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STUDENT POSTER SESSIONS

A Common Vision To Keep Innovative Practices At The Core Of Teaching

Ashley Patrick and Bridgette Kennedy, University of South Carolina

The University of South Carolina's College of Education programs effectively focus and prepare future teachers to succeed in schools using innovative and proven strategies. When teacher candidates are placed in Professional Development Schools, such as Lake Carolina Elementary, where these innovative concepts are being integrated and embraced in the classroom on a daily basis, teacher candidates gain a deeper understanding of valuable teaching practices and classroom-to-field connections. Interns will share their experiences which foster high levels of student engagement and incorporate HET (Highly Effective Teaching) strategies and how additional professional development opportunities, such as a visit to the Ron Clark Academy, enriched their knowledge base and gave them new approaches for infusing the classroom with energy and rigor.

This poster session will demonstrate for all that at Lake Carolina teachers and interns strive to maintain best practice as a common experience for all students with academic achievement at the core of learning.

A Year In Review: The Professional Internship At The Secondary Level In A PDS Partnership Network

Rebekah Rittenberg and Hannah Shull, Ohio University

Ohio University's yearlong professional internship program is designed to increase interns' time and involvement in the classroom. Our presentation will delve into the various ways that this extended time has provided us with an in-depth look at our first year of teaching. Being there from the first day to the last lets us see more fully what it is like to truly be a teacher. Because of this experience, we have developed meaningful relationships with both students and staff, become involved in extracurricular activities and attended school functions. Working with the various aspects of teaching, particularly classroom management, has allowed us to become comfortable with the types of teachers we will be in our future employment. Having an extra semester in the classroom provides the chance to experience co-teaching, an exercise that will make the transition into becoming the sole authority figure, and thus the management of the classroom, much easier. The co-teaching experience has provided confidence and assurance in front of our students; it eases us into the practice of being facilitators, provides us with opportunities to work with students one-on-one, and gives us the chance to collaborate on lesson plans. Because we are going to have the chance to truly know our students, we can be sure that the lessons are designed to pique student interest and engagement. This presentation will showcase the various aspects of teaching that we have encountered over this yearlong experience, while highlighting exactly how this time has better prepared us for our futures.

Behavior Interventions In Elementary Schools

Courtney Kilpatrick and Victoria Reisch, University of South Florida

This poster session describes teacher candidates' perspectives on completing an individual behavior intervention plan (BIP) in the special education program at the University of South Florida. Addressing the behavioral needs of students is of increased importance in today's schools, as students are expected to not only learn academics but also manage and maintain appropriate behavioral expectations. When students struggle with managing their behaviors, it is critical that educators are prepared to identify issues and provide necessary support. Therefore, teacher education programs must embed opportunities for their candidates to practice these skills in their programs.

Based on our experience working with partnership elementary schools, we had the opportunity to complete the process of creating a BIP and implementing an intervention. In both our cases, we identified third grade students to develop a behavior intervention plan with. Our intervention focused on reducing off task behavior during reading. We used multiple means of data collection: ABC logs, narratives, and varying types of other data collection methods. Through the behavior intervention process, we were able to collaborate with our peers, mentor teachers, and our professors to monitor student progress by constantly reflecting on how the strategy was progressing with the student. At the completion of the project, we wrote future recommendations and reflected on our learning about the BIP process.

In sum, the BIP project provided us with an opportunity to apply the knowledge we were learning in course-work in an authentic way and allowed us to deeply reflect on our data and the strategy that we were teaching to the student. During this session we also will highlight the benefits and challenges of the BIP project.

Beyond The Classroom: Enriching Internship Experiences That Build Community And Student Success

Maria Miller, West Virginia University

During my internship year at a middle school, I facilitated Mix-It-Up at Lunch Day, a national campaign for community building activity in schools. Inspired by Dewey's assertion on the role of community in teaching and learning, I embarked in the Mix-it-Up at Lunch Day activities as a way of integrating into the school community and creating a positive school environment for all students. The middle school was located in a semi-urban setting with a student community drawn from over 30 nationalities. Mix-it-Up at Lunch Day involved a committee of about 40 eighth graders and had the full blessing of the school administration.

This study involves a description of the steps I took with the committee of students to facilitate school-wide Mix-it-Up at Lunch Day activities, steps to achieve identified goals and objectives of the program, and support received from the school administration. These co-curricular activities, which embody NAPDS Essential #2, helped me shape and enrich my experiences as a full-time student intern at Suncrest Middle School. My reflection of the entire program, pictures, observations, surveys, and student interviews were critical data sources for this project.

Bringing Back Sustained Silent Reading

Emily Donathan, West Virginia University

As a full-time pre-service teacher in a third grade classroom, I am in constant contact with teachers who are not afraid to share their opinions and beliefs about different educational issues. When I heard a fifth grade teacher share her opinion that reading scores on standardized tests were low because of students' lack of ability to read independently for prolonged periods of time, her attitude stuck with me and elicited many more questions in my mind. Why do we not provide our students with time to read silently each day? In what ways does engaging students in structured sustained silent reading (SSR) influence their reading comprehension? In an effort to implement and see the effects of a structured SSR program in my classroom, I designed an action research study to determine whether or not this type of program would, in fact, influence the reading comprehension of my students and change their overall attitudes toward reading.

The design of my study was most influenced by Trudel (2007), who took a more "structured" approach when she implemented SSR into her classroom. Structured SSR includes silent reading, mini-lessons, student reflections and responses, and discussions. My poster presentation on my particular study will address how I implemented my action research and will include: students' initial feelings about reading, how students were taught to choose the "right" book, student journal prompts and responses that measure comprehension, student test scores on book quizzes, and students' changed attitudes toward reading.

Closing The Gap: Mathematics Intervention Impact On Student Achievement

Felix Colaciello, West Virginia University

Across the country, individual states are addressing the achievement gap between general education students and students with disabilities in the field of mathematics. The West Virginia Department of Education designated schools throughout the state that recorded large achievement gaps between the two groups on the 2013 state standardized assessment as "focus schools." Focus schools must demonstrate a decrease in this gap between the two groups for two consecutive years to earn a different designation.

My PDS is one of the focus schools from 2013-2016. As a result of this designation, the administration at the school is emphasizing result-oriented learning goals to include a focus on closing the achievement gap. As part of my ongoing action research, conducted in my PDS as a required theme in my teacher preparation program at West Virginia University, I developed an intervention program to target students who were not mastering mathematical content knowledge as measured by scores on the state standardized assessment. The program emphasizes the importance of student achievement and mastery of all content covered in seventh grade pre-algebra.

In this poster presentation, I will outline the data I collected, data analysis conducted, and the conclusions and implications of my action research. Results will be discussed in depth about the impact the program had on student's acquisition of skills necessary to improve assessment performances. The logistics of the interventions will also be discussed for school districts with lower achieving mathematics students who could benefit from implementing this or a similar program.

Community-Based Transformational Learning Experiences: Future Educators Working To Change A Middle School Culture

Ashleigh Stowers, University of North Florida

The University of North Florida College of Education emphasizes the application of theory to practice with community schools serving as laboratories for learning. An intentional partnership with Duval County Public Schools and the UNF Exceptional Student Education teacher preparation program addresses a large population of students with moderate to severe disabilities in a self-contained middle school context. Teacher candidates are immersed in self-contained classroom settings and are expected to investigate real-world, global educational trends affecting the education of students with moderate to severe disabilities, educators and family members. Course expectations require students to immerse themselves alongside teachers and students in the educational setting and apply what they have learned in the classroom to real-life settings in order to affect change. This poster session will provide an overview of the commitment of future educators and their engagement in Professional Development Schools.

Context-Based Technology Infusion

Kristen Diethorn, California University of Pennsylvania

This poster session highlights a secondary school PDS model that provides an integrated scenario where teaching and learning is context-based and involves more collaboration and reciprocal learning between the university and the school district, as well as the students, faculty, and teacher candidates.

As part of a "Technology Infusion" course, teacher candidates are exposed to a wide variety of technologies and interact both formally and informally with faculty, students, and peers to transform the teaching and learning environment through cross-curricular technology integration. Technologies include a gaming curriculum, Situated Multimedia Arts Learning Laboratory, 3-D printers, a Dream Factory, a 1-to-1 iPad initiative, video and music recording studios, and an augmented reality sandbox. Teacher candidates provide professional development for teachers on various technologies, hold after-school workshops for students, review current curriculum and lessons to develop performance-based assessments, and serve as student mentors and technology coaches.

Creating Multicultural Ties Using 21st Century Technology

Breanna McKenley, SUNY Buffalo State

In June of 2012, I traveled to Zambia, Africa and learned about the importance of multiculturalism and diversity. Upon returning I started to implement a pen pal program that I could use to expose my students to different cultures and diversity. Using Facebook and eventually Skype, email and a website, I am trying to create a network for teachers all over the country to try and create their own cultural ties for their classrooms. In my poster session, I will explore how each of these pieces of technology can be used to enhance diversity and cultural ties.

Data-Driven Decision Making: Learning How Data Informs Decisions

Tammy Mangrum and Lynndsey Wilson, University of South Florida

This presentation highlights how data-based decision making was implemented and scaffolded across the program by university professors and school-based partners in the University of South Florida's special education program. During this poster session, the audience will engage in a collaborative discussion involving the challenges and positive outcomes of embedding data-based decision making into a teacher education program. Specifically, we will describe how behavior, math, and reading interventions were implemented based on pre-assessment data in various semesters to simulate and practice the necessary skills needed to become data literate and meet the needs of diverse learners. For example, during the course of collecting data, pre-service educators were required to make instructional decisions and provide proof of their reasoning. At the end of each intervention, post-intervention data was collected and the entire process was reflected on, showing the cyclical process of how a variety of data informs decisions in the everyday educational world.

