, Mary Beth Allen, and Gina Scala, East Stroudsburg University

Katherine DiSimoni, Stroudsburg Intermediate Elementary School

Our elementary PDS program includes faculty from three different departments where coursework is taught with an integrative focus. After six years of flocking together in our PDS program, we are examining the changes and growth brought about by our collaboration across departments. This presentation will share the impact this collaboration has had on our personal teaching, the department programs, and the way our partners in basic education evaluate our program and their interaction with our pre-service teacher candidates. Members of the presentation flock include university faculty from the Elementary Education, Reading, and Special Education Departments and a classroom teacher who is a veteran cooperating teacher and serves as building liaison.

Four Years Of Contextualized Inquiry In A Highly Contextualized PDS In Special Education

Pete Kelly and Dale Blesz, Truman State University

Rebecca Murphy, Ray Miller Elementary School

Evidence suggests that traditional approaches to research have failed to impact practice because it has not been compelling to teachers, it lacks practicality and relevance to teachers' daily lives, and it is not expressed in ways that are accessible to teachers. The rationale for conducting contextualized inquiry is that it is conducted on one's own practice and is more likely to be considered relevant, persuasive, and accessible to teachers. Providing pre-service teachers with the specific knowledge, competencies, and mediated experiences related to contextualized inquiry is a guiding principle of our PDS. The project recently received a boost via the awarding of an OSERS Personnel Preparation Grant from the US DOE.

Two university faculty members and one partner teacher will share their experiences, challenges, and results in conducting action research in the context of a four-year old Professional Development School partnership. Rebecca Murphy, our partner teacher, conducted contextualized inquiry first as a student in our program and has subsequently mentored two other students in their research projects. Her experiences, mentorship, and insight have been instrumental in developing meaningful, contextualized inquiry in our PDS. Our goal will be to share our examples and results of contextualized inquiry work over four years, framed within NCATE PDS standards, and facilitate a discussion focused on developing students', teachers', and university faculty members' capacity for understanding and implementing contextualized inquiry to improve teaching and learning in schools and universities.

Guiding Inquiry: Shepherding And Scaffolding Action Research In The PDS

Nancy Casey and Kayla Zimmer, St. Bonaventure University

This presentation will discuss a multi-semester PDS-based approach to developing teachers as researchers. We have developed and will present an action research model that involves candidates in increasingly more complex examinations of their teaching. We know that classroom-based teacher research can help teachers understand and improve their practice; however, beginning teachers require guidance in self-reflection, choosing, and clarifying questions and analyzing results.

During the first PDS semester, the faculty teaching in the PDS identify questions researchable by beginners and guide individual investigation and group analysis in relation to those questions. Interns and their faculty co-construct explanations to arrive at shared understandings. The first semester PDS inquiry culminates with each intern reflecting upon her own teaching and posing questions for additional inquiry. Those questions then become the basis for individual action research investigations during the second PDS semester. Over the course of that semester, interns clarify their questions, gather data from multiple sources, analyze that data, discuss their investigation with faculty and peers, and adjust their teaching based upon their findings.

This approach to learning to teach is unique to the PDS model because of the opportunity to scaffold beginners, involve both university and clinical faculty, and involve peers in collaboration. The authentic experience afforded by the PDS model allows for meaningful inquiry and a significant impact on beginners' practice. University faculty and pre-service students will present the results of the first year of this work.

Guiding Our Flock: Using Best Practices With Developing Teachers

Marilyn Morey, Illinois State University

Sally Stone, JoNancy Warren, and Kara Coglianesi, Wheeling School District #21

Jennifer Gill, Vachel Lindsay Elementary School

The PDS expands a traditional student teaching placement into a yearlong professional internship that permits a wide array of best practices. During Wheeling's thirteen year partnership and Springfield's three years, we have developed a PDS that incorporates the best practices of immersion, authentic experience, reflective inquiry, student-centered instruction, and appropriate challenge. This workshop will address implementation of these best practices. Immersion, at the heart of our PDS, plunges the student intern in the culture of a school and district through structures such as diverse clinical placements and involvement in daily school life outside the classroom. Being immersed in a school enables interns to implement projects, plan lessons, and write unit plans authentically, a best practice that encourages rich learning. These authentic experiences make possible a process of reflection on classroom experiences. The student-centered environment of the PDS classroom utilizes classroom experience, assignments, and discussions to draw out interns'

evolving educational philosophy and pull in interests and concerns so the reflective process will support the evolution of a solid educational philosophy based on research and practice. Classroom experiences at two or more grade levels and assignments that take students into the administrator's office, the district office, and the community provide authentic, appropriate challenges that stimulate questions interns did not know they had and teaches them something they did not know was needed until then. In this workshop, we will discuss in more depth the structures of the PDS and assignments that exemplify these best practices.

Holmes Scholars' Involvement With Best Practices At Professional Development Schools

Jennifer Platt, Angeliqe Nasah, Kimberly Davis, David Grant, Keith Riley, Mayra Ruiz, Bridget Steele, Muthoni Kimemia, and Willette Young, University of Central Florida

"Best practices" distinguish exemplary schools from good or even excellent P-12 public schools. What are those best practices? Who implements them? How can partners work together to shape and sustain those practices? How can we involve doctoral students who are pursuing careers in the higher education professoriate in PDS work that is focused on best practices? The University of Central Florida/Orlando Science Center Holmes Partnership focuses on best practices by involving university faculty, doctoral students, and P-12 school faculty in the improvement of teaching and learning in partnership schools. This presentation focuses on doctoral students who are Holmes Scholars and their contributions to PDS work through participation in collaborative activities with teachers and students in elementary and middle schools across five school districts in central Florida. The work of UCF Holmes Scholars at Holmes Partnership Professional Development Schools is indicative of best practices across several areas important to educators, including, but not limited to, teaching and learning, mentoring, educational technology, and a variety of literacy activities. Holmes Scholars will describe how they have solidified their knowledge base and developed crucial skills as they have worked within diverse PDS environments. The panel will discuss Holmes Scholars' contributions made in these domains as well as engage in a "best practices" conversation with the audience.

Honing The Flock With The Mentor Tool Kit

*Miki Heyne and Sandra Hamar, Graceland University
Kathleen Wilson, Procter Elementary School*

Developing a shared repertoire with the help of a simple, yet effective, training device called the Mentor Tool Kit will be the focus of this presentation. Without the aid of expert guidance, support, and reflective opportunities, teacher candidates' initial efforts in the classroom can be hampered and long term success may be hindered. The tool kit is a resource that suggests ways to mentor effectively using the ten performance dimensions of the Interstate New Teacher Support Consortium (INTASC) standards. This interactive presentation will discuss and model how this

graphic organizer is used. Each participant will receive a sample tool kit as a take home bonus. Supporting teacher candidates through mentoring is about the promotion of professional habits of mind - the knowledge, skills, and dispositions needed to develop a sense of efficacy. Learn how this “best practice” resource can make a difference.

How We Gathered Our Flock To Set A Course For Exemplary Literacy Instruction With Our PDS Partner

*Mary Lebron and Salvatore Puzzo, William B. Cruise Memorial School #11
Dorothy A. Feola and Marie Donnantuono, William Paterson University*

In Spring 2001 we began a pilot project teaching one section of our beginning literacy course almost exclusively on-site in our PDS, School # 11 in Passaic, New Jersey. The first four double class sessions were held on campus to build background in literacy development and introduce a “kid watching” stance. Candidates were brought into a primary classroom one day each week for three hours to work directly with young children as they learned to read and write. They worked with the whole class, with small groups, and with individual children. Candidates learned how assessment informs instruction and how to design lessons to fit the needs of the learner. In particular, they implemented best practice teaching strategies, including read alouds, shared reading, and prompted reader responses. They learned how to assess comprehension, word analysis, and oral reading fluency using running records and other assessment tools. Their comments reflect how these authentic experiences underscore the reciprocal nature of teaching and learning. One candidate commented, “Most of what I learned came from the students in the second grade class, not the textbook.” For Spring 2006, all sections of this course are now being taught using this model. Our PDS partnerships have been strengthened by involving classroom teachers as co-instructors for this course, by providing an earlier field experience for our candidates focused on individualized instruction, and by providing our university faculty with more time in classroom settings.

Innovative Practices In Urban PDS: Collaborative Efforts To Minimize The Achievement Gap

Basanti Chakraborty, New Jersey City University

New Jersey City University has forged a partnership with Henry Snyder High School over the past two years. In an attempt to fulfill the urban mission of both institutions, collaborative projects have been undertaken as follows at the high school level:

- Professor in Residence
- Project Positive Behavior Support - IDE Corporation
- Foundation for Excellent Schools

- Field Experience for Pre-Service and Student Teachers
- Professional Development Workshops

Over the past two years, the Principal and Vice-Principals of Henry Snyder High School and the Professor in Residence have designed action plans and strategies to impact the academic achievement of selected groups of students. Professors from New Jersey City University and consultants from IDE Corporation acted as consultants, as well as collaborators, in the Freshman Academy. As a result of this collaboration, Freshman Academy teachers have integrated performance-based assessment through the use of projects and technology in their classes. Recently, the Principal and Vice-Principal of Henry Snyder High School and the Professor in Residence have written a proposal to network with other FES Institutions to implement an effective mentoring program for The Century Program Scholars from both institutions. This multi-level collaborative partnership is at the preliminary stage.

Inquiry As A Means for Developing PDS Relationships

Beverly Evans, Mildred Lane, Linda Lengyel, Karen Levitt, and RoseMary Mautino, Duquesne University

The development of Duquesne’s nine Professional Development Schools has continued because each PDS has been formed on the basis of an issue or concern expressed by the school and then collaboratively explored through school-based inquiry. For example, in one PDS, the issue was improving student achievement in literacy. Together, faculty from the school and university developed a plan using multiple strategies to address student performance as measured by teachers and standardized tests of achievement. Data was collected and analyzed for continuous change. At another PDS, the concern was early literacy for students with severe disabilities. Together, faculty from the school, special education and reading faculty members, worked to transform the classroom into a “literacy rich environment” so that all students developed literacy skills. At a middle-school PDS, school faculty recognized their lack of knowledge in effective inclusive practices. Working together with a special education faculty member, a program was designed that paralleled a course offered to teacher candidates at the university. This narrowed the gap that often exists between what is taught in Schools of Education and the practices of K-12 schools. In each of these three cases, professional development was characterized by a collegial environment and a community of inquiry in which all participants reflected, questioned, hypothesized, documented, and evaluated in a safe and supportive environment. Because the learning was situated and involved the active search for understanding through the collection and interpretation of information (i.e. inquiry), teacher practice and student achievement were impacted.

It's About "Coaching," Not "Supervising," Teachers

Mary E. Styslinger and Deidre Clary, University of South Carolina

A "coach" is someone who helps teachers recognize what they know and can do, assists teachers as they strengthen their ability to make more effective use of what they know and do, and supports teachers as they learn more and do more. Coaches are well versed in the research, theory, and practices of instruction. In addition, coaches possess a sound understanding of teaching, learning, child development, and knowledge of adult learning and teachers' professional development. Finally, coaches have strong interpersonal skills, especially in the areas of communication and empathy, and good skills in planning and organizing.

We call coaching an art, for coaching involves the fine art of interacting with another professional. A coach listens, nurtures, provides feedback, and senses when to maintain the status quo and when to pose questions that gently nudge a teacher forward without harming self-esteem and confidence. Just like an artist, the teacher chooses the subject to be explored, and, instead of painting, he or she uses words to express his or her feelings with a colleague. The coach supports the teacher's explorations of a subject by listening, observing, posing questions, conversing, and suggesting books and journal articles that can enlarge and extend the teacher's knowledge. The primary goal is to build on what a teacher knows and does well. As a trusting relationship develops, the coach often models a strategy and team teaches. None of this is a "supervisory" act.

This presentation will engage participants in conversations around the coaching model. Join faculty involved with the South Carolina Reading Initiative as we define and explore the coaching process, share tips for selecting a coach, provide guidelines for coaching, and offer personal experiences and lessons learned from involvement with this large-scale, professional development model.

I Wish I Could Get Those Wonderful Books In The Hands Of Our Children: Student Teachers Respond To Principal's Dream And Become Reading Mentors

Connie White and Nancy Prosenjak, California State University Northridge

One of the most urgent needs elementary Principal Kathy Spearman sees is supporting her largely Hispanic student population with their reading. In connection with this, Spearman is passionate about her wish to get books from the school's new Wonder of Reading Library into the hands of the children. In response to this need, the California State University Northridge PDS Coordinator and PDS Literacy Liaison created a Student Teacher Mentoring Program which takes place three days a week. Literacy lessons taught, discussed, and demonstrated in the Reading Methods classes of the CSUN students come alive as student teachers bring "struggling readers" to the library, immersing them in language-rich opportunities for reading and writing. Language barriers are minimized in

this setting as the school children use their first language and new language to question and connect with the pictures and texts. Student teachers' worries about reaching out to their future ELL students dissipate as they interact with the children, keep reflective notes, and bring their questions back to their Reading Methods class for discussion. The presenters of this session will share data gathered through their own field notes and those of student teachers. They also will discuss the documented reflections of parents, teachers, and principals of the developing reading/writing/language strategies of the young people (grades K-8) served by this newly created Student-Teacher Reading Mentoring Program.

Lights! Camera! Action - Inquiry And Assessment! . . . Starring PDS Interns

Karen Robertson, Towson University

The NCATE PDS Standards call for "inquiry to be used routinely at individual classroom, department and school-wide levels to inform decisions about which approaches to teaching and learning work best." The NCATE Standards for Accreditation require teacher candidates to "help all students learn," which implies the need for accurate, on-going assessments. The Maryland State Department of Education PDS Standards recommend that PDS partners collaboratively engage in inquiry and/or action research and that interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver, and assess instruction. In this session, two interns will share their action research literacy projects completed in a PDS site and developed to improve individual children's progress in one aspect of reading. Two other interns will describe their unit assessment projects with children in PDS schools and included in their program exit portfolios. The university PDS coordinator will explain how the two projects were developed by the PDS steering committee, with dissemination of results to a wider audience. This partnership is at the developing stage of implementation of the PDS Standards, using both the National PDS and MSDE Standards.

Linking Science And Literacy In A PDS Setting

D. Timothy Gerber and Delores Heiden, University of Wisconsin-La Crosse

K-12 science, technology, engineering, and math education reform has been supported by many U.S. organizations (e.g., the National Research Council and the National Science Teachers Association). At our institution, collaboration between science content faculty, literacy teacher education faculty, and local K-12 school district administration and teachers has developed to form a "core" partnership per Committee on Science and Mathematics Teacher Preparation recommendations. As part of our partnership, twelve cooperating elementary teachers in grades 1-5 at a local school district were assigned our twenty-one Clinical II students. The Clinical II students were concurrently enrolled in a ten-credit block of elementary reading methods, language arts methods, mathematics meth-

ods, and the second of three pre-student teaching field experiences. A survey sent to the cooperating teachers was used to determine science curricular needs in each classroom. Results from the survey were used to develop literacy/science thematic unit plans around several of the identified topics of the cooperating teachers and district education standards. Clinical II students presented their lesson plans for evaluation by the cooperating teacher and self-evaluated their planning and teaching after presenting the lessons to children. The learning on the part of the children in the classrooms was evaluated by both the Clinical II student and the cooperating classroom teacher. Our PDS Clinical II students spend more time in the classroom, have funding for lesson-related materials, and interact with a content area professor to a much greater extent than traditionally-trained Clinical II students. Future collaboration will be developed based on the lessons learned.

Mentor Teachers: Selecting And Training

Lawrence Lyman, Emporia State University

Mentor teachers are vital to the success of any Professional Development School program. This session will present strategies utilized by Emporia State University to select and train elementary mentor teachers. Emporia State requires all elementary teacher candidates to complete a one-year internship in a Professional Development School. The ESU PDS program began in 1993 and currently involves twenty-seven elementary schools in nine Kansas school districts.

Specific strategies for selecting mentor teachers include: making expectations clear, providing an application process, and involving the building administrator appropriately in the selection of the mentor. The presenter will share the specific expectations, forms, and procedures used in our program. Emporia State University has a formal program for training mentor teachers utilizing materials developed by university personnel for the training. Beginning and advanced training is provided. The presenter will share the content of training sessions, strategies for effective training sessions, and compensation for attending training sessions. Participants will be invited to share their own strategies for selecting and training mentor teachers.

Modeling Democratic Ideas In The Classroom

Jane F. Zenger and Paul Chaplin, University of South Carolina

David Keiser, Montclair State University

Betty Brown, Hyatt Park Elementary School

The presentation will consist of two phases. The first phase will look at why it is important to create schools that celebrate and advocate democracy. The second phase will focus on how a teacher might begin to create a classroom setting where the students' democratic spirit can be nurtured and flourish.

In Phase I, the presentation will highlight and focus on the ideas of educators and writers such as John Goodlad, Linda Darling-Hammond, and

Benjamin Barber. These outspoken researchers have challenged teachers and teacher educators to reflect on what it means to teach children in America and whether public schools are adequately preparing our children to take an active and responsible role in a democratic society.

In Phase II, the presentation will focus on the understanding and recognition of democratic principles as they might be played out in a classroom setting. If someone were to observe a classroom reflecting democratic principles, how might it be different from other classroom settings? Will subject content, classroom management systems, assessment procedures, or daily routines differ? Elements of setting up and maintaining democratic classrooms will be discussed. These recommendations will involve modeling behaviors, managing classroom dynamics, teaching methodologies, understanding community and social responsibilities, and, most importantly, creating learning environments conducive to the intellectual, social, and moral development of children. The presentation will also give the audience an opportunity to make suggestions on other strategies they may have observed that create classrooms of choice, inquiry, and collaboration.

Partner School Leaders: New Learning For New Roles

Ann Foster, National Network for Educational Renewal
Thomas Bellamy, University of Washington

The National Network for Educational Renewal, dedicated to simultaneously renewing schools and places that prepare educators, received a grant to work with partner school principals and teacher leaders focusing on specific skills and knowledge needed to effectively lead in this complex environment. While principal preparation programs focus on the knowledge and skills generally needed in today's educational environment, there are no programs and little research on the unique needs of leaders of schools with this expanded mission of preparing large number of future educators. NNER partner schools, by definition, include providing access to quality learning for all, commitment to quality experiences for teacher candidates and professional development for all adults (university and school), and using inquiry to improve practice. Embedded in these expectations is an expanded role for principals who must develop relationships within a school community that includes the university, work in an expanded policy environment, build authentic partner relationships with district and university personnel related to partner work, and mentor teachers to work effectively with university and teacher candidate colleagues. An important consideration for our work relates to serving communities with high levels of poverty; one goal is to support quality leaders and future teachers to commit to long term work in these communities.

The session will provide background information on the grant, what we are learning, and areas that need attention. We will invite suggestions from participants and members of our cohorts who are able to attend the conference.

PDS II Research Project: Building Communities, Opportunities, And Voice

Parthenia Satterwhite, Tracee Walker, Diana Studley, Kara Stevens, Jeffrey Mursier, Claire Montgomery, Sebrina Ashimi, and Mary Jade Haney, Horrell Hill Elementary School (South Carolina)

We're gathering our flock and setting our course with a three-year inquiry project. Our guiding question: When a faculty view themselves as writers, does student writing performance increase? With this question in mind, the faculty and staff at Horrell Hill Elementary School created an "On, Grow, Show" approach to guide the next three years of involvement with the University of South Carolina's PDS II Network and the National Network for Educational Renewal. Administrators, teachers, students, parents, and interns will lean on the wings of research by Ralph Fletcher, Katie Wood Ray, Lucy Calkins, Georgia Heard, and Nancie Atwell as a guide to change lives and grow writers. We're engaging our staff in collaboration with the USC faculty in an effort to get writers on board and begin our journey. The second year we grow our students as the learning is extended into the classrooms. The third year is our show year as we showcase our growth within our community and abroad.

A team of presenters will provide an overview of the structure of our three-year inquiry project and our PDS partnership. Teacher leaders will share "best practices" and action research in writing to support our inquiry project within and beyond classrooms.