In today's educational world of data-driven decision making, these experiences allowed teacher candidates to practice these skills in a supportive and positive environment. By using data to inform instructional choices, pre-service teachers were able to see the correlation between teacher decisions and student achievement. Through this process, pre-service teachers in the University of South Florida's special education program were able to understand and physically implement individualized strategies based on decisions made through data collected within a variety of educational settings.

The target audience for this session includes university faculty, pre-service teachers, in-service teachers, and university supervisors interested in learning more about embedding data-based decision making opportunities into pre-service teacher education programs.

Encouraging Men To Become Elementary School Teachers

Richard Hoey, SUNY Buffalo State

Data indicates what anyone would be able to observe by stepping into an elementary school: teaching, especially with regard to the younger grades, is a profession that is absolutely dominated by women. A 2006 study by the National Education Association showed that preschool and elementary school children are taught by 75 percent more female than male teachers. After reviewing the literature (e.g. Gamble, 1997; Sanatullova, 2010), however, it is not fully clear how more men might be encouraged to enter the field. As a male majoring in elementary education, addressing this issue has become of great interest to me as I move forward.

Through the use of surveys and interviews, I will be collecting data from other men who have chosen to work in elementary education. These men will be fellow teacher candidates (from introductory courses to junior participants up through student teachers) as well as teachers and principals currently in the field. The central questions posed will include: why they believe there is a noticeable lack of men in the field, what steps could be taken to remedy this situation, and if and why they feel it is important to have more men in education.

This research and poster presentation will relate to the first of the NAPDS Nine Essentials. It is my hope that the results will provide insights for a more complete understanding of the issue and how this information might be used to promote equity within schools, as well as the community as a whole.

Experiential Learning In A PDS: Pedagogy, Diversity And Sciences

Courtney Downing, Rachel Shimanovsky and Rebecca Winter, California Lutheran University

One of the primary goals of a Professional Development School is not only to foster collaboration between university teacher candidates and local schools, but also to expose these candidates to the diverse challenges that are present in our educational system. This presentation focuses upon the unique opportunities provided to teacher candidates in this particular yearlong PDS model. Through the university's partnership with a local school, current teacher candidates were immersed into a diversely populated science and technology magnet school for the past six months. The poster session will highlight the particular experiences of teacher candidates as they pertain to

the following three categories:

1. Specialized focus of a magnet school
2. Subject-specific pedagogical instruction
3. Diverse community of students

Exploring Dynamics In The PDS Classroom: A Two-Year Journey Of Two Clinical Interns

Maxwell McQueen and John Lieburn, Ohio University

For this poster session, we would like to discuss our experiences over the past two years in a PDS partnership. As middle childhood PDS partnership junior level candidates and professional interns in the senior clinical program, we were able to experience near yearlong placements in classrooms to develop relationships with both educators and students. From these relationships, we jumped right into the role as “intern” by getting to know the students’ learning styles and needs before actually beginning our full-time professional internship. As a result of our relationships with our cooperating teachers, we were able to take upon more responsibilities in the classroom. Some of these responsibilities include teaching lessons, helping with units, and taking on regular duties of teachers. By being part of different school communities each year, we have learned about the different dynamics between teachers, students, and administrators. Through witnessing these different dynamics, we are able to discern our own teaching styles. In this poster session, we will illustrate this by showing these points and giving examples, as well as providing pictures of our time in our classrooms.

From Candidate To Intern To Teacher: Formal And Informal Steps In The Induction Process

Adrienne Buffington and Laura Devlin, Salisbury University

Every college and university that prepares teachers has a series of formal gates that students must pass through to enter the professional program and become a certified teacher. At Salisbury University, the formal induction process parallels a series of informal events and interactions that assist candidates, the institution, and its PDS partners during the years from college freshmen to first-year teachers. In this poster session, a junior teacher candidate and a senior intern will describe and answer questions about the SU program and its partnership with the Worcester County Public Schools, winner of a 2011 Exemplary PDS Achievement Award from NAPDS.

We will outline the formal sequence followed by teacher candidates at Salisbury University and describe some of the other events, activities and traditions that line the path and guide the way to becoming a teacher. As an NCATE-accredited institution, SU’s formal “gates” are pretty standard: gen ed course requirements, Praxis scores, GPA, professional program admission, internship, digital portfolio, and graduation. Along the way, however, a series of events and activities help to pass along a legacy of excellence in teacher education that dates back to the university’s origins as a normal school almost 90 years ago. In keeping with NAPDS Essential #2, we will highlight: the E. Pauline Riall Legacy, faculty advising/mentoring, Kappa Delta Pi honor society support, school-based PDS orientations, co-teaching of professional courses by SU and local PDS faculty, a district-sponsored intern reception, and a cross-generational gallery walk.

Frostburg State University Promoting Awareness Of Literacy Skills (PALS Program)

Jesse Jewell and Nick Sizemore, Frostburg State University at Hagerstown

This student poster session will highlight two action research projects completed by Master of Arts in Teaching – Elementary candidates. During the summer of 2013 and continuing into the 2013-2014 school year, Frostburg State University (FSU) at Hagerstown created a common core literacy awareness program exposing students from two counties’ Professional Development Schools with a focus on the joy of learning. During morning sessions held from June to August 2013, Monday through Thursday, innovative strategies were used to entice attendance and participation of PDS students during summer months. Literacy rates were tracked from entry into the summer program and continued through the academic school year 2013-2014. A fall 1:1 tutoring program was implement-

ed for 7 of the original 27 summer participants. Two action research projects emerged studying the impact each program (summer/fall and exclusively fall) made on the elementary students that participated in it, as well as the impact the University PALS program had on the graduate and undergraduate teaching interns.

Action Research Study 1: The impact on PDS students' reading levels from the PALS program: summer literacy exposure and 1:1 reading tutoring throughout the school-year (Summer/School-year).

Action Research Study 2: The impact of university-based PALS tutoring in literacy on PDS students: a comparison of entrance and exit reading levels (fall).

How PDS Prepares Teachers For Urban Schools

Madeline Otero, SUNY Buffalo State

SUNY Buffalo State education students are motivated and enthusiastic about completing the transformation from teacher candidate to professional educator. It is the Elementary Education and Reading Department's responsibility to prepare teacher candidates to teach in a variety of diverse school settings. SUNY Buffalo State accomplishes this with its award-winning Professional Development Schools Consortium. Through SUNY Buffalo State's PDS partnerships, teacher candidates are able to learn authentically in a wide range of schools.

At SUNY Buffalo State, the process of becoming a professional educator is lengthy and emphasizes the importance of praxis, theory informing practice through reflection (Hoffman-Kipp et al, 2003). In support of NAPDS Essential #2, as teacher candidates move through the program, they are increasingly exposed to authentic classroom settings until the culminating experience of student teaching. Each classroom experience has a direct impact on their development as new teachers. My research will focus on teacher candidates and their experience in urban schools.

Through surveys, information on teacher candidate attitude, experience, and preparation levels will be examined. A group of teacher candidates in an introduction to education course will be surveyed to identify the effects of completing a shadow experience in an urban school. In addition, the ways in which the SUNY Buffalo State PDS prepares teacher candidates to teach in an urban setting will be explored.

It's Not What You Say, It's How You Say It

Margaret Robertson and Samantha Ortiz, University of South Florida

In our experience in kindergarten and first grade classrooms, we have observed a huge amount of learned helplessness from our children. Rather than utilizing their peers, students are constantly seeking teacher approval. On one hand, we know they are young and still learning how to be independent, but where do we draw the line between meaningful questions and not wanting to problem-solve independently? We aimed to understand how our language and students' choices effect their ability to be independent, successful students. Our goal throughout this inquiry was to prevent this behavior from interfering with success before getting into the intermediate grades, when independence is such a necessity. To pursue this quest, we conducted a teacher inquiry to explore the question: "How do we help our students develop independence during our English Language Arts block through the language we use?"

To support this inquiry, we read *Opening Minds* and *Choice Words* by Peter Johnston, two books geared toward understanding how language can influence behavior. We monitored our language through videos and peer observations. Students' questioning was also recorded as a means to finding a correlation between the two. In our poster presentation, we will share the process and results of our inquiry.

Keeping Teacher Candidates Connected Through Technology

Danielle Jarosz, SUNY Buffalo State

As technology expands and becomes a more dominant form of communication, SUNY Buffalo State stays current by offering a PDS Consortium website, an acronym website, and a Facebook page for our teacher candidates. These pages keep candidates updated with what is happening in the Consortium. Teacher candidates can learn how to get involved and learn from professional development opportunities. All online sources are monitored for daily activity.

The acronym website (www.acronyms4teachers.com) was started last year and has successfully grown over the last twelve months. The idea was developed when teacher candidates expressed a need to become more familiar with the many acronyms of academic language. To make this information easily accessible, a website was created with the idea that it would be the most convenient format. (This is in connection to NAPDS Essential #3.) This website allows teacher candidates to become familiar with the many acronyms that are important in education. A vital part of this website is the “Teacher Candidate Must Know List.” This list includes significant acronyms that will help teacher candidates use academic language in interviews, during certification exams, and throughout class discussions.

We have been closely monitoring the use of this website and assessing teacher candidates’ knowledge base of the twelve acronyms from the “Must Know” list with pre- and post-surveys at different points in their programs. We hope to expand teacher candidates’ academic language with this project and expect it to become a helpful resource for all educators.

Making Sense Of Numbers: It’s More Than Counting

Julia Chevlin, West Virginia University

As a pre-service special education teacher, I have learned it is critical to modify lessons and teaching strategies to meet my students’ needs. My Fall 2013 internship provided me with an opportunity to experience this in my real world practice. One of my students, a second grader, could not count to 20 consistently. As I wondered how to meet her needs, I began to research how children develop number sense. According to Losq (2005), one of the most powerful teaching tools in developing number sense are the ten-frame tiles, which are especially useful for students with special needs. In addition to ten-frames, I also decided to utilize dot cards and part-part-whole strategies, because, as Bay-Williams, Karp and Van de Walle (2010) stated, the more students see and work with numbers in multiple situations the more their number sense will develop.