PDS Sites: Home To Fast-Track Teacher Certification Students In Inclusive Settings

Donald C. Yates, Georgian Court University

The Accelerated Cohort Teacher Preparation Program at Georgian Court University is designed for students with an acceptable bachelor's degree who have chosen to enter the educational profession. Many come directly from other professions and fields or from a work hiatus and have been accepted on the basis of an enhanced cumulative grade point average. This unique "best practice" certification program benefits the students through an intensive trimester of coursework and an emphasis upon enriched field experiences with inclusion classrooms using cohorts assigned to designated PDS districts and schools. The PDS connection allows teacher candidate cohorts to observe, teach, and co-teach with trained professionals within a variety of classes, grade levels, or special classes not usually available in traditional student teaching settings. Cooperating teachers work within general education-special education co-teaching pairs with teacher candidates through a high level of cooperation and coordination among the university and PDS sites in culturally diverse communities. Key areas of PDS cohort involvement include, but are not limited to, the following:

- planning instruction for an inclusive classroom experience;
- responding to the learning needs of students by employing different strategies;

- teaching and providing instructional strategies that address the New Jersey Core Curriculum Content Standards;
- teaching both general education and special education students concurrently; and
- observing and working with co-teaching models.

The trimester experience has been accepted by the New Jersey Department of Education and noted as a model program worthy of replication by other teacher preparation programs in the state.

PDS-Sponsored Inquiry In East Harlem And The Upper East Side: Sine Qua Non Or Non Compos Mentis?

Bill Rosenthal, Hunter College of the City University of New York

Esther Robles-Soto and Elaine Funches, P.S. 112M

*“We have come to believe that in many ways inquiry is
(or must be) the sine qua non of PDSs.”
(Barnett Berry and Katherine Boles)*

So have we - the leaders of New York City’s El Barrio-Hunter College PDS Partnership, that is. Our partnership was founded in September 2001 with classroom-based teacher inquiry declared a non-negotiable activity. In the ensuing four-plus years, we have strived to make good on this self-promise in the form of grade level action research groups at our partnership’s flagship site, an early childhood school located in easternmost East Harlem. The most prominent outcomes and qualities of inquiry in our partnership thus far are:

- the modus operandi of identifying gaps in a “reform” mathematics curriculum, plugging these gaps with activities of our own making and studying children’s work both to learn about their thinking and make inferences about the effects of our curricular revision;
- attempting to leverage our work to conceptualize how teacher research can exert a greater influence on the creation and revision of commercial curriculum materials;
- difficulty in migrating inquiry from the school site to the university’s teacher-education programs; and
- “research on research” projects by the school’s principal and the PDS director-designate.

We will use our session to present the history and highlights of our inquiry processes and products in a format enabling members of our audience to share their own triumphs and tribulations in attempting to establish cultures of inquiry in PDS partnerships.

PDS Support For Active Inquiry: Conducting An Early Literacy Case Study In A PDS Setting

Sharon Craig, Gay Jewell Love, and Susan Nash Travetto, McDaniel College

This presentation will focus on how the PDS relationship enables elementary teacher candidates to conduct a case study on a struggling primary grade reader/writer during the final practicum experience in a public elementary school. Highlights of the presentation include:

- the organizational structure of the PDS relationship;
- the roles of the stakeholders (i.e. college professor, classroom teacher, teacher candidate, elementary student, site coordinator, college PDS liaison, and families);
- the process of conducting the case study; and
- the dissemination of results.

The McDaniel College elementary PDS structure provides opportunities for teacher candidates to participate in active inquiry during their final practicum prior to the student teaching semester. The session presenters describe the framework and implementation process of the case study, including information on how the teacher candidate (a) uses the assessment instruction model, (b) assesses the learner and instructional context, (c) analyzes and interprets data, (d) establishes instructional goals, (e) designs and implements a research-based intervention, and (f) administers, analyzes, and interprets posttests to measure student achievement.

The presenters describe the interrelationships among stakeholders, including the college professor, PDS liaison, classroom teacher, school administrator, and site coordinator. This supportive professional network ensures success for both the teacher candidate and case study student. The dissemination of the inquiry results further enhances the professional development of the learning community.

Promoting Shared Inquiry By College And P-12 Faculty In Beginning-Stage Professional Development Schools

Muriel K. Rand, Jo-Anne Mecca, and Matthew Caulfield, New Jersey City University

New Jersey City University has been operating Professional Development Schools in urban school districts for about five years. Last year, the faculty from the university and partnership schools evaluated the progress of our twelve partnerships using the NCATE Professional Development School Standards. As a result, we found that we had made progress on many standards; however, our greatest area in need of improvement was shared inquiry. To address this, we have developed a three part plan: 1) a peer review process in which our Professors-In-Residence develop proposals for release time for shared inquiry activities and also get feedback on their plans for action research in their assigned schools; 2) regular meetings of all Professors-In-Residence to share the successes and challenges of their shared inquiry work; and 3) professional

development programs for all faculty on action research topics and methods.

In this session, we will share the details of this three-part plan, show the results we have obtained, and provide concrete examples of the shared inquiry that is currently taking place. The session will include the Director of the Center for Teacher Preparation and Partnerships, two faculty members from the university, and two faculty members from the partnership schools in Jersey City. We will allot time in the session for small group sharing of all participants.

Real World Instructional Partnership Producing Best Practices In Teacher Education

Tim Wells and Martin Ward, Texas A&M University Corpus Christi

The Texas A&M University Corpus Christi undergraduate teacher education program transitioned from a traditional, non-PDS program to its current PDS program eight years ago. The traditional program, although perceived at the time as being very good, had definite limitations as compared to the current PDS program. The traditional program was typically more direct teaching with the occasional guest speaker and a few observations in the public schools. The PDS partnership has created a wealth of opportunities for students to immediately apply what has been taught and to reflect on successes and failures in a safe environment. Students teach lessons which are videotaped, observe not only their clinical teachers but others outside their teaching field, tutor students individually and in small groups in their classes, and have also been involved in an organized tutorial program for high school seniors who have not passed mandatory state tests required for graduation. The results of this tutorial program were remarkable. The college students benefit from numerous guest speakers, including outstanding teachers, counselors, school consultants, and administrators. The topics of the guest speakers are aligned with the curriculum of the university course and serve as a powerful way to extend and reinforce. Examples of other activities and involvement include school in-service programs, Future Teacher Club, science night, field trips, extracurricular functions, research projects, conference presentations, electronic portfolios, and a wonderful, professional camaraderie that develops each semester among all. The presentation will be given through a story format with accompanying power point pictures.

Reflective Action Research: Two PDS Interns Hold Themselves Accountable

Colleen O'Planick, Brian Welch, and Neal Shambaugh, West Virginia University

Action research in our five-year teacher education program provides new teachers with a means for improving their teaching across their career. Action research can also be seen as a way that new teachers hold themselves professionally accountable for student learning. It tends to

highlight differences in how new teachers, PDS teachers, and university faculty view research. This tension ultimately benefits all constituents in developing better understandings of how one studies teaching, learns from students, and builds professional working relationships. The pre-service teachers, known as interns, identify a research topic, write a proposal, and implement action research during their semester-long internship. The program guides students to choose a topic that studies how their teaching decisions address specific student learning needs. In a larger sense, all students are examining what it means to be a pre-service teacher in a particular PDS. This session shares how two interns studied their teaching using systematic reflectivity and writing about conversations with their host teacher, each other, and with their university liaison. The middle school English intern reported that writing “provides a completely different look at all aspects of the classroom” and “gives me a map of how I changed throughout the internship.” The high school English intern, meanwhile, found that the reflectivity allowed him to “pretend that I am an outside observer critiquing my teaching techniques.” This session will also invite participants to discuss how action research can help new teachers be responsive professionals in this time of accountability.

Setting Course For Better Science Learning Environments: Traditional Versus PDS Clinical Experiences

*Anthony Lorschach and Marilyn Morey, Illinois State University
JoNancy Warren, Wheeling School District 21*

Our institution set out on a course to improve pre-service teacher education and public school education through Professional Development Schools over thirteen years ago. Now, thirteen years later, as we continue to expand our partnerships, we must be able to inform our students of the advantages of completing the last year of their teacher education program at off-campus locations versus more traditional campus-based locations. We must also be able to justify the time and money spent developing new partnerships. Does the PDS model or more traditional models provide better learning environments for our students? Since most of our elementary PDS programs take place during the time which our students are enrolled in science methods courses, we, as a group of science educators, have been concerned about the science teaching and learning environments that the students in our traditional campus-based programs experience as compared to students in our PDS settings. Specifically, we were interested in how well clinical experiences in both PDS and non-PDS settings supported the goals of science education promoted in our program.

We will report the results of a study comparing PDS and non-PDS pre-service teachers’ observations of K-8 classroom science learning environments during a pre-student teaching field experience. Eight components of the science learning environment were examined. All differences between PDS and on-campus groups were statistically significant, indicating that pre-service teachers enrolled in PDS programs observed more positive K-8 science learning environments.

Taking Turns Taking The Lead: Engaging A Community Of Critical Thinkers To Co-Create Integrated Curriculum

Patricia Pinciotti, Alison L. Rutter, Kathryn Andrews, and Katherine Madison, East Stroudsburg University

Craig Downey, Lincoln Elementary School

Lyn Krenz, Donegan Elementary School

Stacey Leon, Governor Wolf Elementary School

Constructing thoughtful, engaging curriculum can be challenging for any level teacher. To overcome the challenges of designing in isolation and varied levels of critical thinking and experience with content and pedagogy, we brought teams of apprentice, novice, and experienced PDS teachers together with university faculty to share in the deep thinking required of this process. The project included thirty in-service teachers of varying levels of experience, their twenty-four apprentice teachers, five building specialists (art, music, physical education, library, and academic integration) and two university faculty. They participated in three days of professional development across the Fall to learn the Understanding by Design curriculum design model and develop an integrated unit to be implemented in their grade level classrooms in the Spring. Work continued at the university beyond class hours and at the PDS sites throughout the term as the teams co-constructed their designs. This inquiry work provided a zone of proximal development for teacher learning and thinking on multiple levels, highlighting the impact of joint problem posing and solving and opportunities for leadership situated in a social constructivist framework. Assessment of levels of learning and thinking characteristics and misunderstandings and challenges in design were made through structured observations, essential questions, and informal interviews throughout the semester. This session will share the analysis of the levels of thinking and dynamic interactions that occurred as the teams grappled with the curriculum design model and the goal of connecting a range of content areas in a meaningful, engaging way.

Teaching and Learning Together In The High Country: Preparing Pre-Service Secondary Social Studies Teachers

Marc Gamble, Ashe County High School

Rebecca Griffith and Dawn Poore, Avery County High School

Sandra B. Oldendorf, Appalachian State University

Three high school teachers and a college instructor will share what they learned from co-teaching a university course for pre-service teachers in secondary social studies. Traditionally, methods courses are taught by a college instructor who in varying degrees is removed from actual public school classrooms. Involving teachers in planning and teaching this course brings reality and validation to the pre-service methods curriculum. Inquiry is clearly involved in our work. We began by asking, "How can the pre-service experience be made more relevant, connected to the schools, and transformational for all participants (pre-service teachers, high school

teachers, high school students, college instructor)?” In addition we asked 1) How can the pre-service teacher transition from the university to the classroom become more seamless and meaningful? 2) Can we better connect the university classroom with the pre-service internship by including teachers as instructors in the methods course? 3) What can the teachers and instructor learn about the issues each faces in their respective institutions? 4) How might teaching together change the teachers and instructor in terms of their teaching and the roles they play in preparing future teachers? Specific examples of best practices are gleaned from the methods class presentations and assignments, interviews and course evaluations from the pre-service teachers, reflective journals kept by the three teachers and the course instructor, and interviews with the high school principals and university dean who facilitated the concept of the teachers and instructor teaching together.

The Best Of Both Worlds: A Collaborative Approach To Pre-Service Teacher Candidate Preparation In A Professional Development School

Wanda L. Calvert, Seal N. Wilson, and Kenneth H. Weichel, Clemson Elementary

In an effort to share the responsibility for the preparation of teacher candidates and involve a critical mass of university and elementary school faculty, we have established a variety of collaborative opportunities between seven on-site methods professors from Clemson University and classroom teachers at Clemson Elementary. Because we believe teaching and learning are inextricably related, our goal is to enhance learning by creating a collegial environment where teachers and professors use collaborations as a catalyst for reflecting upon practice. Through collaborative efforts, we strive to erase boundaries that exist between the two educational settings and create a new teaching and learning community.

Our presentation will describe collaborative opportunities ranging from observations, model lessons, semester-long interclass projects, and guest lectures. We will also detail steps taken to involve the elementary school faculty in methods course instruction and ways our teacher candidates provide very specific feedback to the teachers. This feedback is critical as it allows the teachers and professors to reflect on their practices and determine the candidates' greatest areas of need.

All parties benefit from these collaborations. Clemson Elementary teachers use the working relationships with university faculty as part of their goal-based evaluations; pre-service candidates learn a wide array of effective approaches, strategies, and tools that positively impact students' learning; and university faculty gain insight into what candidates are noticing and learning as they observe and work with the teachers. These collaborations allow candidates to experience the best of both worlds as they prepare to become teachers.

The Changing Face Of Teacher Professional Development - PDS Style

*D. Scott Ridley, Arizona State University
Hilary Misner, Avondale Elementary School*

Professional development for K-12 teachers is changing; it is becoming more data-driven, ongoing, and focused on the integration of theory and practice in the classroom. In progressive school districts, its effectiveness is no longer measured by teachers' satisfaction. Instead, professional development interventions are linked to changes in observed teaching effectiveness and student achievement. But who has access to the resources needed to conduct such targeted and effective professional development? How about rural school districts; can they access high quality professional development? Finally, what is the role of university colleges of education in the changing face of teacher professional development?

The Content Academy initiative of the PDS TENET project is a university-school professional development collaborative in the state of Arizona. Delivered through distance learning technology, the Content Academies are provided to teachers in seven high-poverty urban and rural school districts. The Content Academy consists of twelve graduate level courses in each of the areas of K-8 Mathematics, Reading, and Science with the following features:

- targeted to partner district K-8 classroom teachers;
- based on Arizona academic standards with the specific course focus decided with partner district representatives based on student achievement data;
- 80% content, 20% pedagogy;
- team-developed and taught by professor and K-12 teacher, locally facilitated in each partner district by lead teacher;
- hands-on, inquiry-based, accessible, and practical; and
- ongoing; offered fall, spring, summer.

Come learn about the successes and challenges of this distance learning-based subject area professional development created within a highly collaborative statewide PDS partnership.

The Classroom Teacher Educator Program: P-12 Teachers As Mentors, Supervisors, And University Partners

*Diane G. Corrigan, Dianna R. Foley, Jim Harmon, and Kristien Marquez-Zenkov, Cleveland State University
Sylvia Settles, Marion Sterling Elementary School*

The Classroom Teacher Educator Program at Cleveland State University provides professional growth and training for P-12 mentor teachers working with CSU's teacher licensure programs. As a result of this training, mentor teachers can earn CTE status and are able to assume increased responsibility for working with pre-service teaching interns in a variety of field experiences, eventually taking on the dual roles of university super-

visor and school-based mentor. To date, two cohorts of partner school-based mentor teachers representing urban and suburban school districts have participated in three one-credit graduate courses across three semesters to gain a clear understanding of CSU licensure programs, supervisory skills, conflict resolution skills, action research, and best practices in mentoring. Classroom teachers with CTE status not only serve as mentors and supervisors for CSU interns and as co-authors of action research in their classrooms, but also as professional partners with the CSU Office of Field Services, helping to develop licensure program policies and procedures. The CTE program increases professional development and financial benefits for mentors and decreases costs and time commitments for the university, while ultimately improving field experiences and university services for pre-service interns.

The CTE program specifically responds to Question #2. The CTE program is a “best practice” that is utilized in our PDS sites. As a result of this program, more mentor teachers, CSU pre-service interns, and CSU faculty collaborate in these sites, and communication, research opportunities, efficiency, and sustainability of these PDS partnerships are improved.

Using Site-Based Courses To Address Student Achievement And Pre-Service Teacher Development In An Urban PDS

Linda Bufkin and Ann Rule, Saint Louis University

Margaret Lewis, Wyman Elementary School

Wayne Walker, St. Louis PDS Collaborative

Wyman Elementary School and Saint Louis University have had a Professional Development School partnership since 1992. Wyman is an urban public school that is affiliated with the St. Louis City Schools, located in the city’s central corridor in an economically depressed area of downtown St. Louis about ten minutes from the Saint Louis University main campus. Saint Louis University is a private, Jesuit university, with approximately 250 education majors. Wyman provides a diverse, multilingual urban setting which benefits the education majors by developing their teaching skills and their overall understanding of children. Wyman students benefit from an integrated services model that includes other university departments for the purpose of supporting development of the whole child. Ongoing goals of the partnership have included improving student achievement through university faculty and pre-service teacher involvement with Wyman faculty, administration, and students, as well as providing professional development for pre-service teachers. Collaborative work has been an essential aspect of the work.

The interactive presentation will focus on best practices for collaborative site-based courses, which involve school and university faculty as well as pre-service teachers and elementary students. Practical aspects of course development, site-based activities, and assessment will be provided. Data from assessment results will be shared.

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

A Comparison Of Student Achievement: Does PDS Make A Difference?

Betty J. Conaway, Baylor University
Terri Patterson, Waco Independent School District

Although one of the primary goals of the PDS is to improve student achievement, few studies reported in the literature attempt to make a direct comparison between the achievement of students in PDS settings and the achievement of students in non-PDS settings. Findings reported by these studies are inconsistent. For example, Houston (1999) reported higher scores on state assessments for students in PDS settings when compared to students in non-PDS settings. However, Marchant (2002) found no consistent differences in achievement for those in PDS settings when compared to those in non-PDS settings. Knight, Wiseman, and Cooner (2000) used a single pretest-posttest design to assess changes in student performance associated with the implementation of a PDS-sponsored tutoring program. Their results showed that student performance improved significantly in each of the academic areas in which the tutoring was provided. Using archival test score data provided by the school district, Petrosko and Munoz (2002) found no statistically significant difference in test scores at the elementary level, but a low level of significant difference at the high school level.

The purpose of this study was to compare student achievement in reading and math in the elementary classrooms of teachers who participated in PDS activities with the achievement of classrooms whose teachers did not participate in PDS activities. Student achievement was measured using an assessment based on state curriculum objectives which was administered every nine weeks throughout the school year. For the purposes of this study, a classroom teacher's participation in PDS activities primarily entailed being "assisted" for two semesters by a junior-level teacher candidate (i.e., "teaching associate") from a four-year teacher education program. Since not all classrooms on the six elementary campuses designated as PDS sites were assigned a teaching associate, it was possible to compare achievement using the nine-week assessments in classrooms whose teachers were assisted by teacher candidates with achievement in classrooms whose teachers were not assigned teacher candidates. In essence, the assistance of a teacher candidate to a classroom teacher captured one aspect of the PDS effect on student achievement. All classrooms in this study were in an urban district with an ethnic distribution of 41% Hispanic, 38% African-American, 19% Anglo, and 1% Other. Approximately 90% of the students receive free and reduced price lunch benefits.

Results indicate a significant difference with a small to moderate effect size in student achievement in both reading and math when classrooms that participated in PDS activities were compared with classrooms that did not participate in PDS activities.

A PDS Assessment Process That Works

Ruth Swetnam and Jill Miels, Ball State University

Mary Ann Flanary, Rhoades Elementary School

Accountability does not have to be cumbersome. The Ball State University PDS Network of twenty-three P-12 schools, a cultural center, and a children's museum has been implementing a locally designed accountability process for eight years. Although each PDS is unique, a uniform system for assessing their design and development provides quality assurance. This user-friendly assessment system, based on the NCATE PDS Standards, includes a yearly self-review process and a half-day site visit from an external site review team composed of PDS faculty and administrators and university faculty and administrators. A written report follows. The entire Network also conducts a yearly self-review.

Representatives from the university will share their assessment process: the what, who, where, and how. Faculty from Rhoades Elementary School will discuss how they prepared for their recent site visit, how they demonstrated their progress, what they learned, and what they are doing now. Participants will leave this interactive session with a written description of the process and sample forms.

Academic Achievement At An Urban PDS Incorporating Differentiated Field Experiences

Claudia Balach, Slippery Rock University

In 2003, Horace Mann Elementary PDS's state testing scores showed 16.1% of its students proficient or advanced in mathematics and 16.2% of its students proficient or advanced in reading. In 2004, Horace Mann Elementary PDS's state testing scores showed 59% of its students proficient or advanced in mathematics and 52% of its students proficient or advanced in reading. This is a 42.9% increase in mathematics and a 35.9% increase in reading. What happened during the 2004-2005 academic year to support such change? Horace Mann Elementary School got a new principal, and Horace Mann Elementary PDS was resurrected. The new principal at Mann ensured accountability and a focus on student achievement. He structured learning so that at each grade level one teacher focused solely on reading and one teacher focused solely on mathematics.