Therefore, I designed an action research study that explored how my choice of learning tasks influenced my student’s development of number sense, as well as her motivation and engagement in making sense of mathematics. My data sources included my lesson plans, videotapes of my teaching and interactions with my student, interviews, student work samples, and reflections. In my poster presentation, I share findings related to how specific instructional strategies and learning tasks might influence the development of a student’s number sense, as well as the implications of what I learned for my own future practice.

Math Buddies: The Impact Of Peer Mentoring

Megan Alsip and Angela McNamara, Frostburg State University at Hagerstown

During the 2013-2014 school year, two Master of Arts in Teaching-Elementary (MAT-E) candidates completed a service learning/action research project focused on peer mentoring between second and fourth grade students in a Title I urban school (population 775 students) in western Maryland. The goal of this service learning/action research was to foster student relationships within the school climate and to improve math fact proficiency among grade levels. Three high performing math students from a 4th grade class will mentor three below level math students from a 2nd grade class. Mentoring will take place once a week during the MATH block of the school day during small group instructional time. An assessment will be given midyear to determine students’ progress in mastering math facts and again at the end of the MAT-E candidates’ Practicum II. The MAT-E candidates and Peer Mentors will keep journals about the experience. Measures outside of academic assessments will include the

MAT-E candidates comparing their reflections to that of the student participants' reflections to determine if themes exist regarding the impact on relationships within the school community. Assessment data will be collected using county assessments, monthly fact assessments, and FASST math data (computer program).

Math Fact Fluency

Kara Tolson, Salisbury University

Students in grade two must learn basic math facts to the point of automaticity in order to establish a solid foundation for mathematical skills and concepts. Early in the fall term, I discovered that many of my students were struggling with simple math facts. This observation was confirmed by an initial timed test on single-digit addition and subtraction problems.

Salisbury University interns are required to complete a "student impact study" focusing on some aspect of student learning. This investigation parallels the "Student Learning Outcomes" or SLO requirement that has been adopted for all Worcester County teachers in 2013-14 as part of their annual performance evaluations.

In this poster session, I will present pre- and post-test data on math fact fluency for my heterogeneous class of second graders. Following the initial data collection, I implemented a series of intervention strategies designed to improve their performance using manipulatives, games, and incentives. My mentor and I collaborated on this study, and she reported that it helped her to prepare for her subsequent SLO data collection exercise. I believe this presentation matches NAPDS Essential #3: ongoing and reciprocal professional development for all participants guided by need.

Methods For Increasing Parent Participation In Education

Kaitlyn Gardner, SUNY Buffalo State

Studies have shown that parent participation significantly correlates with academic achievement for K-12 learners (Bingham 2007). The actions of involved parents can increase children's awareness, understanding, and critical thinking skills. Parents are children's first teachers and lay the foundation upon which academic success is built.

Parent participation in education takes on many forms. For example, parents can participate at school by volunteering in classrooms, supporting fundraisers, acting as chaperones, sharing their expertise, or donating supplies. At home, parents can engage their children in a variety of educational activities, from assisting with homework to making trips to the zoo. Another aspect of parental involvement that is often overlooked is open and ongoing parent-teacher communication. Parents who communicate regularly with their children's teachers will have a better understanding of what the children are learning and how they, as parents, can bolster the learning process.

The aim of this research is not to demonstrate the importance of parental involvement but, rather, to explore how educators can increase parent participation in education. First, a review of the current research will examine what experts in the field suggest be done to increase parent participation. Then, interviews with teachers and principals will be conducted to see what schools are doing to promote parent participation. Finally, parent surveys will be distributed to examine how parents are involved and what motivates their involvement. In this manner, I will review the disparities between research and practice and compile a list of approaches to increase parent participation in education.

Partnering Partnership With Technology In Mathematics

Constance Makris and Alexis Vlk, University of South Florida

We are in a two-year residency partnership program between the University of South Florida and Hillsborough County Public Schools. We both have been placed in two grade levels (third and fifth grades) at a Title I Renaissance school where technology has been infused in our classrooms. We have three Promethean class sets at our school. These class sets include the interactive board, the interactive table and Activotes and ActivExpressions,

which are clickers, and all of these technologies are in our classrooms as part of the initiative.

As pre-service teachers, we are hoping to use formative assessments to learn about the way students learn and create an atmosphere that allow students to be engaged during assessment as opposed to the traditional pen and paper assessments. Our question was, “What are the best ways to use Promethean Technology to give formative assessments in mathematics and how do we use that data to make instructional decisions?” We researched ways to formatively assess our students in mathematics while using Promethean technology to make instructional decisions by eliciting student thinking. We also sought help from our math and science coaches, partner resource teachers, and Promethean support personnel. To carry out these actions in the classroom, we used ActivInspire software to collect student data. In our poster session, we will share what we found from trying to incorporate the Promethean Technologies in our formative assessments in mathematics.

Partnering With Chicago Public Schools For Transformational Experiences In Teacher Preparation

Amy Long, Northern Illinois University

National sources such as IES continue to describe students in special education as increasingly diverse and complex in terms of disability characteristics, language and communication involvement. In addition, children from persistent poverty backgrounds have much greater risk for disability and lower rates of early intervention. Teacher candidates in special education programs at Northern Illinois University, by contrast, are predominantly white females from middle class backgrounds, representing a gap between their personal backgrounds and those of their potential students. In line with the objectives identified by the Holmes Group (1990), a major focus of the special education teacher preparation program at Northern Illinois University is to promote “equity, diversity, and cultural competence.” Typical coursework may not provide the transformational experiences necessary to prepare candidates to work with students from backgrounds different from their own. In this poster session, undergraduate teacher candidates describe the first year in a service learning project between NIU and Chicago Public Schools. The 38 candidates spent a full day as observer participants in CPS classrooms in high poverty neighborhoods as part of NIU’s initiative to develop PDSs with CPS. Candidates also spent time with school leadership teams and participated in focus group discussions with urban teachers, as well as acting as observer/participants in two or more classes. NIU funding provided participating teachers with release time to meet with teacher candidates and participate in focus groups.

Positive Reinforcement Activates Motivation

Erin Nooney, Salisbury University

Action research is critical to an educator’s professional development because it provides them with the “purpose of improving their future actions” (Sagor, 2005). It fosters an educator’s understanding and critical knowledge needed in order to augment student success in school. Salisbury University interns prepare and complete their action research projects during the internship. Results of the action research are disseminated to PDS stakeholders and placed within the intern’s electronic portfolio (NAPDS Essential #5). According to Neapolitan and Berkeley (2005), inquiry that is viewed as “teaching and learning” increases its value to educators (p. 187). This research encourages educators to reflect upon their own teaching, thus benefiting the students who are being affected by the action research. Interns enrolled in the professional education program at Salisbury University are required to conduct an action research project which focuses on a specific aspect of their teaching style and how it can be improved to benefit the performance of the students. During the Fall Semester of 2013, action research was conducted within a PDS at the secondary level in Salisbury, Maryland. This particular inquiry was undertaken in order to determine the effectiveness of various forms of positive reinforcement on student outcomes in the classroom. The inquiry is one example of the incorporation of a “theory to practice” model embedded within NAPDS Essential #4 (Executive Council and Board of Directors of the NAPDS, 2008). Quantitative and Qualitative data was collected and analyzed for dissemination at the PDS National Conference (NAPDS Essential #5).

Problem-Based Collaborative Research: How Teaching Interns At A Professional Development School Became Teacher-Researchers

Kara Alberse, Amanda Hegler, Jessica Joline, Emily Kupper, Alexandra Mandel and Annamaria McCarthy, Quinnipiac University

Six interns who were all placed as full-time interns at the Side By Side Charter School, a Professional Development School in collaboration with Quinnipiac University, will present their final capstone research projects at the conference. These six students will provide not only their findings, but speak to the collaborative research model design in which they participated to complete their research - a model which paired each intern with a classroom practitioner who helped them define their research questions based on actual problem-based concerns defined by the teachers, and the graduate students' subsequent development of a research project embedded in these teachers' current classroom issues, the support and exchange as the research project was implemented, and the effects of this collaborative design on immediate teacher practice and the teacher candidates' understanding and reliance on research-based practices going forward.

Our intent is to present at the conference the design of this model and its implications by Quinnipiac University faculty and Side By Side Charter School teachers during the conference itself, with the presentation of our graduate students' work to follow-up at the Saturday morning session.

Reflecting On Natural Learning In A Green Elementary School

Jeb Brako, Nicholas Katz and Sara Spring, Frostburg State University at Hagerstown

During our internship at a rural elementary school in western Maryland, we designed a service learning project to assist in the renewal of a green school certification with the state of Maryland. In partnership with the school and private businesses, we helped design and build a nature trail. The trail has provided a variety of learning opportunities as it runs through a wooded area, along a stream, and through a restored meadow. We believe this project has stoked innovation and reflection on the importance of natural learning.

The nature trail provides experiential learning in its finest form for our naturalist learners (Retrieved October 8, 2013 <http://multipleintelligencesoasis.org/about/the-components-of-mi/>). Students, parents and other members of the community will be able to enjoy and learn from the nature trail throughout the year. Research points to the link between green schools and scientific learning (Retrieved October 8, 2014 <http://universe.dk/Visit-us/Attractions-in-the-park/Explorama.aspx>). Through this trail, teachers are able to engage students in inquiry-based learning in a real world environment. Students will be able to apply concepts learned from the classroom in an outdoor environment to see how it works out firsthand.

Reflective Practice Comparing Literacy Strategies

Nick Clements, Frostburg State University at Hagerstown

This student poster presentation will describe an action research project comparing Common Core literacy strategies from two practicum experiences for a Master of Arts in Teaching – Elementary (MAT-E) candidate. The first practicum in a suburban elementary school in western Maryland was a 50+ day experience in first grade. The classroom of 21 students was comprised of 14 boys, 7 girls, 14 white, 3 African-American, 2 speakers of Spanish, and 2 Asian children ranging in age from 5 to 7. The second practicum was another 50+ days. This time the practicum was at a Title 1 middle school in urban western Maryland. The MAT-E candidate taught 120 students ranging in age from 12 to 15 in the area of social studies. The student population was 65% free and reduced lunch, 25% Special Education, 20% English Language Learners (ELL), and an Art and Technology magnet school for the county. The MAT-E candidate will present findings from a comparison of literacy strategies used in both first grade and middle school, looking for themes in what worked for both practicums and the different strategies essential to meet the literacy needs of middle school students.

Rubrics And Reasoning: It's Not Just About The Answer Anymore

Joni Wilson, West Virginia University

In math classes across various grades, students struggle to reason mathematically or answer the difficult question of “why” their math strategy works. Often, students are focused purely on memorizing a procedure, as opposed to forming more concrete understandings of math concepts. During time spent in my Professional Development School as part of my teacher preparation program at West Virginia University, I observed my 5th grade students falling under this category. To help students reason or think about math concepts, I designed and implemented an action research project to examine the effects of a system in which students would self-assess their work, as well as their peers’ work, using a class-created rubric. Over eight weeks, students were given several non-traditional problems. They would attempt the problem, write an explanation of their reasoning, and use a rubric to evaluate their work. The rubric allowed students to rank work based on the following criteria: strategy, accuracy of the strategy, and the clarity of their written communication. In turn, students were self-assessing their work, making observations, forming conclusions about their strengths and weaknesses, and developing a sense of metacognition. Throughout this process, I met with students to try to elicit their understanding and assist them in analyzing their work. In this poster presentation, I will share student work, data related to the effect of the intervention on students’ ability to reason and problem solve, and resulting conclusions that I made in relation to how rubrics can impact a student’s ability to reason mathematically.

Talk It Out: Engaging Students Through Math Talks

Arlene Hathaway, West Virginia University

After studying and practicing the Common Core Standards for Mathematical Practice in my math methods courses at West Virginia University, my passion for the subject grew. Not only did I come to understand the importance of supporting students as they develop these mathematical practices, but I also learned strategies I could use to support my students so they would become more adept at using these practices. I became very interested in how the use of open-ended questions would help me to understand how my students were reasoning and thinking. I learned that instead of asking, “What is the answer?” I could challenge students with questions such as “How did you solve the problem?” and “Why did you choose to solve it that way?”

My internship placement was in a kindergarten classroom; therefore, I decided to explore how I could help students learn forms of math talk (e.g., partner talk, explaining their thinking) in order for them to develop the practices they needed to share their thinking and provide rationales for their reasoning. I was interested in discovering how discussion influenced young students’ understandings of mathematical concepts and affected their dispositions toward and engagement in mathematics. My data sources included lesson plans, reflections, videotapes of my teaching and student interactions, interviews, and student work. In my poster presentation, I share findings related to how students used talk to enhance their mathematical practices and their understandings of specific math content. I also discuss the implications of my findings for my future practice.

The Effects Of Project-Based Learning On Student Learning In Science And Social Studies

Samantha Little, West Virginia University

As I began student teaching in the fall of 2013, I taught science and social studies through having students read passages and complete worksheets. I quickly discovered the ways in which I was teaching did not engage my students or promote their learning of the content. I knew I needed to change my instruction if I was going to meet the expectations of the curriculum and the needs of my students. As I searched the literature, I identified project-based learning as a possible choice for making my teaching more effective and meaningful. According to Lee and Lim (2012), interactions among students through project-based learning (PBL) encourage the development of knowledge, critical reasoning, creative thinking, responsibility, and communication. Not only is the development of knowledge enhanced, but the quality of teaching is also improved.

I believed PBL might prove effective in addressing my dilemma. Therefore, I decided to explore the effects of PBL on my teaching and my students’ learning. This study took place over a six-week period in a fourth grade classroom. The topics of my PBL units were the northern, middle, and southern American colonies in social studies

and energy in science. Data sources included prior knowledge surveys, self- and peer-assessments, videotapes of teaching and student interactions, lesson plans, reflections, and student work samples.

In this poster presentation, I share findings related to student learning and motivation and student responses to collaborative learning. I also discuss the implications of my findings for my future practice.

The Fun Kind Of CPA For Teacher Candidates

Alan Kingsley and Megan Frederick, California Lutheran University

This presentation will focus on the experiences of teacher candidates who are completing their yearlong residency within the setting of a College Preparatory Academy. This school model has a fully developed and implemented school-wide enrichment model (SEM), a partnership with local colleges, and involves the entire student body within the Response to Intervention (RtI) classes. All of which fully incorporates the teacher candidates in not only working directly with their cooperating teaching, but in teaching and implementing classes for all students.

This type of teaching experience has given us, as candidates, the exposure to a successful and effective educational organization. As teacher candidates, we are able to observe and participate in every aspect of the careers of professional educators. These unique experiences have helped us as teacher candidates to develop a better understanding and a true exposure to what the education field involves and broader exposure to the different types of students and teaching experiences.

When reflecting upon the growth and development of the teacher candidates' experiences while immersed in a College Preparatory Academy setting, we have found that, while working within the School-wide Enrichment Model (E3) and Response to Intervention (RtI), a unique perceptiveness has been bestowed upon us as teaching candidates and should be discussed within the education field.

The Impact Of A Mathematics Intervention In The PDS Setting

Dane Biller, West Virginia University

This poster session will present the results of a mathematics intervention program I performed with my 7th grade students at my PDS, South Harrison Middle School. This year South Harrison was labeled as a focus school by the state of West Virginia. That means that the achievement gap, on state standardized testing, between the students with disabilities and the general education students was too great. In order for South Harrison to be redefined or drop the label of a focus school, they must find a way to bridge the gap between these students and they must show improvement for two consecutive years.

As a member of the Benedum Collaborative Program at West Virginia University, I have the opportunity to perform action research in my PDS. For this action research, I chose to implement an intervention program with my 7th grade math students. I chose students who performed at the below mastery level on the state standardized test and implemented an intervention during the students' homeroom time. After the participants were chosen for the intervention, they completed a diagnostic exam which identified the areas of content the students needed extra help with. During this time I provided the students with supplemental activities and problem-based learning activities from the areas that the diagnostic test revealed. In this session I will review my results and findings of the intervention process.

The Life Of A PDS Clinical Intern In The Social Studies Classroom

Adam Novelli, Ohio University

The yearlong clinical experience program in the Department of Teacher Education at Ohio University best prepares future education professionals by allowing candidates to engage in maximum field experience, as well as necessary reflection among colleagues and peers. One of the most beneficial aspects of the yearlong clinical experience is the ability for educators to build positive personal relationships with students. Teacher education candidates in the yearlong program have the luxury of asserting themselves as a legitimate educator in the class-

room from day one, and most educators will agree that the first two weeks often set the tone for the classroom for the rest of the year.

Personal relationships with students are integral in establishing positive student growth. The yearlong experience enables candidates to establish personal relationships with students under co-teaching models, where control of the classroom is slowly transferred to the teacher candidate. Co-teaching models, such as one teach, one observe or one teach, one assist, are extremely effective in allowing the candidate to establish positive relationships with students. When teacher candidates garner full control in the spring, they will spend less time on classroom management - a major obstacle for beginning teachers - and more time on fostering and promoting student growth.

A professional seminar is attached to the yearlong experience at Ohio University - a forum of experienced professionals and teacher candidates. Candidates reflect on their own experiences in the field and collaborate with colleagues to discuss, deliberate, and develop the skills, behaviors, and methods that encompass an effective twenty-first century educator.

University To Classroom Connections

Courtney Falgowski and Allison Mitzner, University of South Carolina

Professional Development Schools are charged with preparing interns to use the best means possible to fully engage tomorrow's students. This poster presentation will illustrate two interns' experiences in STEM (Science, Technology, Engineering, and Math) and regular classrooms. They will show how the link between the university and a PDS can unite the underpinnings of philosophy to the reality of the classroom. They will show how strategies used in STEM classrooms can give students the skills they need for future careers. Knowing the students and their interests is central to instruction; collaborative skills and project-based learning are ways to keep students truly involved. We will share our experiences in our assigned classrooms, as well as the other classrooms we have visited. STEM classrooms are different in many ways, but we learned most by seeing a variety of instructional techniques. We know that tomorrow's teachers have to keep students engaged in new and ever-changing ways. We will share some of the strategies and attitudes we gained through our experience.

Writing The Literacy Wave: Effective Instruction For Students With Exceptionalities

Cierra Cupini, West Virginia University

Literacy is fundamental for students developing understandings in all disciplines. Without the knowledge and skills needed to read, write, listen, and speak, students are at-risk for falling behind in all academic areas. As a student teacher who works with students with special needs, I have observed my students' struggles and frustrations with reading firsthand, both in the resource room and in the general education classroom.

Thus, I wanted to discover pedagogies and strategies that would support my students as they become readers, who are not only proficient at reading, but also motivated to engage in it. I wondered how incorporating student-centered instruction might influence my students' literacy development. Specifically, I was interested in incorporating learning tasks that utilized technology and were kinesthetic and/or multi-sensory. I was also interested in employing the pedagogies of whole language. I sought to understand how I might make use of my students' experiences to support their literacy learning, as well as how to choose authentic tasks related to literacy that were relevant to my students' real world lives. My data sources included pre and post surveys, student work, videos of my teaching and student interactions, lessons plans, reflections, and interviews with my students and their general education teachers.

In this poster presentation, I share findings related to how various strategies influenced the literacy of particular students and their motivation and engagement in reading. I also discuss the challenges for planning and implementing student-centered instruction and the implications of my findings for my future practice.