The resurrection of Horace Mann as a PDS happened with the convergence of a new faculty member becoming PDS Coordinator at the university and the new Mann principal. Slippery Rock teacher candidates volunteered at weekly after-school math tutoring programs, collaborated in reading instruction through a three-week field experience, and conducted a differentiated field experience at Mann. PDS planning retreats for Mann focused on developing community, writing beliefs, and creating a common language. Unique to Mann PDS, a differentiated field experience was crafted, whereby a junior level teacher candidate spent two days a week for three months and then five days a week for two months within the 5th grade reading classroom. This more readily enabled flexible grouping.

Accountability Through Graphic Conversations Using Curriculum Based Measurement

Patricia Arredondo, Baylor University

Bianca Ochoa and Kristi Kellum, Hillcrest Elementary School

Accountability to the P-16 student, which focuses on assessment, lies at the core of a successful PDS partnership. This presentation will describe a documented study in a third grade classroom during spelling and math instruction which involved university candidates, PDS faculty, and PDS students during two semesters of daily instruction. This assessment project documents the answers to key questions: Have the candidates learned? Have the students learned?

Conversations between a Resident Faculty and PDS Faculty revealed a shared belief in the integral role of assessment driving instruction and demonstrating the success of the partnership. This shared belief led to a plan for improvement using Curriculum Based Measurement in a systematic fashion with both interns and teaching associates. Bi-weekly coaching conversations about the graphing enhanced the assessment's usefulness. Graphs by candidates showed both the impact of learning by the candidates and the students. Preliminary results confirm the success of the partnership through improved spelling and math skills taught by university candidates.

PDS faculty professional development about this assessment project provided the opportunity for other classroom teachers to follow the course set by the collaborative effort in one classroom. Already other teachers are involved in the project. A description of the plan, results, graphing examples, and conversation with the intern involved in the assessment will be featured in this presentation.

Achieving A Tapestry Of Assessment

Claudia Balach, Slippery Rock University

Slippery Rock University and Wexford Elementary PDS achieve a tapestry of assessment by incorporating a variety of feedback: surveys, papers, lesson plans, reflections, and drawings. The sources of these assessments represent the voices of all PDS constituents. Ongoing and diversified dialogues frequently woven into the program provide a synthesis of the assessments. These conversations sustain the learning community and create the next steps. Specific examples include: feedback from host teachers and teacher candidates, surveys to hear the teachers' perceptions of students' writing, and collaborative pieces in the form of reflections and drawings from a planning retreat. Through the Superintendent Initiative, a focus on best practices and assessment for early literacy was highlighted in the Pine-Richland PDS. This goal was woven into a differentiated PDS field experience for teacher candidates. They collaborated with second grade teachers to create a Leveled Reader Library that is used to meet each student's needs and provide ongoing assessment for the teachers and parents.

Through the use of a variety of assessment tools, the Wexford faculty and Slippery Rock faculty and teacher candidates also collaborated to create an After School Math Program. Presenters of this assessment tapestry represent the university faculty, building administration, and a teacher candidate.

Action Research Fellows At Towson University

Paul Jones and Liyan Song, Towson University

Building leadership capacity of teachers is a shared goal of Towson University and the surrounding public school districts. Action research is an appropriate form of leadership development because the model lends itself to the central work of leadership described by Lambert (1998) as reflection in action. Although most graduate students complete courses in research methods and submit proposals to conduct research in school settings, few have the opportunity, resources, or support to carry them out. In recent years, we have emphasized the benefits of action research to address problems and issues in individual schools and classrooms.

We felt that if we could support teachers who had completed graduate programs and who wished to conduct action research in their schools, it would be a way to enhance our PDS network, our partnerships with school districts, and our own graduate programs. Consequently, we decided to select some exemplary action research proposals completed by our graduate students. Our plan was to fund these proposals and provide technical support to the “Action Research Fellows” selected. In return, we would ask Action Research Fellows to return to our research courses to present the results and to share their research in their own schools. We believe this will help close the loop between theory and practice in our research courses and build collaboration among our graduate programs and our Professional Development Schools Network.

An Assessment Tool For Creating A Leading Professional Development School: The PDS Dashboard

George J. Szymanski, Duquesne University

Claudia Balach, Slippery Rock University

The Holmes Principles and the NCATE PDS Standards assist universities and schools to initiate and develop Professional Development Schools. When we work with our PDS partners to assess our progress or develop direction for our PDSs, we have found them somewhat difficult and/or tedious to use. In March 2004, the authors proposed a revised conceptual framework for a leading Professional Development School as defined in the NCATE rubrics for stages of development of PDS. The conceptual framework includes five arenas of work which are akin to the concepts of the NCATE Standards but are of similar nature and form. Each arena is examined through the lens of six dynamics of professional learning communities. Questions evaluating the degree of implementation of each dynamic are responded to on a five point Likert Scale from “Does Not Exist”

to “Always Exists.” As the questions are answered, radar charts automatically create a visual image of the degree of implementation of each dynamic within each arena. When the questions for the six dynamics are completed for all arenas, a PDS Dashboard depicts the overall quality of the PDS system. The dashboard can be utilized as a prompt for a discussion about any of the arenas of work like student achievement, as a needs assessment, or as a tool in a planning process. The authors will solicit interested parties to use the PDS Dashboard assessment tool for their next planning meeting or retreat and provide research data on its viability.

Are There Significant Differences Between PDS Graduates And Non-PDS Graduates? A University Compares Data From Its Elementary And Special Education M.Ed. Programs

Shelly Gismondi Haser and Susan Wansley, Marymount University

Each year, Marymount University graduates approximately 100 students in elementary and/or special education M.Ed. programs, one-third of which are in the year-long PDS internship program. From the standpoints of the university and school systems, the PDS is more costly, and the question has been raised, “Is there a significant difference in pedagogical skills and/or content knowledge between the two groups?”

This research in-progress examines both quantitative and qualitative 2004-2005 data from samples of PDS students (n=20) and traditional (non-PDS) students (n=20) to understand if there is a difference in formative and summative evaluation scores and qualitative themes. The data are from the university’s assessment system designed for NCATE, which are collected during the last semester of a PDS internship or for non-PDS students during traditional student teaching. The assessment data currently under review include the following:

- university supervisor evaluations (quantitative and qualitative);
- mentor or cooperating teacher evaluations (quantitative and qualitative);
- portfolio scores by supervisors and university faculty (quantitative);
- PRAXIS II scores (quantitative); and
- candidate or student teaching exit self-inventory (qualitative).

Should analysis of the data reveal that there is a difference in the formative and summative NCATE assessments between the two groups, the authors will attempt to determine the underlying reasons. The authors will also weigh the budgetary impact that the PDS program presents to the university and the PDS school districts.

Assessing PDS Effectiveness: Setting The Course For An Action Research Agenda

Vickie Williams, University of Maryland Baltimore County

This presentation will chronicle the development of action research in a multi-site Professional Development School using the process of strategic planning as inquiry. The strategic planning process identified an action research agenda to move the beginning level PDS beyond collaboration to a level of inquiry, assessment, and focus on student achievement. The research agenda deliberately pursues, and ultimately measures, the dispositions and engagement of a learning community dedicated to improving teaching and learning for PK-12 students, PK-16 faculty, and teacher candidates. Specifically, the agenda requires baseline inquiry and follow-up data to study the research question, “Is the PDS learning community rated effective by the PDS partners?”

The presenter will describe the procedure for developing a survey instrument based on the Maryland PDS Standards. Results are analyzed to determine the learning community’s perception of PDS effectiveness. The outcomes of the evaluation identify professional development needs, suggest further action research questions, and establish research goals related to student achievement. In a comparison and contrast activity, participants will be able to:

- identify the similarities of strategic planning to action research;
- explore and describe strategies for the development of a PDS that seek to comply with full implementation of the PDS standards;
- draw conclusions about the effectiveness of the structured strategic planning process in identifying inquiry issues, sustained action research agendas, best practices, and methods of dissemination of the results of PDS assessments; and
- evaluate a survey instrument for assessing the PDS learning community’s research needs related to each school’s “School Improvement Plan” and student achievement goals.

Assessing The Performance Of PDS Graduates As Novice Teachers Using Multiple Perspectives

*James Nolan, Bernard Badiali, and Mary Beth Amond, Penn State University
Marion Wheland, Park Forest Elementary School
Doris Grove, State College Area School District*

This presentation focuses on assessing the performance of novice teachers who have graduated from a PDS teacher preparation program. The data for the presentation comes from forty-five matched sets of questionnaires that were completed independently by novice teachers who had completed one to three years of in-service teaching and also by their building principals who were responsible for evaluating their performance. The forty-five novice teachers in the sample teach in a variety of contexts in ten different states. All are graduates of our PDS program.

The survey asked principals and the novice teachers to rate the overall performance of the PDS graduate and to rate their performance in a variety of particular subject areas, including reading and language arts, mathematics, science, and social studies, as well as classroom management. In addition, questions focused on specific themes that are the core elements of our PDS program, including teaching for conceptual understanding, teaching with technology, incorporating inquiry into their teaching, and their success in influencing other teachers. The results of the surveys from both novice teachers and their principals indicate that the PDS has a powerful impact on novice teacher performance. Implications for our work and PDS work in general will be addressed in the presentation.

AYP Increases With PDS

*Kay Clawson, West Liberty State College
Linda Myers and Heidi Hohman, Triadelphia Middle School*

A middle school was recognized for reaching exemplary accreditation status as a result of attaining “adequate yearly progress.” This was the direct result of a Professional Development School collaboration between a local college and a middle school. This middle school has been working with the local college as a partner school for years, with the only constant factor being the college liaison. During the past three years, the principal, the curriculum coordinators, and the college liaison reviewed test scores and other learning criteria to analyze the strengths and weaknesses of current students and then researched the kinds of interventions that would improve assessment results.

Some of the feeder schools have Title 1 Programs that offer special services to children with special needs. The middle school has 43% of the children on free and reduced lunch, a high population with special education services, and a wide disparity in the total school population. As a result, this school does not qualify for any additional services for students with special needs. It was decided that laboratories for math and reading would be the way to use human and financial resources. The college provided opportunities for staff development and financial resources. The college collaboration has documentation demonstrating that staff development and research have had a direct result on student learning. The presentation will elaborate on how this evidence can be linked to the success of a positive PDS relationship.

Building A Stronger PDS Based Upon Common Research Agendas

*Charles E. Jenks and Judi H. Wilson, Augusta State University
Greta Timms, S.G.A. Elementary School
Allison Dixon, Grovetown Elementary School
Paula McKnight, Martinez Elementary School*

This presentation is a summary of research projects undertaken within the Augusta State University Professional Development School Network. The studies have been done by graduate action researchers/

master teachers as a part of their education specialist graduate studies supervised by university graduate professors who are also university building coordinators. One study is a qualitative examination of problems encountered during the induction and mentoring process. The sample population was drawn from our PDS Network's new teachers and examines several mentoring projects and their effectiveness. Their conclusions will demonstrate how better mentoring based on their research leads to better teaching and stronger PDS relationships.

Another segment of the presentation will provide an examination of research done by master teachers and professors as a part of their school's PDS inquiry process. ASU's PDS Network instituted a regularly scheduled self examination by the school and university partners. One of these studies includes an examination of one high school's implementation of a Freshman Academy designed to address the problems faced by students transitioning from middle school to high school.

The final segment of the presentation will examine individual research efforts by members of the ASU PDS Network. The segment will focus on the benefits of the PDS relationship concerning the design, implementation, and analysis of individual and partner research projects. There will be a brief examination of studies leading to dissertation research, academic research, and the publications derived from both.

In summation, the panel will provide specific recommendations for policymakers, school district leaders, building level school administrators, and college and university professors.

Building The Case For PDS Brick By Brick, Using Multiple Assessments

Leslie K. Day, Jennifer J. Golias, and Robert Polino, Buffalo State College

The Buffalo State College Professional Development School Consortium is a learner-centered partnership supporting the development of P-12 students, teacher candidates, college faculty, and school partners through inquiry-based practice. One distinctive quality of this shared learning community is our mutual commitment to assess the impact of our many programs in the schools on P-12 students, the effectiveness of our curriculum for teacher candidates, and the promotion of research-validated teaching practice. To measure our effectiveness, the Consortium members conduct action-based research and collect and analyze data aligned with the four-pronged mission of the NCATE PDS standards. This presentation will briefly examine impact on teacher candidates, promotion of professional development in our partner schools, and the encouragement of best practices. However, the primary focus will be on our use of multiple assessments to measure the impact of the Buffalo State College PDS on improving young student learning. One of our most recent data-driven research projects compared student performance on state standardized tests for students in PDS schools to student performance in comparable non-PDS schools. Our results were encouraging. We hope you will join us on this journey in which research and assessment are critical bricks in the road for the growth and vitality of a successful PDS.

Collaboration To Improve Student Success: Assessment Of P-16 Effort To Improve Student Writing

Theodore J. Gourley Jr., Rowan University

*Michael Mimms, Rebecca Rothschild, and Daphne Gilstrap, Charles Sumner
Elementary School*

In the spring of 2005, Charles Sumner Elementary School implemented a field test of a program addressing student writing achievement on the 3rd and 4th grade NJ ASK (NJ State assessment test). The program had two general strategies: to increase teaching skills through a collaborative professional development program and to increase student achievement on the writing portion of the Language Arts Literacy section of the NJ ASK. An after school writing program was developed and field tested with volunteer 3rd and 4th grade teachers and students. The teachers met with a member of the Rowan University faculty and worked in collaboration to modify and implement the draft idea for a writing program.

The program focused on writing for newspaper comics. All students were given writing assignments and rubrics to guide their work. Both the assignments and rubrics increased in difficulty and complexity as the program progressed. The students worked in teams with the teachers as they applied the rubrics to each other's writings. As they applied the rubrics, they seemed to better understand the requirement of good writing. The final activity was to create power point presentations from the comics created; these were presented to the school in a "Film Festival" that was judged for quality by an "awards rubric." Both the judges and the "film presenters" were the students who participated in the program.

Teachers rated the professional development program as 4 on a scale of 0-4. Teachers rated the student instructional program 3.7 on a scale of 0-4. Both 3rd and 4th grade students in the program achieved 16+% higher writing scores on the NJ ASK than the students not in the program.

Collaboratively Developing A Technology Integration Plan For Teacher Education Courses

Van Dempsey, Sarah Steel, and Amy Kuhn, West Virginia University

Mark Graham, Bruceton School

Over the last two years, faculty focus group discussions in both PDSs and the university have focused on determining appropriate applications of instructional technology in pre-service teacher education and professional development. As a result, a technology integration plan has been developed with the intent of increasing current and future teachers' knowledge of using technology to help students learn. After three semesters of analysis with PDS teachers, university faculty, and key PDS stakeholders, the technology integration plan is being implemented across the courses within the five-year teacher education program. The collaborative is also in the process of building stakeholder support and identifying resources to integrate the plan across the twenty-eight PDS sites and the university. PDS teachers are working toward offering professional devel-

opment related to technology for host teachers and their pre-service teachers and scheduling site visits for university and PDS faculty to observe best practices with technology. Course teams, composed of university faculty who teach sections of the same course, are collaboratively discussing learning outcomes, activities and projects, and the application of technology so that pre-service students learn to use it in their teaching. Challenges faced in the development and implementation of the plan, building stakeholder support, and next steps will be discussed.

Continuous Assessment As Foundation For PDS Action

Jane McKee, Karen Lucas, Brenda Francis, and Jennifer McCain, Marshall University

The Partnership Schools Project, in the College of Education and Human Services at Marshall University, collaborates with nine Professional Development Schools. The collaboration works to enhance P-12 learning, improve teacher preparation, and provide high quality, relevant professional development. PDSs also study guidelines of the Professional Development School Standards established by the National Council for the Accreditation of Teacher Education. Teitel (2003) states that many partnerships have used the PDS Standards to self-assess, to examine issues of sustainability, and to focus research.

One strategy that purposefully seeks to construct communities of practice and a greater degree of coherence between university coursework and student teaching experiences is the Professional Development School. Over the past three years, the partnership has been involved in collaborative practices. After collecting and analyzing data concerning professional development, teacher preparation, and P-12 learning, decisions were made concerning practice in both teacher education and PDS activities. Coordinators made the decision to create a structure that incorporates more partners and focuses on national PDS standards in a more consistent way. The Partnership Schools Project believes that continuous assessment will aid the project in becoming more successful.

The presentation will explain the activities, discuss the data, and present future plans based on that research. Participants will be invited to discuss and present examples that are similar in nature to the Marshall plan.

Creating A National PDS Database - The FIPSE Project

*Jane E. Neapolitan, Towson University
Mona Wineburg, American Association of State Colleges and Universities*

Although there has been a proliferation of PDSs over the past 10 years, there is no comprehensive, easily accessible, and practice-informed resource through which institutions can contribute to and learn from each other's experiences within the highly contextualized and complex work of PDS. In response to this need, the National PDS Database-FIPSE Project has created a web-based framework and mechanisms to support the

continuous improvement of educator preparation and P-12 practice in the service of improved student learning and achievement.

In this session, participants will learn about the goals of this three-year federally funded project that include: developing a national database of PDS profiles based on institutional and contextual variations; creating a web-based, interactive PDS Impact Profile for the self-assessment of partnerships by using PDS standards; and utilizing the database to facilitate comprehensive research on the effectiveness of PDS. The project creates a comprehensive database of invaluable information about the nature of PDSs at the national level unlike that of any PDS project. Second, it provides both institutional and PDS profiles that can be used for a variety of reporting purposes for state and national agencies. Third, it encourages the use of recognized PDS standards for the continuous improvement and development of PDS partnerships. Finally, the National PDS Database sets the stage for conducting national studies on the effectiveness of PDS.

Does The PDS Adequately Prepare Its Graduates For Their First Years In The Classroom? A Look At One Of The Program Goals For The Marymount University And Fairfax County Public Schools PDS

Shelly Gismondi Haser, Marymount University
Carolyn Kazemi, Glen Forest Elementary School

The Marymount University and Fairfax County Public School PDS partnership was developed in 1993. Over the past two years major restructuring of the program was undertaken. Since 2004 one of the goals of the PDS partnership has been to develop a “training ground” for FCPS elementary and special education teachers with the intention that the PDS interns will be hired by the FCPS school system after completing their internship and M.Ed.

This presentation will be on qualitative data from one MU/FCPS PDS alumni focus group (n=12), which will meet two different times during the 2005-06 winter months. The focus group represents a sample of PDS graduates (2000-2004) who are currently teaching in FCPS at different schools and for different grade levels. The questions that will be posed to the PDS graduates/PCPS teachers will revolve around the SPA program goals as drawn from the Association for Childhood Education International, Council of Exceptional Children, and FCPS curriculum, or best teaching practices. For example, one question is, “Do you feel that the PDS prepared you to work with diverse parents? Why or why not?” The focus group sessions will be recorded and the tapes will be transcribed. The authors will read the transcriptions separately and mark emerging themes and patterns in the data. Then, the authors will compare each other’s transcription markings.

Should the analysis of the data reveal that PDS graduates feel that their PDS program internship did not adequately prepare them to teach in FCPS, the authors will attempt to determine the underlying reasons by looking at the PDS curriculum for the year(s) in which the interns were in the program. However, if the data show that the PDS program adequately

prepared FCPS teachers for their first few years in a classroom, the authors will utilize the data to enhance the current and future PDS program(s).

Evaluating An Urban PDS: The Impact Of The MUST Program On City Teachers And Schools

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

Through the Master of Urban Secondary Teaching (MUST) program, Cleveland State University has joined with six Cleveland-area high schools to form the first of its now dozen Professional Development School partnerships. MUST graduates from the program's seven years are typically in high demand by area schools and have enjoyed a better than 90% hiring and retention rate. But only recently has follow-up data been gathered in an effort to gauge the impact of the MUST program on its graduates and their teaching practices.