CONCURRENT SESSIONS

ESSENTIAL 1: MISSION

A Collaborative Model For “Charting Our PDS Course”

Judy Beiter, Anne Arundel County Public School System of Maryland

Maggie Madden and Cheri Wittmann, Maryland State Department of Education

Robert P. Pelton, Stevenson University

Laila J. Richman, Towson University

Stephanie Savick, Notre Dame of Maryland University

This session will share how Local Education Agencies, Institutions of Higher Education, and State Education personnel work together to support the mission of PDS, the Nine Essentials, and local PDS initiatives. Focusing on Essential #1, “a comprehensive mission that is broader in its outreach and scope than the mission of any partner...” the presenters will share a comprehensive plan in connecting a large network of local PDS partnerships to one another for the purposes of continued growth and improvement. Participants will learn how to engage in strategic action planning and the implementation, collection, and monitoring of PDS data, both at the local and state levels. Teacher preparation, continuing professional development, research and inquiry, and student achievement standards will be addressed. A major emphasis of this presentation will focus on the relationship between the national movement in PDS and how local partners can be effective in navigating change. This presentation will be meaningful to school, university, and/or state partners who are interested in providing professional development and networking opportunities to PDS stakeholders in a larger network.

Breaking Barriers And Building Bridges Through International Partnerships

Gwendolyn Benson, Susan Ogletree and Julie Washington, Georgia State University

Lavern Samuels, Durban University of Technology

Georgia State University has successfully implemented the Professional Development School model over the past nine years with multiple school systems in the Metropolitan Atlanta area. Our PDS model is guided by the six dimensions of quality teacher preparation: (1) careful recruitment and selection, (2) strong academic preparation, (3) extensive clinical practice, (4) entry-level teaching support, (5) modern learning technologies, and (6) assessment of effectiveness.

In adapting this initiative into an international PDS model, we understand the importance of soliciting and identifying the needs of stakeholders in the current educational system. Georgia State University administrators and faculty have developed a true partnership with public and private entities in South Africa, including Ministry of Education staff, Durban University of Technology administrators and faculty, local school principals and teachers, along with on the ground Non-governmental Organizations (NGOs).

Durban University of Technology has assisted in connecting Georgia State University with the larger community. We will discuss how our partnership decided on the mission, the central players, impact on the community, and other work in progress. Our session will also address collaborative grant writing, university buy-in, understanding local culture, and study abroad programs.

Crafting A PDS Mission Statement Using Creative Problem Solving

Theresa A. Harris-Tigg, SUNY Buffalo State

The Professional Development School (PDS) between the English Department and the Department of Elementary and Reading at SUNY Buffalo State and PS #204 Lafayette High School is at the developing stage of the partnership. As per the signed agreement between the two institutions, at this stage, “Partners are pursuing the mission of PDS partnerships and there is partial institutional support. At the developing stage, partners are engaged in PDS work in many ways. However, their supporting institutions have not yet made changes in their policies and

practices that would provide evidence of complete institutionalization of all aspects of the PDS mission.” After working with the instructional leader to create a liaison committee at the school site, my next task was to arrange a meeting of this committee to craft a mission statement. Creative Problem Solving techniques and tools were used to facilitate the mission-setting sessions that culminated in this leading-edge statement.

According to Puccio, et al., of *Creative Leadership: Skills That Drive Change*, “Having vision - looking at how things might be instead of how they currently are or seeing things in different ways - is often identified as a key aspect of leadership “ This session will give attendees an inside look at the mission-setting meeting to show participants how using a creative and dynamic model of creative thinking and collaboration between an international school in an urban district and an urban-based university produced an innovative and inclusive vision to prepare teacher candidates, develop faculty, and investigate improvement of pedagogy and enrich 7th-12th grade student learning.

Creating A Professional Development Community: Building Collaboration And Resources

Jack McKnight and Ryan Taylor, Wright State University

Three years ago Wright State University’s College of Education and Human Services adopted the Professional Development School (PDS) concept and began implementing the idea with partnership school districts. Concurrently, working in the area of rehabilitation, the Department of Human Services nurtured similar type partnerships with community organizations. The Professional Development Community (PDC) was created by revising the PDS format to accommodate formal partnerships between community organizations and Wright State University (WSU). It is based on principles founded in the Nine Essentials of the National Association for Professional Development Schools (NAPDS), the Four PDS Standards of the National Network for Educational Renewal (NNER), and the seven core values of the National Rehabilitation Association (NRA).

The PDC requires the commitment of a WSU faculty coordinator and representatives from each member agency to participate in the PDC Advisory Board. The board develops mutual goals of learning for WSU student rehabilitation practitioners by improving the effectiveness of each community organization through professional exchange, information sharing, and research. The PDC has dramatically raised awareness of the Human Service field, resulting in an increased enrollment, graduation rates, and employment for our students as rehabilitation practitioners. The collaboration created in the PDC extends to the Wright State University PDS sites in the form of services and support that address the contemporary challenges facing PDS sites.

Educating ALL Learners: A Collaborative PDS/Community Project At A Homeless Shelter

Valerie Zelenka, Fort Hays State University

Teacher education programs have the task of developing thoughtful and socially progressive educators who can teach effectively. However, for many preservice teachers there seems to be a great divide between what their university professors teach and what they observe in the field. Therefore, in order to maximize the effectiveness of first-year teachers, teacher preparation programs must provide undergraduate education majors with practicum experiences which mirror the reality of the field of teaching.

Recently, the number of children and families experiencing homelessness and extreme poverty has increased significantly across the nation. Seventy-five percent of U.S. homeless children perform below grade level in reading, and many schools and teachers are not prepared to teach these students.

In addition, children who come from families with incomes below the poverty level are seven times more likely to be abused. One approach to understanding an abusive parent is the parent-child interaction model. In this model, the parent lacks skill in interacting with their child, and, as such, does not develop an emotional bond with their child.

This collaborative PDS/community project provides: (1) parent workshops that support the parent-child interaction model, (2) after-school and summer literacy tutoring to homeless children, (3) books and literacy resources to children and families, and (4) undergraduate elementary education majors with a field experience in which they work with children and families who are experiencing extreme poverty.

Embracing Junior Faculty Members: Eight Hands Are Better Than Two

Liz Baker, Krysti Blocker and Joyce Crimminger, South Middle School

Paul Horne, Winthrop University

At South Middle School, a South Carolina national School to Watch, teachers embrace junior faculty members by including them in each and every classroom activity. Teacher candidates at this PDS are actively involved in co-teaching with their mentor teachers. This presentation will show how a veteran math teacher and a special education resource teacher and their two teacher candidates joined hands and made a difference in this math class. These two mentor teachers will share their strategies on station teaching, parallel teaching, targeting small groups, utilizing technology, and collaborating ideas while involving their student teachers in order to reach every learner.

Enhancing The School-University Partnership: Preparing Teacher Candidates For The Culturally Diverse Classroom

Melody Russell, Auburn University

Today new teachers are expected to be competent in their content and pedagogy while implementing strategies that address the needs of diverse learners (Beatty O’Ferrell, Green, & Hanna, 2010). It is essential for teacher education programs which serve as Professional Development Schools to work towards enhancing partnerships with area K-12 schools to better prepare new teachers for the increasingly diverse classrooms. Teachers must understand the role culture plays in teaching and learning in order to promote equity. This study investigates ways to expand the school-university partnerships to better prepare teacher candidates to promote and enhance equity in their schools and the community as a whole. This study used both quantitative and qualitative methods to investigate preservice teacher education majors’ perspectives, beliefs, and attitudes on classroom management and cultural diversity awareness relative to school placements or internship field experiences. Data consisted of pre- and post- questionnaires, demographic surveys, and the Henry (1991) CDAI survey instrument. Research questions driving this investigation were: 1) What is the cultural sensitivity level of preservice teachers during the internship? 2) How does the relationship and support from the school partner and university impact their preparation for the field experience? 3) What prior experiences impact preservice teacher’s perspectives on diversity, equity, and classroom management? Results indicated that mentor teachers and school partners play a key role in providing critical support for preservice teachers. Moreover, preservice teachers through critical incidences in the classroom learn how to apply strategies to promote effective management and enhance learning as beginning teachers.

Every Child, Every Art: Increasing Access To Arts Education For Elementary Students

Cally Flox, Brigham Young University

The BYU ARTS Partnership is an arts initiative that creates and delivers professional development for teachers over multiple years to build capacity in elementary teachers to integrate the arts into their daily instruction. Elementary teachers build personal skills and pedagogical skills in the arts and learn to develop arts integrated lesson plans for teaching language arts, math, science and social studies. Students and teachers are reporting significant benefits from arts integration in the classroom. Participants conduct learning action research to measure student learning on selected learning objectives.

This initiative to increase the quality and quantity of arts education in local elementary schools has been developed collaboratively between two colleges at Brigham Young University and five school districts within the framework of the BYU Public School Partnership. Decreasing funds and increased testing have spurred innovative solutions to providing arts instruction for all children. Multiple stakeholders, including private donors, support these programs. In the last seven years, BYU ARTS Partnership programs have served 2,589 teachers who served

approximately 72,492 students.

This presentation includes how the initiative started, how stakeholders work together, and descriptions of the content and delivery system for the professional development programs. Collaboration extends to parents, local arts agencies, and other education agencies, creating awareness and public support for arts education in schools.

Going Global: An International PDS Model To Assist Under-Financed, Pre-Service Teacher Candidates

R. Michael Smith, Niagara University

The second decade of the 21st Century has been a difficult time for New York and Ontario universities as they scramble to attract undergraduate and graduate students in teacher education programs. The reasons for the declining enrollment in PreK-12 teacher education programs are numerous; however, the primary issues tend to be related to money: the lack of local teaching jobs, high tuition rates, extended service learning hours which hinder the opportunity for part-time student employment, a poor national economy and extended uncertainty for recovery, more diverse student populations with greater needs, and accreditation institutions that demand more hours of instruction, high stakes testing, and academic rigor.