MUST has an urban mission and requires its interns to demonstrate proficiency throughout the program with a unique set of outcomes, including its own definition of social justice: "The MUST intern is a reflective, responsive teacher-leader who successfully addresses the effects of race, class, gender, and linguistic difference on student achievement." But how relevant is this outcome to graduates as they enter the teaching profession? Are they able to integrate this social justice ideal into their classroom practices in their first or their fifth years of teaching? What difference does inclusion of such an ideal make in their students' learning?

Quantitative and qualitative findings from the first survey of MUST graduates will be shared in this presentation. Presenters will include a MUST graduate and a current intern, who will provide intimate evidence of the success of this PDS partnership and its social justice focus.

Evaluating Collaboration In The Professional Development School

Kami M. Patrizio and Rebecca Gajda, University of Vermont

"Collaboration," a ubiquitous and often-cited concept, is considered the cornerstone of the PDS structure and the hallmark element of Professional Development Schools. Understanding the true nature of interpersonal and intrapersonal collaboration is an imperative as individuals work together towards achieving desired student outcomes. Yet, the term collaboration persists as a misunderstood, undefined construct, making it difficult for PDS stakeholders to create, develop, and evaluate with efficacy. In this presentation we will describe a research framework and corresponding measurement device, predicated on the work of John Goodlad, Richard Dufour, and Shirley Hord, that has been used in the evaluation of a regional PDS partnership between two school districts and the University of Vermont. Emergent findings can assist educators in their quest to understand, examine, and capitalize on the power of PDS collaboration.

From A Failing School To A National Blue Ribbon School: A Partnership Story

Ruth Swetnam and Jill Miels, Ball State University

Mary Ann Flanary, Rhoades Elementary School

In April 2002, Rhoades Elementary School was one of the first schools in Indiana to be identified through No Child Left Behind as a failing school. The administration and staff had already taken action to improve teaching and learning on all levels by initiating a Professional Development School partnership with Ball State University during Fall 2000. The rewards were realized in Fall 2004 when Rhoades had a visit from the general counsel for the U.S. Department of Education and was publicly congratulated by the State Superintendent of Public Instruction for being nationally recognized as a model school for student achievement and school improvement. On September 23, 2005, Rhoades was announced as one of the recipients of the national 2005 NCLB Blue Ribbon Schools Award.

Rhoades is a data-driven school. Assessment of student learning and instructional practices is ongoing and occurs in several formats. Students are assessed weekly, monthly, and quarterly to evaluate progress in the mastery of math and literacy standards. The students take ISTEP (state mandated tests) in the Fall and Terra Nova standardized tests in the Spring. Rhoades has worked collaboratively with Ball State on research projects in technology, writing, and literacy. Each grade level is engaged in yearlong action research to evaluate student learning and teaching practices in a focused area. Student teachers develop a two-week inquiry-based unit each semester. Through several collaborative projects, members of the PDS partnership have been successful in closing the achievement gap and increasing student learning.

Handheld Technology For Supervision In Professional Development Schools

Andrew R. Whitehead and Linda K. Rogers, East Stroudsburg University

Vicki Connor, Stroudsburg Area School District

Handheld computer technology offers a great deal of potential for university student teaching supervisors and cooperating teachers in both the Professional Development School and student teaching experience settings. In particular, the technology offers great potential as a supervision tool and data gathering device. These technology tools are relatively inexpensive, highly portable, and reasonably powerful. With this in mind, the use of such tools by university student teacher supervisors, Professional Development School and student teaching cooperating teachers, and student teachers bears further investigation. The purpose of the presentation is to describe the results of the piloted use of several specific software applications in the East Stroudsburg University of Pennsylvania Professional Development Schools. The programs were developed by ESU to more effectively use the PalmOne technology in an effort to improve the Professional Development School experience and student teaching process. This should eventually lead to the improvement of the teaching process as newly graduated teachers enter the field. The software is being

used and will be used by university student teaching supervisors and cooperating teachers in the field.

Improving Academic Performance Of Language And Cognitive Development-Delayed Elementary Students

Ron Lowery and Ashleigh Culpepper, Thomasboro Elementary School (Charlotte, North Carolina)

We will present a discussion about the use of research data to improve academic performance. Even before the NCLB legislation, North Carolina students in grades three through five were taking End of Grade tests in reading, writing, and mathematics. Historically, Thomasboro students, who attend an inner city school (97% minority and 92% free and reduced lunch), did not do well. The PDS arrangement between Thomasboro and the University of North Carolina Charlotte originated from a common goal: to increase students' test scores.

Two UNC Charlotte elementary education professors began to teach multiple sections of a child development course for pre-service teachers. As a course requirement, the UNC Charlotte students each conducted an intensive case study. From these case studies, the professors discovered that Thomasboro students present significant delays in language and cognitive development, and that the older the student the more profound the delay.

Elementary students simply cannot be successful on the End of Grade tests if they are limited by the linguistic and cognitive delays presumed by these tests. Based on the data from the case studies, the PDS Steering Committee is working with the UNC Charlotte professors to identify effective strategies for improving language and cognitive functioning for Thomasboro students. Our discussion will describe the strategies we are adopting for students in different grades, the data we are collecting, teachers' impressions of their effectiveness, and our strategy for gauging the long-term impact of language and cognitive interventions on improving student academic performance.

Investigating The Success Of The First Year Of A PDS Implementation

*Debra Patterson, Natalie Messinger, and Sandra Ritter, California State University Northridge
Cathy Nachum, Sepulveda Middle School*

In an effort to determine the success and overall progress of the first year of implementing the PDS model at three clinical sites (elementary, middle, and high schools), a year-end evaluation occurred using multiple assessment measures. Conducting an evaluation was perceived as a necessary part of the goal-setting process in continuing into year two of the partnership. 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 and for gathering qualitative data indicators related to the specific elements of each standard that demonstrate the richness of the differences among the three school sites. Site administrators participated in an individual semi-structured interview that described the impact of the partnership on the site and on site personnel. Student teachers placed at the site in a cohort keep journals which were coded and also responded to a questionnaire. Mentor teachers and those on the site leadership team responded to open-ended questions about their experiences in the partnership.

As a result of findings from the four instruments, the partnership determined specific areas that were beneficial and others that were concerns that are being addressed through a process of goal setting at each clinical site. The assessment tools and the results will be shared during this session. Discussion of the challenges of implementing the evaluative tools will also be addressed.

Keeping The Flock On Course: Documenting P-12 Student Achievement As An Impact Of PDS

Keith J. Conners and Stacie E. Siers, Salisbury University

NCATE accreditation visits and state department program approval processes require colleges and universities to assess the impact of their PDS efforts on P-12 student learning. A locally developed online survey completed by mentor teachers following internships has allowed Salisbury University and its PDS partners to document quantitatively the anecdotal success stories of interns working productively in local school settings. Encouraging survey data, coupled with the support of local school leaders, has helped the university fine tune its PDS initiatives and renew its accreditation and state program approval.

Investigators agree that isolating variables related to student achievement is a protean task in educational research. Moreover, when a school shows growth in test scores, it can be presumptuous for PDS personnel to claim credit for the improvement. The data collected in Salisbury University's Regional PDS network survey allowed local school partners to feel confident in expanding their PDS commitment while helping the Professional Education Unit document its positive contributions to P-12 student achievement during a recent NCATE re-accreditation review. This session will describe the development of the instrument, its transformation from a paper-and-pencil survey to an online assessment, and preliminary data sets from three recent cohorts of interns.

Mentor Teachers' Perceptions Of The Efficacy Of The PDS Program

Sharon E. Green and Lori Mann, Emporia State University

This presentation addresses the assessment of the Professional Development School program at Emporia State University. The full PDS model, which includes a two-semester placement in an elementary school, was adopted in 2003 by the Teacher's College. The purpose of this assessment project was primarily to investigate mentors' perceptions of the efficacy of the PDS program within teacher education at ESU. Specifically, the research project was designed to investigate the differences (both positive and negative) between our PDS model and a traditional student teacher placement.

The subjects for this project include mentor teachers and ESU interns in four school districts. The mentors all have at least three years teaching experience and are varied in age. The interns are in their senior year of college. Mentors and interns were asked to complete an online survey consisting of questions related to the mentor/intern relationship, teaching methodologies, philosophies, and time spent on mentoring activities. Additionally, the researchers obtained copies of the Weekly Conference Form used by both mentors and interns during the two-semester placement. We seek to discuss the research results as well as the process of collecting data for analysis. Both will provide important feedback for other institutions as they strive to improve and evaluate the success of their PDS programs.

Now That I Have Technology, How Do I Use It To Help My Students Learn?

Amy Kuhn and Neal Shambaugh, West Virginia University

Teachers are expected to use technology but are not taught how to use it to enhance students' learning. Professional development often focuses on the correct buttons to press, but teachers report, "There's nothing on how to incorporate technology into your classroom." Investigating teachers' decision making in the use of technology lends insight into how and why teachers make choices to use technology. This information can be used to help students in the five-year teacher education program learn how to make literate decisions in the classroom and in the use of technology. Practicing teachers not familiar with technology can learn to make literate decisions in the use of technology. This session presents findings and suggestions from research into novice and experienced PDS teachers' instructional technology decision-making. For instance, teachers chose to use technology to reach diverse learners, assess students, and build confidence. Teachers in PDSs were studied in their classrooms and data was collected from interviews, observations, informal conversations, lesson plans, and student work. Findings from this study and recommendations by the teachers who participated can be incorporated into professional development for practicing educators and teacher education courses for pre-service teachers, where the focus is on how technology can be used to enable students and teachers to do something better than before or accomplish something they could not do in the past.

suggest that student characteristics related to poverty or racial diversity are a sub-category of “special learning characteristics.” The consequence of this categorization is that teachers in urban districts perceive that 90% of their students are not “normal” and therefore should not be in regular classrooms.

In a review of the literature on teacher education published from 1960 to 1990, Weiner (1991) reported that not only is the urban knowledge base absent from teacher preparation programs, but that teacher education faculty refuse to acknowledge that they “lack this understanding and need to acquire it.” If teacher education programs were successful in educating teachers for diversity, we might not have today such a massive reluctance on the part of beginning teachers to work in urban schools and in schools that serve poor and ethnic- and linguistic-minority students. The current tight labor market places low-resourced, urban districts at a disadvantage compared to better-resourced, suburban districts in recruiting teachers. Consequently, urban students who face the challenges of poverty, immigration, limited facility with English, and/or racial discrimination have the least access to qualified, experienced teachers.

This presentation will report the results of a four-year qualitative study of teacher candidate’s perceptions of working in urban schools. The study used a pre- and post-test design and asked teacher candidates to respond to questions about perceived concerns of teaching in urban schools and perceived advantages of teaching in urban schools. The survey was administered before and after a one-semester freshmen level tutoring experience and again to the same teacher candidates at the conclusion of the year--long internship. All field-based experiences and internships were in urban schools. Themes in candidates’ responses were compared to identify changes over time in perceptions and beliefs about urban schools. Results indicated that field experiences in urban settings were effective in changing teacher candidates’ initially negative perceptions of urban schools and in developing the commitment of future teachers to work in urban settings.

Professional Development Communities: Targeting School-Based Goals In A Data- Driven Model of Instruction

Diane Yendol-Hoppey and Martha League, University of Florida

This study addresses the use of a connected field experience model for mentoring pre-service teachers in the use of strategies appropriate for targeting individual schools’ goals for improvement. Through Professional Development Communities, school site administrators, mentor teachers, pre-service teachers, and university faculty and supervisors worked together to improve the achievement of students in targeted schools.

This presentation will focus on the two schools that identified reading as an area of emphasis in their School Improvement Plans, and on the subsequent focus on improving reading skills provided by the interns assigned to the two schools. The pre-service teachers first learned to employ a variety of diagnostic tools to assess and monitor student progress. The goal was to cultivate data-literate teachers who use many

types of data to target individual instructional needs so that differentiated instruction can occur. After assessing their students, pre-service teachers tutored the struggling readers in a structured five-step tutoring model. Modifications were made to meet individual student needs after assessment data were reviewed. The tutoring model will be briefly reviewed in this presentation.

Next, interns, along with their mentor teachers, systematically studied their own practice to determine whether the strategies they implemented were effective in changing student achievement. They posed questions and collected data to gain insight into their questions. Examples of the pre-service teachers' studies will be included in the presentation. Finally, an analysis of pre-service teachers' self-ratings of their own confidence in teaching struggling readers, both before and after their school-based experiences, will be presented.

Professional Development Schools And Change In The Teaching Of Science: What's The Connection?

*Jacquiline L. Manno, Clarion University of Pennsylvania
Bernard Badiali and Carla Zembal-Saul, Penn State University*

This presentation will address Question #3 with a focus on elementary science education. The purpose of our study was to investigate the nature of change in mentor teachers' thinking about practices for teaching science as conveyed through their "stories of practice." The intent of our research specifically in one content area (science education) was to gain an in-depth understanding of how mentor teachers' thinking and practice in their science classrooms has changed as a result of being involved in a PDS context. Research questions that guided our study were:

- How do mentor teachers describe their science teaching practices and how have they changed as a result of participation in PDS?
- What do teachers identify as the factors that motivated them to change their teaching practices and thinking?
- What is the depth of commitment that mentors convey about changes in science teaching practices?
- What relationships, if any, exist among the nature of change, motivation for change, and depth of commitment to change in science teaching practices?

During this presentation we will share the results of our research as a portion of the large-scale impact study that has been conducted of the State College Area School District-Penn State PDS collaboration. We will invite participants to share their experiences as well as allow time for a question/answer session.

Professional Dispositions For Teacher Education Candidates As Perceived By Teacher Education Faculty And PDS Classroom Teachers

William B. Gile, Alabama A&M University

John F. von Eschenbach, University of West Georgia

This presentation will disseminate research findings concerning professional dispositions for teacher education candidates as perceived by faculty in teacher education programs and classroom teachers in established Professional Development Schools. The professional literature supports the development of professional dispositions in teacher education programs, but these dispositions are poorly defined, addressed, or assessed. Also, the professional literature establishes a significant influence by classroom teachers on the development of teacher education candidates during practicum experience. As a result, this study focused on the following research questions:

- What professional dispositions do PDS classroom teachers endorse for teacher education candidates?
- Which of the endorsed dispositions do PDS classroom teachers address with their assigned teacher education candidates?
- Do PDS classroom teachers provide feedback concerning the display of the endorsed disposition to their assigned teacher education candidates?
- What is the degree of agreement among teacher education faculty concerning professional dispositions?
- Are professional dispositions addressed in teacher education course syllabi?
- Are professional dispositions addressed during instructional activities of the teacher education course?
- Are professional dispositions assessed as part of the teacher education course grade?

The initial survey was sent to eleven instructors in teacher education programs at two institutions of higher education to establish validity and reliability of the instrument. The established survey was then sent to PDS classroom teachers and to teacher education faculty at four institutions of higher education. For each research question, data were analyzed for each of the fourteen identified dispositions. Also, data were compared to the demographic profiles among and between the faculty at the PDS and institution of higher education.

The significance of this study is ascertaining what dispositions are endorsed, addressed, and/or assessed by PDS classroom teachers since they are mutual partners and have significant influences on teacher education candidates. Also, it is significant to ascertain the agreement among teacher educators for professional dispositions and whether these dispositions are taught and assessed as part of the teacher education program.

Putting PDS Data To Use: Information In Action

Robert P. Pelton, Villa Julie College

Ian Chisholm and Susan Pillets, The Chatsworth School

Follow the road of a Professional Development School partnership as it winds its way from stakeholder to stakeholder and intertwines the use of data collected by all the parties to drive best practices. The team of a college faculty member, a PDS coordinator, and a teacher describe how they use their data to make value-laden decisions and how it impacted a successful NCATE accreditation review. Professional development, student achievement, and state standards as they relate to the preparation of teacher candidates will be addressed. Additionally, a discussion of how feedback loops are continuously used to update and document the impact of the PDS at the local and IHE level will ensue. By the end of the session, participants will be equipped with methods to:

- generate, track and aggregate varying forms of PDS data;
- align local, state, and national standards; and
- implement varying forms of action research used within the PDS to supplement the School Improvement Plan, assist in strategic planning, and provide documentation of impact on children's skill development.

RA² In PDS²: Research And Assessment For Revealing Advancement (RA²) In The Professional Development School Programs Deliver Success (PDS²) Grant

William Curlette, Gwendolyn Benson, Demetria Taylor, Mary Deming, and Susan Ogletree, Georgia State University

Research and assessment activities are among the many activities in PDSs which seek resources; thus, an important question is the following: What roles do research and assessment play in your PDSs?

A Partnership with Matched PDS and Comparison Schools. The PDS² Grant partnership among three post-secondary institutions and four metro-Atlanta school systems is funded for 6.1 million dollars over five years. Across the four schools systems, there are twelve PDS schools and twelve comparison schools which are matched on free and reduced lunch, race/ethnic groups, and previous academic achievement.

Aspects of PDS Research to be discussed are the following: 1) quasi-experimental research, 2) mixed methods, 3) authentic assessment which has been conducted on a major scale in our PDS partnership, 4) action research partnering university faculty with K-12 teachers, 5) review criteria for university faculty proposed research for PDSs, 6) placement of a \$30,000 research assistant from a university in each school system to facilitate PDS research, and 7) planning a research agenda based on school system needs.

A new contribution to Professional Development School research in this presentation is the use of cumulative meta-analysis to summarize

data across different school systems. The research and evaluation activities described above are implementation aspects of research which has the goal of generating “new” knowledge for society and evaluation which has the goal of social betterment.

Scaling Up From University To Elementary School: Teaching Technology To Teachers

Alison Shook and Michele Mislevy, Albright College

Janet Heilman, Thirteenth & Union Elementary School

Today’s students will become members of a complex work environment where the ability to utilize technology will be a prerequisite to successful entry into almost any profession. Our immediate goal was to increase the use of technology in college courses. Our end goal was to increase the use of technology in PK-12 classrooms. Faculty throughout our PK-18 partnership felt that integration of technology was an area that needed development. We surveyed students regarding the use of technology in their classrooms and how comfortable and confident they felt in applying technology. We used the information to alter how technology was used in college courses to help pre-service teachers develop the disposition to use technology in the future. We surveyed our PDS partners concerning areas in which the teachers desired further training. We then designed and implemented partner-to-partner in-service trainings.

We faced numerous roadblocks and challenges in our efforts to scale up the use of technology. Barriers included working with technological neophytes and the different priorities for training at the PK-12 level versus the college level. We addressed these barriers in several ways at each level of the partnership.

We will discuss our efforts to increase the use of technology in PK-18 classrooms. We describe the methods used to increase technology use by college faculty and to scale these methods up to the PK-12 classroom teacher. We present data on our success at both the college and elementary school levels. Participants will leave with plans for increasing technology use in their educational settings.

Setting The Curricular Course: Endeavoring To Assess Learning In An Innovative Curricular Model

Susan K. L’Allier, Northern Illinois University

Pam Bybee, Tracy Paszotta, and Gina Greenwald, Paul T. Wright Elementary School

The curricular vision for Wright Elementary School, a DeKalb Community School District/Northern Illinois University Professional Development School, was developed before the doors to the school opened in the fall of 2004. This vision, which included the integration of the fine arts and technology throughout the curriculum, was based on Robert Sternberg’s triarchic theory of intelligence. This theory purports that

intelligence is a mixture of three types of thinking: the analytical, the practical, and the creative, and that instruction should be designed to assist students in developing their thinking in all three areas.

After Wright School faculty and NIU partnership liaisons received training in the triarchic theory during the summer of 2004, school/university teams used the model to develop language arts units for each grade level. With the implementation of the units during the 2004-2005 academic year came the realization that while instruction focused on all three areas of thinking, assessment continued to focus primarily on the analytical area. After additional training, the Wright teachers and NIU liaisons developed assessments that measured growth in all three areas and also showed how students were meeting the state and district learning standards. The presenters will share examples of the assessments, discuss the development process, and describe how these assessments have assisted teachers in documenting their students' learning and helped the partnership analyze the strengths and weaknesses of its innovative curricular model.

Simultaneous Renewal Leads To Simultaneous Evaluation: Documenting The Impact Of The Five-Year Teacher Education Program

*Van Dempsey, Sarah Steel, and Jaci Webb-Dempsey, West Virginia University
Pam Pitrolo, Watson Elementary School*

This presentation will describe the results of an effort by university and PDS faculty to design and implement a comprehensive evaluation of the Benedum Collaborative Five-Year Teacher Education Program. The design of the study was developed in the context of the governance structure of the Collaborative, and a team of university and PDS faculty have collaborated to collect and analyze data and to inform an ongoing research agenda. The initial phase of this work has resulted in the creation of a systematic, accessible database to archive data reflecting teacher candidate progress, both in university coursework and PDS clinical experiences and semi-structured, open-ended interviews with graduates focused on their perspectives of their initial teaching experiences. Interviews were designed to document both the context of graduates' initial teaching experiences and how well their experiences in the Five-Year Program have translated into success in those contexts. In addition, they examined the impact of specific aspects of the program, including membership in a professional community, teacher leadership, and habits of reflective practice. Initial findings reveal graduates believe they were well prepared for their initial teaching experiences and are having a positive effect on student achievement, and underscore the value of extended clinical placements in a PDS, extensive content preparation, professional development and leadership opportunities, and the program emphases on reflective practice and technology integration. These initial results are being used to develop the protocol for intensive site visits to document graduates' teaching and their impact on student achievement, and a longitudinal survey instrument.

Tailoring PDS Activities To Teacher Math Proficiency

Ken Counselman and Lila Carrick, New Jersey City University

As part of a grant awarded to our university by the New Jersey Department of Education, we are committed to improving the mathematical content knowledge of teachers, Pre-K through 2nd Grade, in three schools in Jersey City, New Jersey. We have leveraged the grant to institutionalize the PDS model in working with those three schools, all labeled as “at risk” according to NCLB guidelines. In our partnership we engage in three activities yearly: three Saturday retreats, a week-long Summer Institute, and weekly all-day visits by university “Professors-in-Residence” and university faculty “Content Specialists.”

A baseline activity was determining levels of math content knowledge among the teachers in those schools. During the summer, we administered a simple test incorporating questions from the mathematics assessment given to all 8th graders in our state, with the addition of selected items from the nationally-recognized general knowledge assessment of potential teachers. Looked at objectively, results were rather depressing, indicating substantial gaps in teacher mathematics knowledge. However, we have taken a proactive approach and have used these results to tailor the content of our PDS work to more closely offer programs based on content knowledge needs of the teachers as demonstrated by these examinations.

Our presentation will highlight both the results of these examinations and our attempts to meet needs as demonstrated by those results and look at implications for other PDS partnerships in assessing actual instructional content needs of teachers with the ultimate goal of improving child instruction.

Teaching To Test Or Testing To Teach: A Look At Data-Driven Decision Making By Linking Assessment Tools, Standards, And Management Systems

Presphonia Perkins, Rita Bates, Andrea Gray, Julia Campbell, Betty Brown, and Doshia Scarborough, Hyatt Park Elementary School (Columbia, South Carolina)

This presentation will examine the current emphasis on testing as a tool of education reform. The long-standing tradition of using tests to change pedagogical priorities and practices will be reflected through the use of best practices at Hyatt Park Elementary School. Pockets of success will be highlighted, along with demonstrations of our ability to link the standards with our assessments in language arts, math, science, and social studies. Our curriculum is reformed as a result of student assessments, thereby enabling each student and teacher to reach full potential. Our curriculum and its implementation are research-based and data-driven. They enhance and scaffold each other.

Hyatt Park Elementary likens itself to a flock of educational geese. A flock of geese is an example of how a team can achieve the same objective

as an individual, but with better efficiency and safety. The organization of the flock is focused on achievement of a common goal. At Hyatt Park Elementary School, the flock is focused on the common goal of using assessment to maximize and reach the highest potential of all stakeholders. As in the flock of geese where members look after each other, so do the veteran educators support each other as well as the pre-service teachers who are a part of our PDS partnership.

The PRAXIS Program: Linking Teacher Preparation And Student Performance

*Dale P. Blesz and Pete Kelly, Truman State University
Nanette Smith and Mariann Gibson, Kirksville Middle School
Rebecca Murphy, Ray Miller Elementary School*

The PRAXIS Program, recently funded by the U.S. Department of Education and now in its fourth year at Truman State University, culminates in a Master of Arts in Education degree in Special Education. Delivered through a Professional Development School model, it is based upon four driving principles, including mediated professional induction, the integration of theory and practice, a powerful understanding and appreciation of human diversity, and reflective and responsive practice. The PRAXIS Program features on-site teacher preparation, highly contextualized research, collaborative professional development, and the “professor in residence” model, which serves as the cornerstone of the PRAXIS program. While these principles and practices are pedagogically sound, a firm philosophical foundation in and of itself is insufficient in assessing the quality of our graduates. It is, therefore, imperative that teacher education programs link teacher preparation to student performance in the classroom.

This session will focus on a comprehensive evaluation plan, including an empirical model linking teacher quality to student performance. The primary research question to be answered is, “How effective are graduates of the PRAXIS Program in improving the academic achievement of students in their classrooms compared to graduates of other pre-service programs?” Additionally, the session will include methods to assess student attainment of performance-based competencies, student satisfaction with the program, and placement, success, and retention of program graduates. Participants on this panel discussion will include university and partner faculty from the Professional Development School.

The Proof Of The PDS Is In Assessment: Assessment-Based Instruction Impacts Student Learning

Susan J. Hanson, Jack N. Cole, and Gloria A. Neubert, Towson University

Towson University’s Secondary Education PDS program places interns in both middle and high school settings for their professional year experiences. During their middle school placement, interns in all content

areas are taught to analyze their students' NCLB reading test results, design pre-assessments on identified reading strategy needs, teach content-based lessons designed to address those needs, conduct post-assessments, and then analyze and reflect on the results. Results from this Reading Improvement Program, now in its second iteration, indicate a high degree of assessed student gain during the first run of the program and are showing gains during the current run. Statistics show significance and provide support for involving interns in assessment-based instruction. Portfolio results indicate that this framework for instruction places focus on the currently needed ability of highly qualified teachers to conduct data-driven instruction within their content frameworks. Join us to ponder the 2005 results, look ahead to 2006, and to see what changes in the program the data and anecdotal information indicate for further runs of this project. (This project is part of Towson's "Effect on Student Learning" evidence for NCATE accreditation.)

Tracking And Measuring PDS Success: An Analysis Of Two Institutional Systems

*Tracy Pellett, Minnesota State University Mankato
Elliott Lessen and Curt Lox, Southern Illinois University Edwardsville*

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

Using Data To Inform Practice And Promote Literacy

*Caroline Marrett, University of Central Florida
Torrence Broxton, Judith Watson, and Joseph Biggs, Palm Terrace Elementary School*

Research and assessment are two critical components at our Professional Development School that drive how programs are implemented and evaluated. Payne (1996) states, "No significant learning occurs without a significant relationship." A significant relationship involves time, commitment, and collaboration. We believe it is our relationship which creates and sustains change and ultimately impacts student outcomes. This year we have begun yet another new research-based approach that closely moni-

tors students' progress in reading. Using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a school wide assessment designed for kindergarten through third grade, our PDS carefully and routinely analyzes data and then uses the data to determine in what area(s) a teacher may need additional support. Based on the data, teachers receive training in specific area(s) in order to effectively teach those skills to their students. The evaluation process is both formative and summative. As information becomes available, data-based decisions are made to address the specific needs of the students and teachers. In addition, the assessment guides the administration in the planning of professional development activities as well as in student placement.

Using National Standards To Examine PDS Participants' Beliefs And Values Regarding Their PDS Partnerships

Diane M. Truscott, Lydia Mays, and Brandi Wells, Georgia State University

A commitment to teaching and learning within situated practice and collaboration with school educators is vital to the preparation of new teachers. The Professional Development School is a form of collaborative partnership between an institution of higher education and a birth-12 school. The purpose of the partnership is to build a learning community that supports the development of teacher candidates, their educators, and community constituencies.

This research study addresses both the first and third questions from the proposal guidelines by investigating current PDS partnerships in eleven local urban schools from four districts in the metro-Atlanta area. Our study is guided by our interest in "what matters most?" to school partners as they consider and commit to PDS relationships. Using the PDS Standards Leveling System determined by the National Council for Accreditation of Teacher Education (NCATE), we explore whether the same criterion identified by NCATE as determining the "level" of partnership is what is most important to urban schools.

One school administrator, one teacher, and the faculty liaison from each of the eleven PDS sites were selected based on their participation in the partnership in 2004-2005. Using the NCATE Standards for PDS, a 30-item survey was designed to explore what is most important to urban schools and their needs for supporting children and advancing the teaching profession. The survey was designed to elicit responses to the PDS level criterion used by NCATE across categories of educational significance and context. Following the survey, each respondent was interviewed by a researcher. This interview was directed toward eliciting insights into the PDS relationship and what features of the partnership matter most. Descriptive statistics were performed calculating frequency responses, means, and percentages for each item by developmental level and across NCATE standards. Interviews were then coded by researchers for three foci: value of partnership, understanding of PDS partnership, and PDS activity. Consensus reached for emerging themes was used as concurrent data for survey responses. Preliminary findings suggest student learning is the most important component of the PDS partnership;

however, schools appear to be at different stages with the PDS partnership, affecting what is valued and opportunities afforded.

Using The Maryland PDS Assessment Framework To Influence Practice

Keith Conners, Salisbury University

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

Christine Green, Stephen Decatur Middle School

Lisa Hopkins, Somerset Intermediate School

In 2002, PDS stakeholders from schools, school systems, higher education, policy groups, and the Maryland State Department of Education completed the Maryland PDS Standards in alignment with the NCATE PDS Standards. In 2004, MSDE launched, also with stakeholder input, the Maryland PDS Assessment Framework. The Framework is used, in part, to provide a vehicle for holding Institutions of Higher Education accountable for Standards-based PDSs through the State Program Approval or joint State Program Approval/NCATE Accreditation Process. Through this process, an IHE achieves state recognition of all of its PDSs and gains compliance with state policy. A second, and perhaps equally important, use of the Framework is that, in using the Framework as a guide for identifying evidence that points to the PDS as a standards-driven entity, the work itself is influenced and changed. Through the processes of collaboratively reflecting on practice and collecting evidentiary artifacts from each standard, lessons are learned that serve as catalysts for change in programs and activities, with K-12 student achievement at the epicenter.

Presenters include teachers, PDS school site coordinators, principals, and IHE faculty who have recently, and successfully, engaged in using the Framework for the State Program Approval/NCATE Accreditation process. They will share their perspectives on the value of this assessment process as a tool for program improvement at all levels of the PDS partnership. MSDE personnel will discuss policy implications that change MSDE's role in the process from potentially punitive evaluators to facilitators of ongoing improvement in PDS practice across the state.

Walking The Tightrope Of (Critical) Research Within The Context Of A PDS Partnership

Cole Reilly, Candace Head-Dylla, and Mary Beth Amond, Penn State University

Doris Grove and Patricia Begg, State College Area School District

This presentation focuses upon the delicate tightrope we walk as researchers conducting studies within a PDS context, trying to collect rich and honest (perhaps critical) data without compromising relationships within the partnership. The presentation specifically addresses Question # 3 - What roles do research and assessment play in your PDS?

How does one negotiate finding a balance somewhere between objective detachment and intrusion? Within a PDS partnership, to some

extent there is a sense that one needs to satisfy all parties. After all, these relationships are built on a sense of reciprocity and trust. With that in mind, university researchers may find themselves in positions where they feel pressure to not “rock the boat” with regard to their partnering school district out of fear that the partnership will dissolve. They may even have concerns about what these findings could suggest about their university’s College of Education, beyond the PDS. These legitimate concerns have the potential to paralyze researchers from asking some of the hard questions.

This presentation focuses on the experiences of educational researchers (university faculty, graduate assistants, hybrid educators, etc.) whose work situates them within a PDS and some of the challenges they encounter as they try to conduct feminist research there. For instance, they may observe mentor teachers modeling practices that contradict the college/university’s pedagogical ideals. They may observe pervasive tensions where interns and/or veteran teachers leave prejudices unchallenged. If these researchers step in to “correct” or “question” what they may see as unethical, what are the implications?

We’ve Got The Pat, Now Let’s Spread The News!

Ann Calder Rose, West Liberty State College

Did you know a group of flamingos is called a pat? This session focuses on spreading the news about our documented success from an eight-year PDS partnership between West Liberty State College and the Ohio County Schools in West Virginia. In particular, we will share three different initiatives that are resulting in documented increases in P-12 student achievement, positive influences on teacher candidate dispositions, and collaboration.

The WLSC/OCS Partnership grew from one elementary school partner in 1998 to its current membership of four elementary, four middle, and one high school which work collaboratively with a rural state undergraduate institution. The lessons learned from fifty-two years of NCATE accreditation and piloting of the original PDS standards laid the backbone for the structuring of our partnership, projects, and documentation. Our structure for data collection is easily transferable to other partnerships.

While specific projects vary among the partners, we wish to share the impact on K-5 literacy from an elementary school serving a highly at-risk population, the writing initiative at a middle school serving a low socio-economic population, and the teacher professional development project at the high school. Methods for planning, tracking, and documenting will be shared, along with specific initiatives currently in place for the 2005-2006 year. Evidence of the impact on P-12 students, teacher candidates, in-service teachers, and higher education faculty document the success of our program and is now providing data to support our requests for funding from a local foundation, the state legislature, and the college’s foundation. We think we might just have this down “pat!”

What Is PDS Work And How Do The NCATE PDS Standards And Assessment Support It?

Marsha Levine, National Council for Accreditation of Teacher Education

PDS work is professional work undertaken by PDS partners and candidates that simultaneously focuses on meeting students' needs and supporting the learning of faculty and candidates. Such work is characterized by collaboration, inquiry, accountability, and learning in the context of practice. While it is generally agreed that PDSs have four main functions (pre-service teacher education, staff development, research, and student achievement), many PDS practitioners have little experience in how to integrate these functions. It is virtually impossible to achieve the agenda of all four functions if they are not integrated. The PDS Standards focus on the characteristics that support the integration of these four functions: learning community; accountability and quality assurance; collaboration, diversity and equity; and structures, roles, and resources.

In order to successfully use the PDS standards and assessments, PDS partners must be able to name their work and then look at it through the lens of the standards. This session will focus on the identification of PDS work and how the PDS standards and assessments can be used to support PDS partners in developing and evaluating their work together.

Working Together Toward A Common Goal: A True P-16 Partnership

Scott Ridley, Michelle Rojas, Arielle Rhodes, and Kim Gutierrez-Hartle, Arizona State University

Hilary Misner, Avondale Elementary School

Arizona State University and the Avondale Elementary School District share the common goal of increasing student achievement among K-8 students. The action research process is a vehicle for making this happen. In more traditional programs, action research is often the work of the university student. It often occurs in isolation and with little collaboration with K-12 faculty. In the ASU/Avondale PDS partnership, the action research focus was initiated by the school district and was carried out in partnership with district faculty. It was a catalyst for new assessments, new interventions, and extensive professional development for both ASU student teachers and AESD teachers. The action research process has had a three tiered effect:

- ASU student teachers were trained in the process of action research and in the DIBELS assessment. (Timeline/plan will be presented)
- Wildflower School teachers were provided with a new tool to obtain data to make instructional decisions. This data allowed them to implement action research interventions in collaboration with student teachers. (Specific action research projects will be presented)
- The research at Wildflower has laid the foundation to expand the action research project to the entire district. An intervention program will be investigated by ASU students in Spring 2006.

QUESTION #4: WHAT HURDLES, ROADBLOCKS, AND/OR CHALLENGES HAVE YOU ENCOUNTERED AS YOU HAVE INITIATED AND ATTEMPTED TO SUSTAIN YOUR PDS RELATIONSHIPS?

A Spiritual Revival - Sustaining A PDS Relationship

*Sandra Ashe, Rosemont Elementary School
Wyatt Coger, Coppin State University*

From their inception, Coppin State University’s PDS partnerships were established to improve the quality of the educational experience for children, interns, and teachers. Through the building of a strong PDS network infrastructure, with effective arts and science collaboration, both units trumpet significant gains in student achievement. Even with their tremendous success, our urban PDS sites become beleaguered, overwhelmed, and crushed by the unrelenting pressure of the daily school and central office demands. Coupled with challenged students and staffs, lack of resources, and new administrators with different expectations, PDS sites lose faith and spirit to carry on their work that they love dearly. This chronic discrepancy causes goals and objectives of the PDS to become obstacles that must be addressed through alternative and unique collaboration of both units.

Coppin State University has collaborated with its PDS network sites to embark upon a program, “Courage to Teach and Lead,” to assist with this dilemma that tears at the core of urban sites struggling to juxtapose their allegiance to the PDS, professionalism, and the students. “Courage to Teach and Lead” represents an effort to help principals and teachers renew their passion, enthusiasm, and commitment to the work they love. It is based on renowned educator Parker Palmer’s “Circle of Trust” principles of strengthening the inner journey and relationships among staff members in a school building. The PDS coordinator of Coppin State and the principal of Rosemont Elementary School will demonstrate this evolving “Courage to Teach and Lead” process and how its effectiveness has impacted the sustainability of the PDS network.

Authentic Partnerships: A Constructivist Approach To School-University Partnerships

*Kathy Church, Chris Ellsasser, Cara Garcia, and Eugene Kim, Pepperdine University
Robin Potchka, Lawndale Elementary School District
Linda Lee, Santa Monica Boulevard Community Charter School
Jennifer Boone, Manzanita Elementary School*

This presentation addresses strategies co-constructed by educators initiating school-university partnerships concerned with the follow-

ing: K-12 student learning, pre-service teacher education, professional development, school reform, and community support. In an effort to establish authentic partnerships, the teacher education faculty at Pepperdine University spent the last year in schools talking with teachers, students, administrators, and community leaders about how the Teacher Education Program might join with schools in addressing challenges faced by K-12 students. Rather than follow a prescriptive model for developing partnerships, individual faculty members reached out to interested schools to begin a dialogue about the possibilities associated with university-school partnerships. The aim was to develop context-responsive partnerships.

Although the partnerships are at different stages in their “conversations” and represent different types of schools (urban elementary, urban secondary, urban elementary charter, and suburban elementary), all have grappled in varying degrees with four issues: 1) merging the structures, resources, and personnel of school and university; 2) negotiating roles and responsibilities; 3) maintaining and valuing an experimental disposition; and 4) building a participatory culture that is inclusive, respectful, and authentic. The presentation addresses what the educators have learned about how to support each other.

The presentation begins with a panel discussion by partnership representatives, followed by small group discussions organized by topic and school-type. The presentation closes by considering the ways professional dialogue across the university-school divide produces new solutions and reveals new problems related to two common aims: supporting K-12 students and bridging the gap between K-12 schools and university-based teacher education programs.

Avoiding Landmines On The Road To New Practices

Nancy Harding, Henrietta Kralovec, and Margaret Weber, Pepperdine University

The teacher preparation program (MAETC) within Pepperdine University’s Graduate School of Education and Psychology (GSEP) launched a major Professional Development Schools initiative last year. It began with a meeting to which we invited public school partners with whom we had informally discussed the idea of PDS. Consultants from DC San Diego’s PDS initiative shared their process, successes, and challenges. They talked about the PDS model’s impact on the students, the schools, and their teacher education program. Discussion with public school partners in Los Angeles followed and from those conversations four projects were designated as PDS pilot sites.

Involved faculty soon realized the enormous challenges that the PDS model presents to the structures of the larger graduate school. Working in a PDS setting fundamentally changes the nature of faculty work. Public school hours are different from university hours; the work environment is vastly different from that in a post-secondary institution; and the way that time is monitored in a PDS differs from the course contact hours of a traditional faculty contract. Would the requirements for tenure be at odds with the work involved in the PDS projects? In addition, other

faculty in the graduate school questioned what their colleagues are “doing” in the public school.

GSEP has adopted the Boyer model of scholarship which recognizes the work of a PDS project as scholarship. Our team presentation will explore the contradictions between the PDS model and existing structures in graduate programs, presenting the Boyer model as a viable solution for moving forward.

Barriers Equal To Opportunities For Growth

Mayra Ruiz, University of Central Florida
Sally McCallister, Arbor Ridge Elementary School

This presentation will focus on how a teacher overcame language and cultural barriers between her students’ parents and herself in order to increase parent involvement in reading and science activities with their children. In a classroom where a high percentage of students receive services for English Speakers of Other Languages (ESOL), a teacher struggled in order to involve her students’ parents in guiding students through reading activities being sent home and in motivating her students to want to complete the activities. In collaboration with the University of Central Florida and the Orlando Science Center partnership, the teacher was able to provide highly motivating reading activities, parent training in their native language, and a reinforcement system to not only motivate her students to complete the reading activities at home, but also for the parents to become more involved in their children’s education in general.