In an effort to find a solution and assist pre-service teachers financially, a university professor on sabbatical in Thailand initiated the development of a partnership and PDS model with three private K-12 schools in Thailand. The plan is to recruit ten to twenty-five pre-service teacher candidates annually, who are currently studying in a PDS model in Ontario, to complete a major portion of their student teaching requirements in Thailand. In return for student teaching for a five or ten month term, approved candidates will be provided with return airfare, housing with air conditioning and Internet, and a monthly stipend of one thousand dollars.

This presentation will discuss the details of the initiative and report on the status of the project and the development of the 2014 Thailand PDS model.

Impact Of The Nine Essentials On A PDS Partnership As K-12 Teachers Transition From Direct Instruction To The Common Core Standards In The Pacific

Deborah Zuercher and Jon Yoshioka, University of Hawai'i at Manoa

Shana Benz, Ka'ala Elementary School

The University of Hawaii Master of Education in Teaching program and K-12 partnership schools are committed to all of the NAPDS Nine Essentials as the foundation for effective collaboration. Kessler, Zuercher and Wong illustrate one specific example of how the University of Hawaii practices the Nine Essentials in their recent publication in *School-University Partnerships: The Journal of the National Association for Professional Development Schools* (2013). In the Pacific partnerships with Hawaii and Samoa, the university faculty and K-12 staff have observed teachers struggling to transition from direct instruction to Common Core standards-based instruction, particularly when working with English Language Learner populations. The Common Core College and Career Standards have outlined a comprehensive mission that is broader in its scope than the mission of partners and that furthers the education profession and its responsibility to advance equity within schools and the community (NAPDS Essential #1).

The goal of this presentation is to demonstrate how the University of Hawaii is partnering with K-12 schools and the Pacific Regional Comprehensive Center to enact the Nine Essentials to support teachers and teacher candidates in the transition to Common Core lesson planning and differentiated instruction. Technical assistance and funding are available from regional comprehensive centers across the nation; professional development to unpack the Common Core standards and instructional resource design are provided by the university instructors; and on-site mentoring of teachers and adaptation of current textbook-based materials are facilitated by K-12 staff.

Implications Of The Military Connected Student And Professional Development School Partnerships

Anna M. Haffner, Morris Hill Elementary School

Lynn M. Kruse, Ware Elementary School

The Kansas State University Professional Development Partnership determined the need to focus on the impact of instruction for the military connected child to further the education profession and its responsibility to advance equity within schools. The military student was identified as a subcategory in the contextual factors to ensure student teachers address the unique characteristics of the military connected child with equitable learning opportunities. Challenges include deployment issues, financial stress of the families, and quick assessment strategies for new student arrivals.

During this presentation we will discuss strategies used to prepare novice teachers for the demands of military connected P-12 students. Some preparation strategies include developing a welcoming classroom and establishing high expectations for behavior and learning for the classroom and the entire school.

This presentation offers strategies to influence teachers of all military connected students, including the children of active duty, National Guard and recruiters in the general population and how to create an equitable learning environment for these military connected students. Being aware of the challenges/opportunities facing our military connected families will help educators understand and value the importance of providing resources for guiding students to be held to high expectations and standards for academic success.

In My Shadow: Creating A Social Justice Lens For Pre-Service Teachers

JoAnne Ferrara and Diane Gomez, Manhattanville College

This session describes the ways in which a PDS located in a high poverty school district utilizes community-based organizations to further its mission to educate the whole child and create a social justice context for pre-service teachers. The presenters will share the specific strategies used during the student teaching semester to build teacher candidates' awareness of issues related to equity and access while engaging them in activities which promote activism and reflection. Qualitative data and candidates' artifacts from two community projects will be shared.

Increasing Student Learning In American History Through Collaborative Professional Growth

David Williams and Margot Williams, Ball State University

This session focuses on NAPDS Essential #1 but also has elements of Essentials #3 and #8 through the presentation of a partnership between a university and nine school districts of a unique model of professional development focusing upon building content knowledge and instructional pedagogy in American history. The education profession is advanced through research from the collaboration and its creation of equity between the achievement of students in American history regardless of their socioeconomic level or location.

This research-based professional development increased the content knowledge of American history for 5th grade classroom teachers and the achievement of their students through the development of best practice instructional units of study using the Understanding by Design® (UbD) framework. The professional development was a partnership of pedagogical experts from Teachers College at Ball State University, historians from the history department of Ball State University, and 5th grade teachers from nine school districts in east central Indiana.

Over a three-year period, research indicated teachers increased their content knowledge of American history, integrated this knowledge into UbD instructional units, improved and diversified pedagogical approaches, and increased the achievement of their students in American history. In addition, they incorporated Common Core reading and Language Arts standards into their social studies lessons to create more meaningful reading instruction. The instructional units included historical thinking processes which required students to critically analyze and

reach informed conclusions from historical sources. The participant teachers also learned how to enhance their instruction using their available technology.

Integrating The International Experience Of Teacher Candidates Into An Education Graduate Class

Hibajene Monga Shandomo, SUNY Buffalo State

The teacher education program at Buffalo State College (BSC) attracts white, middle class female students who have limited experiences with diverse populations. The limited experiences of preservice teachers working with diverse populations creates an imbalance in teaching and learning. This imbalance negatively affects the ability of preservice teachers to relate to their elementary students (Shandomo, 2012). On one hand, teaching is done strategically and, on the other hand, learning is done sporadically. Gay (2010) calls it a mismatch between white, middle class teachers and students of color who are from a variety of socioeconomic backgrounds. To provide BSC education students the opportunity to meaningfully experience a different culture, a cross-cultural student project was arranged with the University of Zambia and Zambian schools. Since it was recognized that not all students would be able to participate in a comparable international exchange program, the project was structured to integrate the experiences and reflections of one group (students who traveled to Zambia) into a constructive and sustainable learning experience for other groups (students in a similar course, EDU 501, who did not travel to Zambia). This presentation provides the results of the research conducted to determine to what degree the experience of teacher candidates who traveled to Zambia was integrated into the learning experiences of students who did not travel to Zambia.

Inventrepreneurs: PDS Partnerships For Powerful Integrated Learning

Leanne Howell, Karon LeCompte and Barbara Purdum-Cassidy, Baylor University

Darlene Bolting, Lisa Cain and Rachel Lieber, Waco Independent School District

Social studies and content area literacy are often neglected in today's elementary schools. Without sufficient time allotted for literacy instruction integrated with social studies content, students are at-risk for developing 21st century competencies necessary for active participation in democratic societies (Halvorsen et. al, 2012). Integrating literacy and social studies has the potential for powerful and effective instruction. While there are many ways to integrate social studies content and literacy, this presentation proposes the integration of a persuasive text genre study with a social studies service learning project. Reading and writing is genre specific (Duke and Roberts, 2010) and students' ability to read and write different genres is enhanced by reading and writing for real purposes (Duke and Watanabe, 2013).

Service learning lends itself well to integrating the processes of genre studies for elementary learners. Service learning has the propensity to create a venue for content integration and common purpose, ultimately improving student learning and creating better schools and stronger communities (Kiesmeir, 2010). The school-based practice of service learning can be broadly defined as a teaching strategy wherein students learn important curriculum objectives by investigating and providing a service that meets authentic community needs (Billig, Root, & Jesse, 2005).

This interactive presentation provides participants with detailed insight into a PDS project that laces the elements of a persuasive text genre study with social studies service learning, enabling elementary students to be "inventrepreneurs" for 21st century communities. Implications for practice are offered for PDS students, teachers, preservice teachers, and university faculty.

Maryland Teaching Consortium: PDS Partners Working Together To Identify Program Components To Empower Teachers To Be Successful In High Poverty/High Minority Schools

Maggie Madden and Cheri Wittmann, Maryland State Department of Education

Judy Beiter, Anne Arundel County Public Schools

Julius Davis, Bowie State University

Patricia Dean, Salisbury University

Stacy R. Pritchett, University of Maryland

Laila Richman, Towson University

The Maryland Teaching Consortium is a Race to the Top funded initiative focused on preparing teachers to be effective in high poverty/high minority schools. This initiative represents NAPDS Essential #1, “A comprehensive mission that is broader in its outreach and scope than the mission of any partner and its responsibility to advance equity within schools and, by potential extension, the broader community”. Using the model of preparing teachers and providing continuing professional development in Professional Development Schools, the Maryland Teaching Consortium is working with ten institutions of higher education, their local school systems and school partners to develop a Manual for Preparing Teachers for High Poverty/High Minority Schools. The manual will use the framework of program components related to Understanding Oneself, Understanding Students, and Teaching in Context. During Consortium meetings and Summer Institutes, experts in the field discussed areas such as cultural competence, teacher resilience, student resilience, issues related to poverty, classroom context, and understanding of self in the teaching process. At each meeting, PDS stakeholders helped to identify program components for the manual, as well as what they will do in their partnerships related to the topics discussed. This presentation will provide an overview of the work of the writers developing the document and the dissemination of the document.

PDS Interns: Challenges And Opportunities On The Journey To Becoming Culturally Responsive

Marie Holbein, Kennesaw State University

Mark Baker, Hollydale Elementary School

Rivera-McCutchen (2012) notes that, “a caring education provides students who have a history of poor academic outcomes with an environment that is both emotionally nurturing and academically rigorous.” Preparing teachers who know how to provide such an education is the goal of teacher preparation in a PDS network of seven schools. Focusing on NAPDS Essential #1, this presentation will highlight the responsibility of the Professional Development School to advance equity within and beyond the school as the presenters share the findings of interviews with 19 collaborating teachers and 16 yearlong interns in a PDS network of seven schools. The interviews focus on the perspectives of both with regard to the interns’ abilities to work with diverse learners - specifically English learners, students with disabilities, and economically disadvantaged students - and their families. Presenters will outline the interns’ growth, as well as their challenges in their journeys to becoming culturally responsive educators. Topics to be addressed include ways in which the interns rely upon assessment to guide instruction, integrate technology into the classroom, motivate students, and invite families to be part of the learning experience while working in highly diverse settings. Finally, presenters will discuss aspects of the PDS structure that interns indicated were most helpful in facilitating their growth as educators of diverse learners.