Battling Headwinds - But Staying The Course

Peggy Yehl Burke, St. Bonaventure University

This session will address the roadblocks that have been encountered in formulating and sustaining a Professional Development School program in multiple initial certification programs. A review of the literature on PDSs illustrates that many of the PDS sites described in the literature are elementary and the number of secondary and physical education Professional Development School programs cited is much smaller. It is not uncommon for PDS to be an option, but not required of all candidates. Eight years ago a small, private university in a rural area made the commitment to Professional Development Schools as a “best practice” approach to teacher education across all certification levels for all teacher education candidates. This session will present the challenges (common and specific to certificate) presented by trying to develop elementary undergraduate PDS sites, secondary graduate PDS sites, and physical education PDS sites that covered the K-12 range. Initiating as well as sustaining issues will be included. Identified solutions will be shared and session participants will discuss possible solutions to the remaining challenges.

Building A Nest: Creating A Special Education Professional Development School

*Paula Anne Schmidt and Jennifer Hoffmann, Clarke College
Cynthia Nelson, Table Mound Elementary School*

This program will address the development of a special education PDS. The presenters will address how Clarke College and Table Mound Elementary School developed and initiated a collaborative model for a special education PDS. This is the first year that this particular special education PDS has been implemented.

The session addresses Question #4. We will focus on the timeline of PDS development over a two-year period. Included in this are the college institutional challenges faced as the PDS was being envisioned, participant concerns, relationship and trust building among the PDS participants, fostering professionalism of student participants, and developing a collaborative vision for the PDS endeavor. In addition to these initial roadblocks and challenges, the presenters will each address the issues in sustaining the short- and long-term goals of this PDS venture. We will suggest specific structures to support the in-service/pre-service teacher connection and the school-college relationship as we plan for a second year of collaboration in this special education PDS.

Can Seagulls Soar With Swallows? A Model For A Multiple-Partner Regional Professional Development School Council

*Stacie E. Siers, Salisbury University
Maggie Madden, Cheri Wittman, and Michelle Dunkle, Maryland State Department of Education
Lisa Hopkins, Somerset Intermediate School*

When the Maryland State Department of Education mandated that ALL internships would occur in PDS settings, Salisbury University and its local school partners faced a major challenge: how to establish and manage a unified network serving 1,200 candidates in a network of thirty-eight PDS sites involving eight school districts in two states spanning a territory of 4,000 square miles. This session describes the infrastructure and accountability system for a Regional PDS Network involving stand-alone PDSs, paired sites, PDS clusters, satellite sites, and an all-volunteer coordinating council. . . which passed muster with flying colors during a recent NCATE/MSDE re-accreditation visit.

The presenting team features representatives from Salisbury University, two of its local school district partners, and the Maryland State Department of Education. Members of the team will share steps and missteps in the process of building a cohesive network, including crafting memoranda of understanding, integrating local school goals with the professional education unit's conceptual framework, selling the PDS concept to skeptical school personnel, developing mentor-training curricula, cultivating site coordinators, organizing an annual PDS conference, and implementing an online assessment system.

Charting The Course: 20 Years Of Successful Partnership

Jane A. McAndrews, Rochester (MN) Public Schools

Janice A. Sherman, Winona State University

In the Spring of 1986, officials of Rochester Public Schools and Winona State University signed a formal agreement to begin a partnership to fulfill the mission of “Developing Quality Educators through a Collaborative Effort of Growth and Renewal.” Now in its 20th year, the partnership has been sustained because of the commitment on the part of both institutions to overcome hurdles and to work collectively to solve problems.

The program is designed to assist inexperienced teachers with challenges unique to entry into the field of education. Graduate residents, who assume full responsibility for an elementary or middle school classroom, are mentored by full-time clinical supervisors. Responsibilities of clinical supervisors include providing support of residents through weekly meetings, observation and feedback, model teaching, team teaching, and preparation and delivery of seminars. In addition, clinical supervisors have responsibility for supervision of Winona State University student teachers and field experience students.

Because of the cost neutral model used, one of the many benefits of the program to the school district is the release of five additional teachers who work under the direction of the Office of Instructional Services. Implementation Associates have responsibility for curriculum development and implementation at the elementary level.

The session will focus on successful strategies used to overcome a variety of hurdles that have challenged the program and even threatened its continuation.

Collaborative Reforms: Developing A School-University Partnership In The Windsor Essex School Board In Canada

Ruthanne Tobin and Andrew Allen, University of Windsor

The development of our on-going PDS partnership faces a number of challenges. Mentoring teachers articulate concerns about workload, power, and status differentials between university and school-based professionals. Pre-service teachers often struggle to balance the requirements of the school site and their academic program and experience higher levels of stress than their non-PDS peers. Many researchers and program developers identify a period of critical self-reflection, rigorous negotiation, goal setting, trust building, communication, and organizational planning as key to the effective management of the problems mentioned previously and to the long-term success of a PDS. Practical issues such as time and resource allocation and long-term funding stability also need to be addressed. Researchers concerned with equitable teacher practice specifically identified the importance of reaching out to all the stakeholders of the educational enterprise rather than focusing on the binary relationship of university and school. Clark (1999) and Rice (2002) advocate a process of

formally identifying conflicting goals and barriers to change within the school and community as a key aspect of substantive transformative practice in PDS development.

We are in the process of identifying effective strategies to address these issues through a community-based ethnographic study. We will report on the findings from year one of this three-year study.

Creating Culture And Collegiality Through Curriculum Councils

Merilyn Buchanan, California State University Channel Islands

In 2002 both the University Preparation School (UPS) and California State University Channel Islands opened. UPS is a K-6 public charter school with 510 students organized in multi-age, team-taught clusters. UPS's mission is as a Professional Development School. As the university's partner school, UPS plays a crucial role in teacher preparation. UPS faculty come from several school districts with two or more years leave of absence, thereby maintaining seniority, salary, and benefits. Teachers return with enhanced skills, experiences and knowledge to disseminate.

The opportunity to work at UPS is attractive and competitive. But for some the idyll was short-lived. Challenges transcended the usual lack of resources, consuming time, effort, and work demands and the stress of high visibility. Unlike many PDSs, which engage in restructuring, UPS lacked established structures. Constant turnover led to competing cultures and uncertain professional relationships, while the promise of shared decision-making, a progressive curriculum, and university affiliation went unfulfilled. The potential for dissonance and disharmony existed.

Using survey results and interviews to determine past and present colleagues' specific concerns, two teachers in conjunction with their university advisor designed a structure to support self-governance, increase leadership capacity, and sustain relationships: Curriculum and School Development Councils. Teachers are involved in two councils. They report significantly improved morale, and that Councils are a platform to:

- create a common vision;
- build cross-phase collaboration;
- facilitate shared decision making;
- ensure professional development experiences; and
- develop common history and culture.

Detours And Speed Bumps: How One Large University Navigates The Challenges Of A PDS Program

*James DeGeorge, Susan DePlatchett, Molly Mee, and Stacy Pritchett,
University of Maryland*

Over the past five years, the University of Maryland College of Education has undergone significant organizational and programmatic changes in response to the mandated Maryland PDS Standards and the increasing demand for quality teachers. For over thirty years, the university's Professional Development School programs were housed in the Office of Laboratory Experiences (OLE). In 2002, with little notice, the Dean of the College disbanded OLE, and all PDS programs were housed in specific departments within the college. While this new structure allowed programs to organize more efficiently, there was resistance from PDS partners. The flurry of change required all partners to realign their thinking about teacher education.

As we looked at the new structure, partners saw problems and possibilities especially with the secondary education program since it cut across six different content areas. In this session, we will share how we worked collaboratively to move to content-based PDS teams, began an on-line data collection system for performance based assessments of teacher interns, revised curriculum and portfolio requirements, involved mentor teachers more closely in program decisions, improved mentor teacher development, implemented technical standards, and began faculty research in our PDS sites. The result is a stronger-than-ever PDS.

We will share intern performance data that demonstrates the effectiveness of these changes, as well as data on the retention of our graduates. Session participants will leave with an understanding of ways to address organizational change in a large PDS program and with a toolbox of ideas to take back to their institution.

Embracing Change: Reaffirming Relationships At A PDS School

*Susan Wray, Montclair State University
Susan Eckstein, Warren Point Elementary School*

One of the tenets of the PDS model promotes the importance of collaborative relationships between K-12 schools, colleges/universities, and teacher candidates. Together these PDS partners aim to: develop strong educational experiences for teacher candidates, support professional development, and ensure student achievement. While maintaining PDS partnerships is a continual challenge, doing so during a period of administrative and support changes complicates the work even further.

This has been a time of transition for Warren Point Elementary School. In Fall 2004 a new principal and PDS liaison were appointed. The shift in leadership style and administrative expectations initially affected the amount of attention the new principal was able to dedicate to the maintenance of the PDS partnership. Additionally, integrating a new PDS

liaison into the school culture contributed to the slow, albeit steady, progress that has been made to date.

The most productive strategy employed thus far has been the careful development of a relationship between the PDS liaison, the school principal, and the PDS on-site coordinator. Initially our focus together was to clarify the PDS concept and Warren Point's PDS history. Additional connections were made with school faculty via formal and informal meetings where existing goals and accomplishments were discussed while setting future goals. To date, we have negotiated a more focused approach to the education of teacher candidates and have initiated planning for a series of professional development workshops. With clarity of purpose and the commitment to collaborative relationships, the PDS partnership at Warren Point continues to grow.

Enhancing Communication Among PDS Interns, Mentors, Coordinators, And Other PDS Participants

Nancy Smith and Amy Welch, Emporia State University

A successful PDS partnership involves a variety of stakeholders. Each participant brings unique goals and perspectives to the partnership. Effective, positive communication among PDS interns, school district administration, school district mentor teachers and principals, and university instructors and coordinators is crucial to maintaining a successful PDS partnership. In this session, we will share how we facilitate communication among all of those stakeholders in our PDS partnership. We will describe a 13-year partnership between Emporia State University and the Olathe School District in Olathe, Kansas. We will share examples of forms, checklists, and strategies we have used to enhance communication.

First, The Principal Left: Sustaining PDS Work By Establishing A Portable Model

*Nancy Prosenjak and Debra Patterson, California State University Northridge
Paul Graber, Monroe High School*

The Los Angeles Unified School District of California State University Northridge Teachers for a New Era Partnership has established three clinical sites - a large, urban, year-round, multi-track high school and its feeder middle and elementary schools - in spite of logistical impediments, personnel changes, academic calendar incompatibilities, sometimes Byzantine organizational structures, and myriad other constraints. Within the two years of planning and two years of implementation, enough dramatic changes and challenges have occurred to deter a less committed partnership team. And yet this fledgling network of clinical sites still exists and has plans for expansion.

Changes in personnel - including the high school principal, three elementary assistant principals, and a site director - have led to an exploration of the critical question: When additional sites and new person-

nel are identified, what systematic forms of communication and dialogue must be in place to provide for a continued success?

Drawing from the experiences of school-based and university personnel, presenters will highlight the successes they have achieved related to how a PDS can sustain its work through establishing communication and documentation in the face of potential obstacles.

Gather Them in For Maximum Effect – Setting A Course For Large Numbers And Few Sites

Roger Hatcher, Lisa Shaw, Jan Burcham, Thomas Harrison, Tina Butcher, and Cynthia Benator, Columbus State University
Beverly Weaver, New Mountain Hill Elementary School
Dawn Upshaw, River Road Elementary School

Since 1999, the College of Education at Columbus State University has operated within a Partner School Network involving schools within our geographical region. As a result of Board of Regents’ mandates and a desire to improve all aspects of our partner school work, we have moved to a more refined and focused framework.

The current CSU Partner School Network was born from a vision to concentrate university resources in a limited number of sites in order to maximize our impact on student achievement and provide outstanding placements for our candidates. These partners were self selected to help insure appropriate collaboration, with 2005-2006 being the first full year of implementing this new process. During this time of close partnerships with fourteen schools and over seven hundred placements, we have encountered various roadblocks. Some of our roadblocks included:

- a need for paradigm shifts;
- non-congruence of university expectations and school improvement plans;
- large number of field placements in a small number of sites;
- accessibility to university personnel and services;
- supervision training;
- communication; and
- data gathering.

Through consistent collaboration, appropriate strategies, such as a model rotating placement process for candidates, were devised between the school system personnel, cooperating teachers, school administrators, and university faculty in order to overcome these roadblocks. The processes used and solutions to these roadblocks will be presented in detail.

Hurdles, Roadblocks, And Challenges Of Professional Development School Partnerships: Strategies And Structures For Overcoming And Sustaining

Debra Simon, Deborah Smith, and Judy Stalaker, Glenville State College

Glenville State College is located in rural central West Virginia. Presently, the partnership consortium consists of eight partner schools. Three of these are located within a five mile radius of the college and four are approximately thirty miles from the college but easily accessible by interstate. However, the distance and location of two of our partner schools has been a deterrent for Glenville State teacher candidates in completing their work for classroom observations. One partner school is located 51 miles from the college, while the other school is 33 miles traveling a winding, narrow state route. Because of the distance, road conditions, and amount of travel time, most of our students did not find it appealing or to their advantage to select these schools as the partner school in which they would want to do their observations. It was strongly believed by the Education Department that both of these schools certainly had outstanding teachers and programs that pre-service teachers were not taking advantage of. This was our first major “hurdle/roadblock.”

Another “hurdle/roadblock” encountered was a lack of understanding of just how critical the role of a liaison was as the key communicator for their partnership. Some were not attending the PDS Governing Board meetings, emailing information requested, nor sharing information with other teachers. There seemed to be a total lack of commitment. Getting “buy in” from ALL liaisons was “hurdle/roadblock” number two. “Hurdle/roadblock” number three was communication. The concern was how to keep all constituent groups informed as to the partnership activities and the success of these activities. Another issue with which the partnership had to struggle was finding time for college faculty involvement. This “hurdle/roadblock” was critical to overcome because of the necessary commitment of ALL partners in a successful partnership. Other “hurdles/roadblocks” which the partnership encountered include:

- structuring the Governing Board;
- gaining support of the Arts and Sciences faculty;
- gaining support of local public school administrators;
- coordinating trainings with public school and college faculty; and
- budgetary issues.

This presentation will share creative ways in which the “hurdles/roadblocks” were overcome. It will also share successes of the partnership and methodologies employed for sustainability.

If You Build It, Will They Come? Fostering Teacher Buy-In In The PDS . . . A Continued Conversation

Robin Bennett, West Chester University

Sharon P. Hunter, Tamika A. Ruley, and Lynette Stewart, School District of Philadelphia

The answer to last year's topic/question, "If You Build It, Will They Come? Fostering Teacher Buy-In In The PDS," is yes! They will come! The efforts of the partnership between a state university known as a prominent teacher education institution and four schools in one of the ten largest urban districts in the United States has successfully resulted in the creation of a Community of Inquiry. This decision-making body, comprised of teachers, university faculty members, and school and district administrators, creates professional development opportunities utilizing the expertise of all stakeholders to secure the anchorage in and address state standards. This effort acts as added insurance for all students to receive a quality education facilitated by highly qualified teachers as stipulated in the federal No Child Left Behind legislation.

The challenge for the Community of Inquiry has shifted from PDS creation to sustenance. Teachers now struggle with the weighty decision of whether to use after school time to continue their personal professional growth in efforts to remain highly qualified, or use it to participate in intervention strategies to support struggling student performance, helping students along the road toward proficiency according to Adequate Yearly Progress guidelines.

This session will explore teachers' moral and professional dilemmas associated with choosing the sacrificial entity: preservation of self or the academic survival of students. We will explore and offer solutions to have both professional development for teachers and the attainment of high academic achievement for students. Join us in a courageous conversation filled with hope.

Implementation Of A New Professional Development School Model

Nancy Diggs and Jo Rosati, Killian Elementary School

Stephen Thompson, University of South Carolina

This proposal provides an overview of a new Professional Development School model and describes the efforts of one elementary school to initiate the various components of this model. This PDS model creates three-year, renewable collaborations between college of education faculty and individual P-12 schools. This presentation discusses the components of this model and provides real-life examples from a school involved in the first year implementation of this collaborative model.

Central to this PDS model is a commitment to a faculty-wide examination, and eventual implementation, of the National Network for Educational Renewal's Agenda for Education in a Democracy. The PDS model also focuses on instilling inquiry-based teaching and learning practices across the school curriculum. Toward this end, this model requires a

college of education faculty member to work with PDS sites on one collaborative research or demonstration project over the three-year life of the PDS relationship.

This model creates a school-based faculty/staff member to serve as a link between the school and the university known as a Clinical Adjunct. It also involves the PDS site hosting a University Liaison who spends fifteen hours per week on site. The Liaison, in collaboration with the school-based Clinical Adjunct, works with pre-service and coaching teachers assisting in a variety of activities, including the research or demonstration project. Finally, this PDS model provides the opportunity for on-site professional development, the nature of which is determined by the PDS site.

It's A Hurdle – Get Over It!

Anna Lowe and Dorothy Giroux, Loyola University Chicago

Our PDS is now in its fifth year and no two years have looked the same. Each year we have encountered a major change that, once embraced, became the catalyst for improving our program. We have been able to sustain the work of the PDS because we have never lost sight of the goal - to create a learning community that improves the preparation of teacher candidates, enhances the professional development of in-service teachers, and establishes a supportive environment for student learning.

The consistent challenge facing our PDS through the years has been that of -loss. We have taken practical approaches to resolving issues involving the loss of a school partner, the retirement of the site coordinator, the withdrawal of a university partner, the decrease in eligible participants, and the expiration of grant funding which supported the PDS. Each loss became a test of our commitment to the principles of a Professional Development School. It was essential that we shift from being reactive to proactive. This session will outline the steps we took to remedy each loss by implementing structures that would lead to sustaining and growing the PDS.

Learning Communities - A Sustainable Venue For Professional Development School Relationships

Patricia Hoffman and Ginger Zierdt, Minnesota State University Mankato

Susan Moore, Mankato Area Public Schools

Nancy Penn, St. Peter Public Schools

Research shows that one-shot staff development in-services do not promote long-term changes in classroom teaching practices. Rather, extended conversations over time, among colleagues who have committed to intentional dialogue and sharing, have proven to be effective. The adoption of this philosophy has proved most beneficial for overcoming hit-and-miss professional development as well as sustaining our PDS relationships.

Minnesota State, along with seven PDS districts, has been engaging in on-going professional development work for more than four years. As these relationships and interconnections have deepened, a transformation occurred whereby systemic educational reform, through professional learning communities, has become the focus for both leadership and staff development.

During 2004-2005, as a result of focus group conversations, three key issues were identified as presenting significant challenges in the next decade to these partner schools: English Language Learners, Family School Partnerships, and Early Childhood/School Readiness. Five learning communities were developed around these issues. Participants are school leaders from a variety of backgrounds (principals, curriculum directors, teachers, and university faculty) who would be able to lead the implementation of best-practice strategies for district-wide staff development. Through these conversations the Learning Community concept has built capacity for instructional leadership, thus translating into practice in a number of the districts.

The presenters will share the model and strategies that have been used to establish and maintain the Learning Community concept. They will also share results and action steps the Learning Communities have begun to engage in as a result of their participation.

Mentoring + Professional Development School = “Second Year As A Community of Learners”

Kitty Brant and Dana Moore, Central Missouri State University

Why do some beginning teachers succeed, while other beginning teachers struggle? What are the most effective ways in assisting pre-service teachers in their preparation for teaching? A review of literature yields a number of obstacles. Just as students need the support of fellow learners, 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.

Central Missouri State University has eight Professional Development Schools. The goal of this PDS site is to provide additional correspondence along with their weekly classroom contact with PDS practitioners by networking via technology, to validate that what they are being taught is applicable in a “real” classroom. They participate on an ongoing basis to reflect on their implementation of chosen strategies, to expand a collegial conversation about instruction, and to share reflective discussions about classroom practice and student results.

In summary, the primary goal of any staff development plan should be to improve student performance by creating communities of educators that are collectively responsible and accountable for student learning and who find collective energy in the joy of working together to reach common ends. Professionals, both practitioners and pre-service teachers, who are engaged in staff development, can learn much from research, reflective practice, and from each other.

Metaphors For Mentoring In A PDS

*Diane Yendol-Hoppey, Nancy Fichtman Dana, and Angela Gregory,
University of Florida*

Professional Development Schools build partnerships between public schools and colleges of education to prepare the next generations of teachers and facilitate reform and renewal through field placements or internships. Since 1990, almost every commission and report on teacher education advocates the PDS as a strong vehicle for teacher preparation and educational change.

One challenge of teacher preparation in PDS work is identifying and retaining effective mentors. As schools have become PDSs and prospective teachers have been placed in PDSs to be mentored into the profession, assumptions have been made that if teachers are good in the classroom, they will be good mentors. Yet research tells us that outstanding teaching does not readily and intuitively translate to outstanding mentoring. Therefore, attention should be given to how mentors conceptualize their work within the PDS.

This presentation outlines a variety of metaphors used by exemplary mentor teachers to understand and enact their mentoring roles in a Professional Development School setting. Metaphor is a powerful conceptual tool that can be used to understand the current state of educational practices. An understanding of metaphors utilized by mentor teachers in Professional Development Schools can be at the heart of understanding and facilitating the professional growth of teachers as mentors. The presentation will discuss various metaphors utilized when conceptualizing the mentoring role, the theoretical underpinnings of mentors' work that leads to novice teacher development, and how mentors' practice and dispositions intersect with novice teacher learning.

Mid-Life PDS Crisis: How To Redefine Ourselves To Maintain Past Glory And Achievement

*Donna Keenan and Cathy O'Farrell, University of North Florida
Kathleen Witsell, West Jacksonville Elementary School*

The dilemma faced by the presenters is the reshaping of a successful and award-winning Urban Professional Development School (UPDS) partnership to include more participants while maintaining the high quality of the original partnership. For the past fourteen years, the University of North Florida has enjoyed an excellent working relationship with the Duval County Public Schools, a large urban district. This collaboration resulted in two externally funded grants that lasted for six years. During that time, the idea of an Urban Professional Development School emerged.

The present model (jointly funded by the university and school district) has been in existence for eight years and involves 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.

As we grapple with adding three more schools, we find ourselves in conflict over the restructuring of the participant roles and responsibilities followed in the original model. The current researchers are using individual interviews and questionnaires to facilitate the dialogue that will eventually lead to consensus about the new, expanded UPDS partnership. As we gather our flock to redefine the future of our partnership for the next eight years, we will present our challenges and the problem-solving techniques we are using to overcome them as a new UPDS design takes shape.

Moving Off The Plateau: Regaining Momentum In A Mature PDS

Marcia Bromfield and Harriet Deane, Lesley University

The Lesley University/Cambridge PDS partnerships, including three K-8 schools, have been in existence since 1992, and, as in any long-term relationship, we faced a variety of hurdles, roadblocks, and challenges. We've been through numerous leadership changes at both the schools and the university. Committed, enthusiastic faculty and administrators from both places have left or retired and have been replaced by new people who weren't involved initially and may not understand the partnership. State licensure regulations have changed several times, necessitating changes in the teacher education curriculum and the restructuring of field experiences. The educational environment is calling for greater accountability and, along with budget constraints, the emphasis on measurable success at the schools and university has challenged our work.

Our goal now is to gain new momentum by involving new players and re-energizing the veterans, fostering new leadership, creating new connections, and developing new initiatives. We've done this in a variety of ways: regular meetings between the Deputy Superintendent and the Director of Field Placement and Professional Partnerships; PDS retreats; choosing priorities to meet the curricular needs of the school, e.g., math initiatives; enhancing and institutionalizing successful practices, such as paid internships and field-based courses; increasing communication to the school and university communities about our work; surveying school staff to determine their needs; collecting data to measure our degree of success; and highlighting our accomplishments. We would like to share how we are not only sustaining our work, but moving off the plateau and on to new heights!

Needing GPS For The Future Ff PDS: Navigating Our Flock Down The Road Less Traveled

Stephanie Koprowski-McGowan, Djanna Hill-Brisbane, Dorothy Feola, and Marie Donnantuono, William Paterson University

The road to success for Professional Development Schools does not come with directions! This challenging endeavor has been plagued with detours, bumps, and potholes that make it difficult for the flock to find their way and stay the course. After six years of initiating and building the foundation for successful PDSs, William Paterson University of New Jersey and our partnership school districts found ourselves re-assessing the original planned route of where this journey began, where we are now, and where we need to go. By proceeding cautiously through the winding roads and dangerous curves of changing administrations and navigating the enormous roadblocks of grant re-funding and teacher retention, we have continued to stay the course. But are there others on this road less traveled? As we continue to map out new paths for building sustained and successful Professional Development Schools, the time has come to share our course with others flying in the same direction through identifying universal strategies and tools that can become our GPS for the future of PDS. Utilizing the NCATE Standards via self-assessment rubrics and reflective questionnaires, as well as collaboration among IHEs and information dissemination with our local education associations, we have created a positive environment for sustainable professional development. With roadside assistance such as “Triple-A” (Assessment, Affirmation and Accountability), we are paving new roads for the future of Professional Development Schools, and the road less traveled is being redefined as the expressway to success.

Overcoming Roadblocks Through Simultaneous Renewal: The Impact Of Mentor Training

Barbara Purdum-Cassidy, Anita Baker, Linda Cox, and Patricia Arredondo, Baylor University

Jamie Mormino, Provident Heights Elementary School

Cathy Capers, Bell's Hill Elementary School

Bianca Ochoa, Hillcrest Elementary School

This presentation will give a brief overview of the Baylor University/Waco Independent School District Professional Development School Partnership and the experiences, challenges, and obstacles associated with the four-year implementation of the program. Presenters will then outline the formation of a committee designed to address one of the partnership's obstacles: inconsistencies in candidate experiences and evaluation.

To address this obstacle, a team of university and school district faculty collaborated to design a 30-hour professional development workshop for mentor teachers. Presenters will share the design and implementation of the 2005 Summer Summit, which was based upon the four strands

of Baylor University's School of Education Framework: Creating a Positive Learning Environment, Assessment, Curriculum Planning, and Professional Development.

Results of surveys completed by mentor teachers and university faculty regarding the impact of the training will be shared. The program will conclude with a discussion of the results of a follow-up survey and how the results are guiding the planning of the partnership's 2006 summer mentor training sessions.

Parents: The Forgotten Flock

James C. Stroud and Charles T. Unseld, Ball State University

Professional Development School liaisons, student teachers, building professionals, and administrators become incredibly effective as they build a rapport with one another. Additionally, these individuals become increasingly more knowledgeable on how to make the most of their new professional relationships. However, professional educators may inadvertently ignore an essential partner in this Professional Development School relationship, the parents. This is a hurdle being encountered by Professional Development Schools as they maintain the Professional Development School partnership. How to bring parents alongside the other stakeholders is a challenge to be faced.

Parents should be involved from the beginning of the emerging Professional Development School relationship and be given meaningful roles to assume. We cannot view the Professional Development School and the home as being disconnected from each other. Parents want the best possible educational environment for their children, and they are valuable resources in this relationship. The workshop leaders will give a brief overview of the National Parent Teacher Association's National Standards for Parent/Family Involvement Programs and how those standards relate to the Professional Development School partnership. Further, this workshop will discuss practical strategies on how to educate, involve, and work with the parents in this unique relationship.

PDS Promises: How To Stand And Deliver

*Gwendolyn Benson, Mary Deming, William Curlette, Susan Ogletree, Patsy B. Terry, and Demetria Taylor, Georgia State University
Carolyn Hall, Kimberly Elementary School*

After the award of the funds is granted, the implementation begins. The community of grant partners stands ready to make good on their promises and answer that motivating question, "What's in this for me . . . my school, my department, my research, my students?" Join this interactive session to see how one new PDS Design Team met the year-one challenges of delivering on the PDS promises to key stakeholders in the university and the partnering schools in four large urban school districts. Participants will learn strategies for delivering on the promises of the grant. 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?" 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?" This presentation offers practical approaches to these start-up issues. Finally, the PDS Design Team asked, "How do we keep the many stakeholders onboard and motivated while turning that PDS passion into PDS action?"

Answers to these questions must include intentional steps to clarify roles, negotiate conditions, and deliver on goals to meet the grant expectations. Experience actual products: assessment, data collection, intervention resources, alignments for strategic plans to PDS/standards, training models, and more.

Planning And Implementing Change: Investing In The Future Not Impulse Buying

Cathy Vitone, Bradford Elementary School
Fran Greb, Montclair State University

In 1997, Montclair Public Schools, Montclair, New Jersey, developed magnet schools as a means to achieve desegregation. The process of forming schools that are guided by change has been met with fundamental challenges in theory and practice. One example that strives to meet such challenges is the revitalization of the Bradford Elementary School magnet in Montclair. The principal and school review committee examined the present magnet theme and recommended "alterations." Teachers and the principal joined the "shopping spree" and researched different magnet models with the understanding that the goal was "buy-in" based on a conceptual frame. After a faculty retreat and parent, university, and community meetings, Bradford School became the University Magnet: Where Everyone Teaches and Everyone Learns. The majority of the staff bought into this theme, while some didn't and transferred to other schools. An advisory board was created with representatives from the community, school, and university. A mission statement including critical success factors was developed as the "pattern" for our work. Without a "pattern" or conceptual framework, we would not have been able to sustain the partnership. We also needed personnel and financial commitments from the stakeholders. Montclair Public Schools created the position of Magnet Coordinator, and a teacher from the school has assumed this full-time paid position. The university provided services of a faculty liaison to Bradford through the faculty scholarship incentive program. Obstacles encountered include faculty buy-in, conflicting schedules, time constraints, and growing pains.

Program Adaptations In A PDS For Non-Traditional Pre-Service Students: Navigating The Hurdles And Challenges

W. Bumper White, Paul Caron, Carol Miller, and Christy Hammer, University of Southern Maine

The CLASS (Collaborative Learning And School Success) PDS will summarize recent challenges that have resulted in structural, programmatic changes to our pre-service program and suggest ways in which they have been addressed. These challenges include:

- the institution’s desire and request to develop multiple pathways into and through the program to increase the overall number of students admitted and enhance retention;
- accommodating transfer students without requiring completion of the standard 4.5 year, undergraduate/graduate developmental pre-service program; and,
- implementing a new articulation agreement with the local community college to accommodate students to participate in the university pre-service program while maintaining matriculation status at the community college.

The CLASS PDS has entered its eighth year as a progressive, rigorous program that follows a traditional PDS, site-based model. Substantive “top to bottom” assessment and retooling of the structure, policies, and practices of the CLASS PDS occurred over the last year. The changes and strategies we will outline, share, and discuss with participants were time-intensive in terms of planning and difficult in terms of implementation. These changes include the formation of a “modified” PDS program with combined CPI (Curriculum, Pedagogy, Instruction) courses so that certain transfer students could complete the program in 3.5 instead of 4.5 years.

This is currently the pilot year for the new changes. Presently, the overall result seems to be a program that maintains integrity as a site-based PDS while allowing for the most possible flexibility for the accommodation of increasingly academically diverse students.

Roadblocks Are Opportunities To Travel In New Directions

Jill A. Perry, Rowan University

When I became the PDS liaison to Williamstown Middle School, I saw PDS as a way to continue the research that I began during my dissertation study. Partnered with a mathematics teacher who is as much of a math geek as I am, I spent my time in her classroom observing and interacting with her students and her as we explored mathematics. Within a short time, however, I discovered that there is more to PDS work than furthering my own research agenda. I realized that I had the responsibility to venture beyond one classroom and work with the whole faculty and administration on issues important to them.

My move from single classroom to whole school sidelined my research agenda due to the school's myriad initiatives. Lucky for all of us, one of those focused on changing the way that they approached the teaching and learning of mathematics, which included implementing a new standards-based mathematics curriculum. The focus of my work became supporting the math and special needs teachers as they transitioned into this "new" way of teaching math. Because my college students were struggling with many of the same issues concerning mathematics teaching and learning, I began holding my mathematics methods classes at the middle school, where the teachers have welcomed my students as colleagues. This has benefited all of us, including the middle school students! In this interactive presentation, I will share many of the roadblocks, successes, structures, and activities that have helped us to build and sustain our PDS partnership.

Same Stand, Different Flight Plan

Kathleen Kramer, Temple University Harrisburg

Chris Baldrige, Harrisburg School District

Lisa Crum, Foose School

Barbara Wolf, Steele School

How do you maintain a constant presence in a PDS partnership when the school building leadership changes? What happens when teachers are reassigned, schools are closed, higher education faculty is replaced, and grades are moved? Presenters will share methods and means to keep the "stand of flamingoes together when the leader changes." This session will examine how one district's higher education partners maintained a connection with their partner schools during times of change and restructuring. Information and suggestions will be shared to help others whose districts are involved in change and restructuring process. The following questions will be addressed, as well as how these obstacles were overcome:

- How does a principal new to the district fit into an established PDS setting?
- How do Institutions of Higher Education maintain connections with their schools when new leaders are hired?
- How do staff members stay connected during times of change?
- How do schools and Institutions of Higher Education work together to establish a long-term connection during times of change?

School/University Partnerships: Making The Relationship Work

Susan Wilkinson, Tuskegee University

Glenda L. Havens, Auburn University

What are the hurdles? Where are the roadblocks? School/university partnerships are about meaningful change. The challenges that arise when approaching learning and teaching differently are not simple ones, and

educators must understand that complexity is essential to devising strategies to sustain a PDS relationship. This presentation looks at what has been learned during the five-year history of a partnership journey of building structures that create a culture conducive to transforming the school and the university.

Understanding the potential of the PDS to reform education at all levels, Yarbrough Elementary School and Auburn University began with a vision of making the ideas of the university relevant in the classroom and the learning in classrooms relevant at the university. The participants have come to recognize certain “truths” that have guided their growth. One is that wisdom is doing what one knows. Learning what to do with what is known comes from reflection. Colleges and schools that are closely connected produce wiser teachers both in the school’s and the university’s classrooms.

This presentation will feature an analysis of the essential qualities and dynamics of this partnership viewed through the thoughts of the participants. Elements identified as crucial to a meaningful relationship are communication, conversations, and time. Analysis of dynamic processes has led to an understanding of the developmental nature of the PDS relationship and identification of evolving stages. Most critical to the partnership are the teachers themselves. This session will also explore dispositions of the teachers who make the relationship work.

Speaking Metaphorically: Building and Sustaining PDS Partnerships Through New Roles For Teacher Educators And Classroom Teachers

Beverly J. Melenzyer and Holly L. Diehl, California University of Pennsylvania

This presentation will address Question #4 in the Call for Proposals as we share the challenges encountered in building and sustaining PDS relationships. Researchers and practitioners agree that cross-institutional leadership and collaboration are critical to the success of PDSs. Through the use of metaphors (“boundary spanners,” “dream keepers,” “weavers,” and “shape-shifters”), the presenters will illustrate how teacher educators and school faculty roles have been redefined to build and sustain PDS partnerships that have received local recognition and foundation funding in excess of \$450,000. These metaphors will be described across three different PDS scenarios: Sustaining a Healthy Partnership, Nurturing a “Stalled” Partnership, and Fostering a Fledgling Partnership by Building upon Newly Defined Roles. The presenters will reference PDS research and literature that support each metaphor. Participants will then actively explore various roles teachers and teacher educators have assumed as they examine artifacts, narrative excerpts, job descriptions, curriculum, evaluations, and documentations from nearly a decade of work within the PDS partnerships.

Results of the participants’ investigation will be summarized as the presenters review the major challenges encountered over the years. The presenters will revisit the three scenarios as they discuss how new roles have impacted changes in the schools’ and university’s programs for

professional development; collaborative inquiry and action research projects; shared governance; revisions in teacher education, science and technology, and liberal arts education courses; and the schools' curriculum and strategic plans. Each participant will be provided with copies of a PowerPoint presentation and samples of artifacts.

Struggling Interns: Insights Into The Problems And Issues When Learning To Teach In A Professional Development School

*M. Lynne Sanders, Bernard Badiali, Candace Head-Dylla, and Cole Reilly, Penn State University
Mardi McDonough, State College Area School District*

This presentation focuses on pre-service teachers who struggle to complete a rigorous internship in a Professional Development School. This highly interactive session will address question #4: hurdles, roadblocks, and challenges.

The Penn State-State College Area School District Elementary School partnership provides year-long student teaching internships for selected Penn State elementary education majors in their senior year. The partnership evolved from the initial 14 interns in two schools to 62 interns in ten elementary schools. The PDS has received two national awards for excellence in teacher preparation. Most of the 200 plus graduates who participated during the past eight years in the internship have been highly successful in this dynamic program and have been very enthusiastic in their praise of the PDS. Some interns, however, have experienced problems or left the program before completing it. At this time in the program's evolution, we thought it appropriate to identify reasons why some interns experience difficulties and to see if there are possible patterns to the problems; to determine how an intern's struggles affect the intern, mentor, and others in the school; and to make suggestions for ways to better support both a struggling intern and his/her mentor teacher. This study, therefore, reports on selected interns who have experienced roadblocks in their journey to becoming successful elementary teachers. The session will inform participants about how our PDS addressed the problems encountered by struggling interns and will invite participants to share their own experiences related to similar issues in their settings.

Sustainability Of Professional Development School Relationships: Perceptions Of University And School Personnel

*Lara Kessler, Bethann Lavoie, Debra J. Anderson, and Sandra L. Mullins, Minnesota State University Mankato
Jill Louters, Faribault Middle School*

The presenters will describe the results of a study concerning the perceptions of P-12 administrators, teachers, and university faculty about the sustainability of an ongoing PDS relationship. The survey was

administered to PDS personnel and university faculty working with an early field experience in secondary education. In this study, survey questions focused on two key areas: 1) challenges with the maintenance of PDS relationships and 2) the impact of national and state reform efforts on the PDS relationship with Minnesota State's faculty and teacher candidates in an early field experience.

The secondary education field experience is a collaborative effort among content faculty across the university and education faculty. The presenters will describe the survey, the method of making placements through our Office of Clinical and Field Experiences, the method of collaboration with cooperating teachers, and the collaboration with content faculty. They will also describe the survey results from the perspective of the PDS sites and engage participants in a brainstorming session about how to overcome the challenges of PDS collaborations during an era of accountability.

Sustaining The PDS Relationship By Empowering Teachers: Three Pilot Projects For Teacher Candidate Supervision In Professional Development Schools

Carol Sharp, Donna Hathaway-Cook, and Midge Shuff, Rowan University

A concern facing many of our schools is the lack of communication between university supervisors and district teachers. Most problematic are the situations where the university-assigned supervisors know little about the PDS relationship that has been established and nurtured over time and where these supervisors, for a variety of reasons, have minimal contact with the school staff. A way that this concern was addressed in three separate PDS schools is through the piloting of a shared supervision model - a model in which the district teachers are empowered and work as equal partners with the university liaisons in supervising teacher-candidates.

This presentation will showcase each of these models of shared supervision. The initial model was designed and implemented in the Johnstone and Johnson Schools. The second model, with significant variations, evolved from the first and was implemented in the Holly Glen School. Both models will be presented, with information on the inception, implementation, and current status of each discussed. Handouts will be provided which highlight the key features of each model, along with a description of the problems encountered and how these problems have been addressed. A key factor across the models is the emphasis on open communication and proactive problem-solving to enable a dynamic model that supports the teacher candidate during this seminal induction period and also focuses on providing a rich environment for the pupils in each of the districts.

Teacher's Toolbox: Setting A Course For Best Practices

*Keri Mahoney and Carol Whittington, South Jefferson Elementary School
Elizabeth Miller and Dawne Raines-Burke, Shepherd University*

Imagine a teacher candidate workshop, taught by veteran teachers and university professors, that is designed to unveil the mysteries of classroom management, portfolios, lesson planning, assessment, job interviews, communication with parents, and the demands of the state curriculum. Our intent is to package this information and hand it to our teacher candidates in the form of "The Teacher Toolbox." Research demonstrates that new teachers struggle with classroom management and a lack of continued support/mentorship upon being hired. The toolbox is a means of removing this hurdle in order to enhance the experience of the teacher candidate, the new teacher, and the professionals in the school systems associated with Shepherd University. A challenge for any teacher candidate and mentor teacher relationship is bridging the gap between educational theory and the day-to-day management of the public school classroom. Our "Teacher Toolbox" addresses the needs of the teacher candidate and promotes the theories of best practice for veteran teachers as well.