PDS Network: Developing Opportunities for Pre-Service Teachers To Be Actively Engaged Throughout School Settings

Amy W. Thornburg and Tosha Arriola, Queens University of Charlotte

The mission of our PDS partnerships aims to raise student achievement, strengthen teaching practices, and nurture pre-service teachers (PST) by working with “master teachers” and being actively engaged in the school community. We are proud to have branched out from two traditional elementary schools to two urban elementary and four urban high schools. Rather than have faculty focusing on two partners, one specific faculty member serves as a liaison for each school. This structure helps strengthen our relationships by allowing faculty to invest more deeply in the school environment. The liaisons are strategically chosen based on the make-up of the school,

specific needs, and the faculty member's expertise and interest. This adds to the success of the relationships and benefits our partnerships by making them more personal and individualized.

The network allows PST to gain experiences with a variety of learning and teaching styles, interactions with students from diverse socioeconomic backgrounds (including high ELL populations, illiterate parents, and homeless kids), and exposure to differing focuses and missions within the school settings. PST benefit from the array of opportunities afforded in the network of schools: participation in parent nights, Open Houses, PTA events, PD sessions, grade level planning, and experience with data-driven instruction. Teachers also benefit from the network. We will share many of the innovative, meaningful experiences the PST, teachers, and university faculty are engaged in as a result of the network. We will share obstacles and strengths from the lens of all involved: university faculty, administrators, teachers and PST.

Professional Development School Exploration And Assessment (PDSEA): Maximize PDS Success!!!

*Jackie Allen, Cindy Cary, Patt Ensey and Thierry Kolpin, University of LaVerne
Michael Cosenza and Michael McCambridge, California Lutheran University
Emily Shoemaker, Weise Partnership Group*

The Professional Development School Exploration and Assessment (PDSEA) is a four step process to help ascertain the perceived readiness of School-University Professional Development School partnerships. In the first step, we present data from over 100 faculty, staff, and administrators on their perceptions of PDSs and ways in which this process can be accomplished at sites that are always pressed for time. In the second step, we initially planned on individual interviews with a select group of participants. However, as we progressed, we found that it was far more practical and productive to use structured focus groups with a select group of participants from the respective sites. After presenting the data from the focus groups, researchers will present data on the detailed readiness scans that were conducted at most sites involved for this study. Qualitative and quantitative results of the scans are presented, which are also correlated with the first two steps of the PDSEA process. Researchers have a few select sites where all four steps have been completed and will present data on the forth step, including some example recommendations that the sites might utilize after having participated in the PDSEA readiness process.

Project Leadership: Creating A Partnership For Serving Marginalized Youth In A Middle School

*Brooke Condon, Clinton Rosette Middle School
Jennifer Jacobs, Northern Illinois University*

Project Leadership was born out of the PDS relationship between DeKalb District 428 and Northern Illinois University. School personnel at Clinton Rosette Middle School noticed a number of students not involved in any type of club or sport after school, but who expressed a desire to remain connected to the school after hours. These students had several common characteristics, including a lack of connections to school, behavioral challenges, and lack of a stable peer group. The assistant principal sought out professors from Northern Illinois University who were involved in an existing partnership program to brainstorm ideas for a structured after-school program. Project Leadership was developed by NIU faculty and graduate students in cooperation with the school social worker, administration and teaching staff.

The Project Leadership Program sought to develop leadership qualities through a delivery method of sport and physical activity. The after-school program goals consisted of strengthening these "at-risk" students' feelings of belongingness in the school community, developing and transferring life skills such as self-control, effort, and leadership to school and home life, and exposing the students to university life through field trips and immersion activities with the local university campus.

Overall, this presentation seeks to address the importance of a university-school district partnership in addressing the needs of marginalized students. In return, university faculty and students have the opportunity for hands-on program development, implementation and research in a community in need.

The Anatomy Of A Mission Statement

Paul Wangemann, Steven Baugh and Gary Seastrand, Brigham Young University

If done well and with serious intent, mission statements can communicate clearly what the organization believes and values and serve to both guide and inspire its members. When core beliefs are articulated and shared among members of a partnership, such as in our university-public school partnership, partners are better able to accomplish collectively things that they could not accomplish as well separately. A shared mission allows for deep connection, both to the larger purposes of the partnership and to one another as members of the partnership. In this presentation we will examine the current mission statement for the Brigham Young University-Public School Partnership with a focus on the scope and inclusion of the constituent partners. Examples will be shared illustrating the importance of NAPDS Essential #1. A thorough examination of the development and construction of the mission statement reveals the comprehensive nature of the statement for all partners involved and represents the relationship that allows the partners to collaborate for the benefit of all involved. Words on a paper alone are not sufficient to produce effective collaboration, but the ongoing process of examining and discussing leads to greater understanding and commitment to core values and purposes.

The Money's All Gone...Now What Do We Do?

Stacie Wolbert, Edinboro University of Pennsylvania

Supported through grant funding, the PDS partnership established between Erie City School District and Edinboro University had a strong foundation. Throughout the course of the grant, both the university and the school district experienced the benefits of the Nine Essentials incorporated into the culture of their work. The district and university faculty, teacher candidates and P-12 students felt the positive impact of the work being done. Facing the challenges of an urban district, the PDS was making a difference in stakeholders' lives.

Grant support was not sustained. Relying on university and district financial support the partnership continued, but with diminishing returns. Coupled with budget crises at both the district and the university, the progress made is being eroded. Both faculties are experiencing furloughs (retrenchment), increased class sizes and heavy workloads with the goal of improving student achievement. The district is experiencing school closures, district realignment and continuing deficits. The bottom line is not about the cash. Knowing the benefit of the partnership and the difference it can make in the lives of children, teacher candidates, faculty, administration and the community as a whole, the question becomes, "How do we rebuild what we have lost and continue to move forward so that we can further the education profession and advance equity within the schools and the community under these financial constraints?" This interactive presentation not only shares the strategies this partnership is taking, but asks for audience participation in the sharing of ideas.

The Unique Challenges Of Developing International Professional Development Schools

Nicki Calabrese, Canisius College

In the last three years, I have taught an international education elective course at Colegio de San Ignacio in Oviedo, Spain. Although it was initially designed for teacher candidates with a concentration in Spanish, it is now offered to all education candidates. This collaboration was formed to provide our teacher candidates with unique teaching experience in English as a

Second Language classrooms. It also was designed to provide the students of our partnership school with teachers who were native English speakers. It's a win-win.

This course planted the seeds that grew into a unique international partnership. For the last three years, we have had 20 high school students spend two weeks in Buffalo. They attend local high schools during the day and events on our college campus. For the last two years, teachers from San Ignacio have visited our campus for one month to attend college classes, as well as visit local organizations that promote social justice in schools in third world countries.

I believe our partnership aligns well with NAPDS Essential #1: A comprehensive mission that is broader

in its outreach and scope than the mission of any other partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community. I would appreciate the opportunity to share this special journey with colleagues and elaborate on the special challenges and rewards of cultivating International Professional Development Schools.

ESSENTIAL 2: PREPARING FUTURE EDUCATORS

A Year Of Firsts: Developing An Intentional PDS Partnership Focused On Primary Literacy

Janet S. Rohmer, Mount Mercy University

Imagine a scenario where your first-semester teaching interns are trusted to administer literacy assessments with first graders on the first day of your first year in a PDS school. This actually happened to us! This session will tell the story of our PDS partnership from conceptualization through the first semester of implementation.

Our unique partnership places first-semester, junior-level methods students in a PK-2 elementary school setting for an integrated experience including primary literacy and general elementary methods courses. The two methods courses were intentionally designed to parallel the elementary curriculum while still meeting university and state preparation requirements, providing the teacher interns immediate and fluid practical and theoretical experiences. This dynamic experience is facilitated through an established and shared vision; clear and continued communication; flexible and responsive interns, faculty, teachers and administrators; and an overall commitment to learning.

We will share the sequence of baby steps and giant leaps taken within the span of a year to establish this powerful partnership. This will include the initial school contact, recruitment of mentor teachers, vision building, curriculum development, and steps of implementation.

Academic Choice: PDS Teacher Candidates Engaging Students In Their Own Learning

Liz Hoisington and Jenny Spero, The Plains Elementary School

Marcy Keifer Kennedy and Ginger Weade, Ohio University

In response to an identified PDS need, The Plains Elementary PDS sought funding through a Patton College Mini Grant for Academic Engagement & Outreach to provide professional development that would not only benefit teacher candidates but would help those candidates have a deeper impact on K-3 learning. With the intention of creating a deeper understanding of the district-adopted Responsive Classroom philosophy, RC materials were purchased and candidates engaged in a mentor teacher facilitated professional development study group. During the PDS seminar, candidates became better acquainted with the following teaching practices used in the school: creating rules, guided discovery, morning meeting and teacher language, with an emphasis on academic choice.

Candidates attended four two-hour sessions that infused theory and practice before being encouraged to use the various strategies in their own PDS classrooms. Teacher candidates were given pre and post surveys to evaluate the effectiveness of the professional development that they received.

Essential #2 will be addressed in this session. Future educators were able to practice ways to implement academic choice for the students in the classroom. By using academic choice, candidates were able to have a positive impact on student engagement, and thus learning, by allowing the students to engage in guided, structured choices when learning in the classroom.