As part of the workshop, the teacher candidate will be immersed in a classroom simulation that will effectively demonstrate the art of good teaching in a non-threatening climate that will provide opportunities for the candidates that are structured to promote risk-taking, reflection, and professional growth. Candidates will be given a "Teacher Toolbox" filled with strategies/tips that mentors have learned through many years of experience. Our ultimate goal is for the teacher candidate to enter any classroom armed with the tools that will ensure their success.

The Building Blocks To A Successful Professional Development School Partnership

Ashlie R. Barth and Merle D. Patterson, Emporia State University

Effective Professional Development School partnerships require comprehensive training, investments of time and energy, promotion, and maintenance to build a program that nurtures successful relationships. Emporia State University began its first Professional Development School partnership with Olathe Unified School District in Olathe, Kansas, in August 1993. Since then PDS partnerships have grown to other rural, urban, small town, and suburban districts. This growth has required Emporia State to build an educational partnership with two community colleges. One partnership is with Butler Community College located in El Dorado, Kansas. This partnership allows BCC students a seamless transition from the community college, to the university, and into the PDS schools.

This presentation will focus on the challenges we have encountered as we have initiated and sustained our PDS relationships with each member who is involved in the process. We have used a variety of strategies to develop collaborative and collegial relationships between the faculty in

The Teachers College at Emporia State University, the Butler to Emporia from Students to Teachers program (BEST), and Professional Development School partners. This presentation will focus on the building blocks and strategies one must develop and maintain to have a successful PDS relationship:

- opportunities for professional training for mentor teachers and administrators;
- promotional strategies to enhance the PDS program;
- working with community college faculty, university staff, and PDS mentors;
- how to effectively invest time, energy, and resources to ensure success; and
- strategies to maintain and continue the growth of the program and relationships.

The Challenges And The Successes In An Emerging PDS: What Did We Learn In Project REAL?

Portia Downey and Helen Khoury, Northern Illinois University

Ted Abby, Ryan Schrock, Rick Morton, and Robert DeLacey, Rockford Environmental Science Academy

Based on our work in project REAL, we will present our findings regarding the experienced challenges and successes in one of our large emerging Professional Development Schools. The hurdles faced and the implemented strategies to resolve the issues within this specific university-school partnership in the Midwest will be discussed. The university is a large state-level university and the school is a large middle school of about 1400 highly diverse students with a high percentage considered at the poverty level.

School teachers, administrators, and university faculty will participate in this presentation. We will focus on presenting and discussing at least one challenge and the approach taken to resolve it, and one success story from three seemingly different but unified perspectives: the administrative, the professional development of in-service school teachers, and the teaching/learning perspectives. As a result, the experienced change within the school and the university climates will be analyzed, and the major components that we have considered to refer to this specific university-school relationship as an emerging professional development school will be highlighted and discussed.

The Flamingo Dance - Stepping Around PDS Roadblocks

Thomas Mullikin, Pennsylvania State System of Higher Education

Christopher Baldrige, Harrisburg School District

Robin Bennett, West Chester University

Mary DiGiacomo, Harrington Elementary School

George Bonekemper, Muhlenberg College

Janine Macklin, University of Pittsburgh

Kathleen Hammer, Phillips Elementary School

Professional Development Schools are not without their share of roadblocks and professional issues. A number of situations can arise to destroy the necessary trust and working relationship between school districts and universities. The colleges, universities, and school districts participating in the ACTS in PA Teacher Quality Enhancement grant have met many of these roadblocks and have learned how to dance around them. This panel will address the following problems they have experienced and discuss how they were handled:

- “What’s in it for us?” - achieving school district buy-in;
- “Will I get paid for this?” - honoring teacher union contracts and extra pay clauses;
- “Where’s the Principal?” - keeping up with district administrative changes - usually in August;
- “Will this affect my tenure?” - addressing university faculty tenure issues;
- “This student teacher you gave me is destroying my class!” - handling conflict;
- “How much will this cost?” - providing for the additional costs to operate a PDS;
- “Will this work in the high school?” - getting started in a secondary school; and
- “How do we sustain this partnership?” - keeping the partnership alive and ongoing.

The Flock Begins To Thrive: Collaborating And Harmony Within A PDS

Elizabeth Krissoff, Broadneck High School

Kate deBarros, Magothy River Middle School

Patricia Gronkiewicz, College of Notre Dame

Are you beginning the PDS process? Need to in-service your school staff on important elements of mentoring? Or, perhaps your veteran staff may need some “updating” on their supervisory skills. And what do you need to know about those who offer resistance? Last year, PDS elementary and secondary educators from Anne Arundel County, Maryland, met at the National PDS Conference and began to share some insights with one another. This “first-effort” result has been the establishment of a “network” of ideas that has produced a mentoring course, continued collaboration, and communication across the elementary and secondary levels.

The purpose of this presentation is to present a model for training teacher mentors while emphasizing the specialized support needed for interns. Presenters will share the collaboration in planning, implementation, and networking of effective practices by PDS Site Coordinators in Anne Arundel County. To date, these efforts are creating a strong link between the College of Notre Dame and the various school sites. The results have encouraged increase teacher involvement in the mentoring/induction process that is not limited to only the mentor teachers. A goal is to put forth the school site as a “total professional learning environment” for the interns. Survey information that supports this goal, the effectiveness of the mentoring course, recommendations for its updates, and the future of PDS networking/collaboration will be presented. Handouts highlighting the presenters’ model to-date will be available; comments will be welcomed.

The Rejuvenation Of A PDS Initiative: Overcoming Stagnant Partnerships With Nickels And Dimes

Cheryl Bell and Christine Hunt, Purdue University Calumet

The development of PDS partnerships has been part of our teacher preparation program for over ten years. Stagnant partnerships, diminishing funds, and teacher preparation program changes put a strain on existing partnerships. As our program evolved toward blocked methods courses, we found that the existing structure of our partnerships was not functional. We took the schools’ resources and used their teachers without compensating teacher candidates in multiple sites in the same semester; large methods cohorts; no connection with the teachers other than for field placement; lack of consistent funding; winning teacher commitment to teacher preparation; little regard for PDS standards; changes in school cultures; lengthy partnership; different philosophical beliefs about teaching and learning; and non-collaborative faculty.

Ways we are overcoming our roadblocks include restructuring our partnerships and our teacher preparation program. Partnership changes stemmed from examining effectiveness of existing partnerships. This led to expanded university presence in each building through full day field experiences and professional development designed to meet teachers’ needs and using PDS standards to develop and evaluate the effectiveness of the partnerships. Program changes include blocking and limiting enrollment in methods courses, placing teacher candidates in one full-day field location, and promoting collaborative interdisciplinary teaching within methods courses.

Lack of funding was overcome by appealing to the professionalism of our school partners and to their ever-present need for professional development. The currency we use is professional development designed to meet teachers’ needs that included inquiry science, integrated instruction, and collaborative learning.

The Three R's: Revisit . . . Revise . . . Revive - Sustaining A PDS Partnership Through Extensive Change

*Gina R. Scala and Michelle Kirias, East Stroudsburg University
Tracey Jacobi and Judy Csencsits, Bangor Area School District*

The PDS partnership was initially established to meet a need to develop highly trained teachers in special education for a small rural school district. There was a need for well-prepared teachers and there was difficulty in attracting candidates. The partnership reinforced multiple needs; together we trained teachers which ultimately the district would hire. As the program continued to develop, significant external influences occurred . . . NCLB . . . IDEA Improvement Act of 2004 . . . “highly qualified” requirements . . . district expansion . . . personnel changes . . . specific tragedies. The partnership could have been easily disbanded and a more traditional approach could have replaced the model.

Reconstruction began with the “Revisit . . . Revise . . . Revive” plan. It became critical for the new personnel to buy into the partnership for themselves, not because it was done before. The merits of the partnership needed to be integrated into the current district philosophy and needed to be implemented on a consistent level by all members. Teachers who had been involved became significant leaders in the “revise” stage. Plans were made after reviewing what had worked and what needed to be redefined. Once the foundation was set, the final stage of “revive” could proceed.

Participants will be led through this journey, which has resulted in a solid plan for the future. In addition, the survival of a PDS will be presented as it relates to unanticipated changes, which will have a direct influence on the partnership. Finally, all participants will work through a systematic plan, which resulted in a sustained relationship and would maintain through any additional adversities.

Two Roads Converged: Making All The Difference In Our PDS

*Jamie Mormino, Provident Heights Elementary School
Linda Cox, Patricia Arredondo, Anita Baker, and Barbara Purdum-Cassidy,
Baylor University
Cathy Capers, Bell's Hill Elementary School
Bianca Ochoa, Hillcrest Elementary School*

Much time, energy, and compromise went into the formation of our Professional Development School partnership. Getting all of the school district and university personnel on board to meet and meet again was a big roadblock. What we found to be an even bigger hurdle was keeping all participants included in the partnership advancement. Change, such as administrators relocating, teachers shifting, children promoting, and university interns graduating, caused detours. After two years of hitting numerous speed bumps, site-based coordinators and university liaisons representing six Waco Independent School District elementary schools and Baylor University faculty studied reflections and mapped out a plan. The direction we chose was a four-day Summer Summit.

Using our School of Education candidate benchmarks as the course for the summit, we invited all mentors and clinical instructors to attend as participants or presenters. Under broad headings such as creating a positive environment, assessment, curriculum planning, and professional development, we collaboratively traveled toward our destination. Our revised handbook became the owner's guide. We learned the importance of yielding, proceeding with caution, and even making u-turns. Barriers that had once been stop signs were removed. New construction began as one-way lanes became two-way highways. A shorter excursion was conducted in the fall for those who could not make the summer journey. Our bags are packed. A return trip is being planned for Summer 2006.

Using Your Rear View Mirror To Move Forward

Marilyn Morey and Barbara Nourie, Illinois State University
Sue Dole, Springfield School District 186
Sally Stone and JoNancy Warren, Wheeling School District 21
Jennifer Gill, Lindsay Elementary School

Looking at life through the rear view mirror, hindsight is a wonderful thing. Why didn't I do it that way from the beginning? Who am I and what am I doing? These are thoughts and phrases that we all have experienced as we journey through the uncharted waters in the world of the PDS. Creating a new identity and formulating a new vision for teacher education is an exhilarating experience and worth every moment. The Illinois State University, Wheeling PDS, and Springfield PDS have had to face many hurdles and roadblocks throughout the last thirteen years of their intense immersion program and the starting of a new Springfield PDS. We had many questions that had to be searched and answered of ourselves and for each of the settings.

We will examine the strategies and structures that we use to ensure a sustainable partnership and a program that exceeds expectations in developing highly qualified teachers. We will discuss the following roles from each viewpoint and how the roadblocks helped them evolve into today's program: the university's and the school district's role, the liaison's role, the mentor's role, the intern's role, and the principal's viewpoint. We also will look at those "hot topics" that we choose to push aside.

What They Didn't Teach You In College: A Teacher's Perspective On PDS

Sara Duffy and Donna Kaufman, Louisa May Alcott School
Sharon Damore, DePaul University

Many of the roadblocks that our school has encountered are being addressed through our PDS connections. Alcott School, an inner city school experiencing dramatic change in socio-economics, has attracted a new group of parents. These parents are interested in their child's education in a way unprecedented at Alcott. The advantages of this parent

body are rich with financial contributions and leadership. On the down side, a new level of accountability and pressure with parent expectations are felt by the teachers.

With increasing demands, teachers have to become more articulate about their teaching practices. This year, numerous parents were questioning the curriculum and instructional strategies. The organizational structure and resources of the PDS allowed us as teacher leaders to begin to use training in collaborative inquiry to address proactively these issues. For example, we were able to organize a First Grade Parent Breakfast. This welcome breakfast was a chance for us (as first grade teachers) to address the needs of the parents regarding a trusting and understanding curriculum. A DePaul education professor spoke on Literacy and 21st century kids, and our DePaul PDS liaison described the curriculum development project which is one of the main projects for our PDS teacher core team. Using our PDS connection, the perceived roadblock of “demanding parents” was proactively addressed by using resources from DePaul University to help educate parents on what is developmentally appropriate for the first grade.

This presentation will include a description of our PDS organizational structure and opportunities that we are gleaning from our school and teacher participation in a PDS partnership from the teacher perspective.

Year Two - Challenges And Successes Of A Professional Development School Partnership Between Alabama A & M University And The Huntsville City Schools - Developing An Effective Middle School Learning Environment And Partnership

Karen Foster and William Gile, Alabama A & M University

Kreslyn McGinnis, Montview Elementary School

LaShanda Brown, Westlawn Middle School

The power point presentation and discussion will enable participants to share experiences and successful techniques for utilizing and developing school partnerships. The following is a brief discussion of the project:

During the 2004-2005 school year, a Title II No Child Left Behind Grant established a Professional Development School partnership between Alabama A & M University and the Huntsville City Schools. Year One of the project established an elementary partnership with a focus upon the improvement of reading, critical thinking, and mathematics problem solving for children attending fourth and fifth grades at Montview Elementary School, while integrating technology into the instructional program to facilitate the improvement of test scores in those areas. During Year One, the targeted area for professional development was the improvement of the teaching expertise and teaching repertoires of the teachers in grades four and five. Consultants, who worked in the classrooms, were provided for the teachers, one day per month, to follow-up the professional development sessions and ensure that best practices were implemented. A Smart Teaching Classroom was established at the school. An elementary educa-

**QUESTION #5: WHAT HAVE YOU DONE
TO DISSEMINATE YOUR WORK BEYOND
THE CONFINES OF YOUR P-16
COLLABORATIVE?**

**Gathering On The Hill - PDS And Early
Childhood Influencing State Policy**

Susan McWilliams and Ginger Zierdt, Minnesota State University Mankato

Our multi-district PDS identified early childhood as a critical focus of mission: "Serving the whole child to bridge the achievement gap." To be responsive, an EC Learning Community, composed of Birth-Grade 3 practitioners, elementary school principals, community preschool and childcare providers, university faculty, and county childcare resource/referral agency leaders, was established. The PDSEC-LC members saw the need, based on study and research, to advocate for high quality EC education by working with the Minnesota business community to support school readiness initiatives. The EC-LC felt compelled to inspire a deeper understanding of the issues at stake by facilitating a summit of EC professionals, business leaders, and state legislators.

Minnesota State hosted the "Southern Minnesota PDS EC summit," and EC-LC members provided leadership/expertise in the areas of developmentally appropriate practice and assessment. The debate around these issues resulted in crafting four white papers distributed to state legislators during the last legislative session. State policymakers considered these position papers critical elements in advocating for funding for EC education and working collaboratively and informatively with the business community.

Based on public awareness of our PDS' s interest and advocacy in EC, hosting of the 2006 Minnesota Kindergarten Conference was awarded to Minnesota State. A Conference Advisory Board, comprised of our PDS EC- LC members as well as other PDS members, leads the conference planning/facilitation. The collective voice of our PDS has truly made a difference in regard to the broader community, and we would be honored to share our story with you.

**Migrating North: Pennsylvania Network For
Professional Development Schools**

Thomas Mullikin, Pennsylvania State System of Higher Education

James Nolan, Pennsylvania State University

Sam Hausfather and Alison Rutter, East Stroudsburg University

Alison Shook, Albright College

Janet Heilman, Thirteenth and Union Elementary School

Professional Development Schools are beginning to emerge across Pennsylvania as established programs grow and new partnerships are formed. The Pennsylvania Academy for the Profession of Teaching and

Learning, of the Pennsylvania State System of Higher Education, has launched a professional forum to bring together partners interested in fostering the Professional Development School model. This group is a link for Professional Development Schools that provides resources, program information, and promotes research.

Conference participants interested in the work of this network are encouraged to attend. Pennsylvania resources for teacher preparation programs and classroom professional development activities will be presented. This session will also discuss how the network got started and the strategies used to develop relationships between myriad PDS partnerships among PDS sites within the state. The goals of the PA Network for Professional Development Schools are:

- to raise the visibility of and support for PDS partnerships within and beyond the education community;
- to foster common language and understanding of the nature of Professional Development Schools across the Commonwealth;
- to collaborate and support efforts to communicate among PDS partnerships, provide a variety of forums for PDS practitioners, develop resources, establish assistance teams, and build support for PDS partnerships among professional organizations; and
- to advocate for policies and resources that support PDS growth and activities at the school, district, higher education, and state levels.

PDS Partnerships: Beyond The Basics

Phyllis Sanders, University of Louisiana at Monroe

Like many institutions that have established Professional Development School partnerships, the University of Louisiana at Monroe for the past five years has been actively engaged in mutually beneficial collaborative relationships with our school partners. In an effort to further strengthen those partnerships and to further extend the types of services available to our PDS partners, especially those for students, dual enrollment courses have been established for secondary students in our PDS and partner schools.

This presentation will highlight the process of establishing dual enrollment courses/programs. Presenters will share information concerning recruitment, course selections, admission requirements, and teacher selection requirements. In addition, results of the first cohort will be discussed.

Setting A Course For Impacting A Statewide Teacher Assessment System

Jane H. McHaney, Armstrong Atlantic State University

Nationally one-fourth to one-half of novice teachers leaves the field in the first three years. This presentation describes how a university and an urban school district are working collaboratively to provide a system-

wide mentoring program using the Pathwise Observation system. Pathwise is based on Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching. It will specifically address Question #5 by describing how this PDS program has disseminated its successes beyond the P-16 collaborative. This program prepares mentors to assist pre-service and novice teachers as they transition from the university or other environments to classroom practice. Additionally, this presentation will describe the impact this assessment program has had on the development of a statewide teacher assessment system. University faculty and school district teachers participate in interactive training together. They use materials that focus on the process of teaching in order to guide beginning teachers to become reflective decision makers. Data will be shared that supports the premise that mentors reflect on their own practice as they provide guidance for beginning teachers. Participants will learn:

- about a collaborative university/urban school district induction/mentoring program;
- the benefits of a common language for teaching among undergraduate, novice teachers, and mentor teachers; and
- how this Professional Development School is impacting the development of a state assessment system.

Strengthening Families, Building Communities

Randy M. Wood, Baylor University

Alfredo M. Loreda and Brittney Murphy, Cesar Chavez Middle School

Family Literacy and LEAF are the new buzz words at Cesar Chavez Professional Development Middle School. The realization that at-risk students were coming from families without formal education got the wheels turning and gears grinding in the strong partnership between Baylor and Cesar Chavez Professional Development Middle School. The reality was a critical need for family literacy classes. To get families engaged in the school, a year-long study of literacy was started and developed into a Family Literacy Program called LEAF (Learning English Among Friends).

LEAF is made up of nearly 200 adults who meet weekly at Cesar Chavez Professional Development Middle School to learn English as a second language. These adults work hard to improve their English skills in writing, reading, and speaking. In addition, the LEAF nights include life skills and computer literacy classes. This presentation will examine factors that enhance the work of LEAF. Some of the many benefits of the program include: an increase in parental involvement, periodic visits from community leaders, and increased achievement for students by having stronger academic guidance and support from their parents.

Originally thought of as the "crowning project" of Cesar Chavez Professional Development Middle School, LEAF is now nationally recognized and is considered a strong foundation for Strengthening Families, Building Communities in South Waco. This workshop will focus on how a strong PDS program can have positive implications on the broader community.

Taking Flight To Capitol Hill: Advocating For PDSs With Public Officials And Policymakers

Nicola Johnson, Wendy Greenidge, and Charissa Marrah, University of Central Florida

The University of Central Florida/Orlando Science Center Holmes Partnership has always promoted a collaborative model in its work with Professional Development Schools. It is the belief of this partnership that collaboration goes beyond the university, community partners, and the school district. In order to create change in our PDSs, we must not exclude the role of policymakers and public officials. By spreading the word on the quality work being done in PDSs to our government leaders, we can increase the amount of support we receive in our partnerships. In an effort to disseminate the PDS work of the UCF/OSC Holmes Partnership, the Holmes Scholars participated in a Summer Leadership Institute and visited Capitol Hill to gain an audience with policymakers in government leadership positions. This presentation will explore how partnership members working in PDSs can disseminate information to policymakers in government. The Holmes Scholars who visited Senator Bill Nelson's office on Capitol Hill will share their experience preparing for the visit, how they highlighted the importance of the work they do in PDS schools, and why it is important for educators to have these conversations. The presenters will discuss and demystify the process of gaining an audience with policymakers and engage the participants in a dialogue about the types of issues or concerns which need to be raised when working with our legislators.