Action Research In A PDS: Preparing Social Studies Teacher Candidates

Scott Scheuerell, Loras College

The presenter will discuss a qualitative case study he conducted involving social studies teacher candidates, in a Professional Development School setting, who conducted action research. Teacher candidates conducted action research during their semester-long experience in a high school PDS classroom, prior to student teaching. The teacher candidates focused their action research on topics ranging from classroom management to instructional strategies. Data was collected from three sources: 1) interviews conducted of the teacher candidates, 2) the action research plans submitted by each teacher candidate, and 3) field notes taken while the teacher candidates were instructing the class. Findings indicate the action research conducted by the teacher candidates helped them

problem solve, improve their teaching skills, and gain confidence in their ability to teach. The presenter will also provide some recommendations, based on the findings, to better prepare social studies teacher candidates in clinical experiences. In addition, he will share how the action research project fits into the overall framework of the program, which uses an extensive clinically-based approach to prepare teacher candidates.

All In! Fostering Collaboration, Continuity And Achievement At An Inner City Las Vegas Middle School

Shawn A. Kelly and Michael Taack, Fremont Professional Development Middle School

Nearly twenty percent of the current faculty of John C. Fremont Professional Development Middle School are graduates of the school's Professional Development program, which was established in 2008 by Clark County School District as an attempt at turning around the school's history of low performance on standardized tests. Having such a large percentage of former teacher candidates who taught on campus become faculty members has radically changed and improved the school in numerous ways. As an urban, At Risk, Title 1 School, Fremont has always faced challenges relating to staffing, including long-term teaching vacancies. The Professional Development Model has not only largely solved those challenges, but has also fostered a collaborative environment in which new teachers are able to thrive, and created a pool of qualified, experienced mentor teachers. The Professional Development Model has developed a strong sense of community among staff and created continuity for students. In the six years since becoming a Professional Development School, standardized test scores at the school have risen, we believe in part due to student to teacher ratios dropping as a result of the influx of student teachers and first-year practicum students on campus. Our presentation will demonstrate how the program has not only improved the school and its community, but also how the Professional Development program has improved the preparation of teacher candidates, and will feature several former graduates who are now staff members.

Almost Ready, Definitely Willing And Nearly Able - Preservice Students Venture Into Partnership Classrooms

Cathy Stavenger and Mary Westwater, Southern New Hampshire University

This session will focus on:

- how two university professors came to the understanding that partnerships with area schools provided a source of inspiration and education for their students that could not be addressed thoroughly in the university classroom;
- how the partnerships were established and maintained;
- what the benefits are for all concerned – university students, classroom teachers, the community at large and professors;
- what we have learned about our processes; and
- the next steps for all stakeholders.

Additional collaborative efforts, such as Family Literacy and Math Nights, will be shared.

An Honor To Teach: Examining The Impact Of A New PDS Model For Clinical Practice

Corine Meredith Brown, Jacquelyn Rybak, Stephanie Martell, Colleen Shopshire and Amanda McCloskey, Rowan University

Brandon Alwan, Johnstone Elementary School

An Honors Clinical Practice pilot program housed within a nationally-recognized, award-winning PDS was created and implemented in 2012. This Honors program challenges pre-service candidates to function more like veteran teachers in this unique PDS setting. Professional growth opportunities for pre-service candidates include the systematic examination of educational practice using scholarly inquiry through classroom research, active participation in a Professional Learning Community within the PDS, and assumption of a leadership role in community outreach efforts. Using data gathered across three cohorts of Honors Clinical Practice candidates, this presentation examines the impact of these specific components of the Honors Clinical Practice on pre-service candidates' knowledge, skills, and dispositions. Suggestions for those interested in starting such a program are

offered. Additional discussion focused on the modifications made in-process and the implications of findings is facilitated in an interactive, open-ended format.

Are University Evaluation Practices In Need Of Change?: Using A Modified Teacher Evaluation Model In A PDS Clinical Practice Internship

Stacey Leftwich and Angelina Fortini, Rowan University

Kyleigh Wristbridge, Holly Glen Elementary School

The effort to improve educator evaluation in New Jersey has been a top priority since the Educator Effectiveness Task Force was convened in 2010. Change in evaluations is a direct result of many current systems' failure to measure the most important outcome of teacher practice – student performance. As districts prepare to significantly alter the system of teacher evaluation, university education programs are in need of evaluating their own clinical intern observation practices. In this presentation, former student interns will present their experiences of how their clinical supervisor modified the university's evaluation process to align with the host school's adopted teacher evaluation system. Data will be presented on how the modifications not only prepared interns for the new evaluation framework, but effectively impacted student achievement as well as prepared interns for the New Jersey teacher workforce.

Ask Not “What Can You Do For Me?” But Rather “What Can We Do For You?” How A PDS Partnership Used Cooperation And Collaboration To Build A Community Of Learners And Prepare The Next Generation Of Teachers

Jon Yoshioka and Vail Matsumoto, University of Hawaii at Manoa

Cesceli Nakamura, Ritchilda Yasana and Benjamin Boltz, Waipahu High School

Successful PDS partnerships (SPDSPs) do more than just provide classroom placements for teacher candidates (TCs). SPDSPs create an environment where all stakeholders, regardless of personality or talent, work together to create successful learning outcomes while keeping each other's needs in mind. To achieve this end, we began by asking, “What can we do for you?” This simple question opened the door to heretofore unavailable learning events which were designed to build community between all PDS stakeholders.

Our TCs were immediately welcomed as contributing members of the PDS community and received opportunities not normally associated with a traditional “school placement.” For example, TCs were given the opportunity to (a) plan and execute a school-wide community fair, (b) be paid for after-school tutoring, (c) take a DOE substitute teacher class tailored to their schedules, (d) be hired for open, full-time PDS positions, and (e) take a university class designed to incorporate the PDS's (summer school teaching) and university's (curriculum development and field experience) needs.

Our goal of creating and growing a school-community culture committed to the preparation of future educators that embraces their active engagement in the school community is an ongoing process. The relationships between stakeholders started with carefully designed learning experiences that helped TCs understand the sociocultural, historical and political nature of their relationships within the school community, the university setting, and with their peers. This session will share the strategies and successes unique to our PDS from the points of view of university faculty, PDS faculty, and teacher candidates.

Becoming An Active, Healthy School-Community Partnership During Times Of Educational Change

Christine Widdall, Valerie Behr and Kim Wieczorek, State University of New York at Cortland

Initiated in 2009, a partnership between the State University of New York College at Cortland and Whitney Point Central School District has grown into an assemblage of educators whose primary objective is to improve learning outcomes with collaborators: the K-12 students, pre-service teachers, K-12 educators, and college faculty.

Dedication has allowed this PDS to be an active, healthy school-community culture that uses research to rethink and readjust current practices as a torrent of educational changes stress our teaching arenas. From its nascent birth with just a few pre-service teachers, a professor, and a fifth grade teacher, the collaboration efforts have become an articulated PDS that now includes seven professors, five district administrators, WPCSD's entire elementary educational team, and thirty pre-service teachers per semester. From a few collaborative assignments, this PDS now supports clinically rich field placements and professional development programs for the district. Collaborative efforts include individualized attention while matching pre-service teachers to the needs of the classroom, teacher, and school as well as holistic service engagement such as creating literacy packs, participating in community events, parent-student school activities, and special needs tutoring. This PDS also provides distinctive opportunities for pre-service teachers to engage in authentic service learning through integration of 21st Century technology skills per classroom needs. Research presented will show how this PDS has created a unique, realistic teaching and learning system that promotes improved learning outcomes, ongoing professional development, and a greater sense of community for all individuals, while meeting current educational demands (APPR, TPA).

Being Part Of A PDS Culture Of Caring: Putting Teacher Candidates In Their Place

*Kymerly Drawdy and Catherine Howerter, Georgia Southern University
Jemelleh Coes, Langston Chapel Middle School*

Two university faculty and a middle grades special education teacher designed and taught classes for undergraduate special education majors at two PDS sites to promote and instruct the teacher candidates in developing a classroom climate that is intentional in its inclusion in the greater school culture. Experiences such as daily bus and car duty, analyzing transition of students between classes, observation of classrooms with particular attention to management and inclusive practice were provided at a middle school and elementary school. Special topics were presented and discussed by onsite classroom teachers, support personnel and administration, and teacher candidates were provided the opportunity to evaluate the composition of the classroom environment to assess student to teacher interaction and the promotion of a safe and caring classroom climate. For these students, it provides a continued presence in both PDS and allows for the integration of the teacher candidates into the greater school community.

Benefits And Challenges Of Connecting Theory To Practice: Examining The Impact On Teacher Candidate And K-12 Student Learning

David Hoppey and David Allsopp, University of South Florida

The call for increased collaboration within teacher education programs led the special education undergraduate program at the University of South Florida to redesign an early field experience and provide a rich, clinical field experience that connects theory to practice (NCATE Blue Ribbon Report, 2010). This redesigned experience centers on providing coursework with a tightly coupled field experience in partnership with 4 local public schools. The purpose of the change was twofold: to provide effective supervision while simultaneously developing a structured teaching experience focused on providing small group instruction across the 3 tiers of Response to Intervention. To these ends, the practicum was restructured to four mornings per week from two full days to provide more consistency for the schools and teachers. Additionally, at each site a USF faculty liaison worked closely with a school-based site coordinator to identify classrooms to place teacher candidates in, tailor seminars to school and student needs, and share supervision duties. This change offers a more robust experience by providing opportunities for teacher candidates to provide needed interventions for K-12 students.

During this session, university faculty will describe the intricacies of the partnership. Further, preliminary data from ongoing research will be shared suggesting that providing multiple opportunities for teacher candidates to make theory to practice connections assisted prospective teachers to cultivate knowledge, skills, and dispositions. Specifically, this centered on using data to make instructional decisions as candidates worked with small groups of struggling readers as well as in the area of developing effective behavior intervention plans. Another benefit of this model was that vertical staffing helped immensely as students attempt to complete field based assignments directly related to their placement. Vertical staffing is when faculty and doctoral students are simultaneously engaged in both teaching coursework as well as supervision (Tom, 2007). In all, these data are helping faculty to monitor and evaluate program effectiveness.

Beyond The Classroom: Enriching Internship Experiences That Build Community And Student Success

Maria Miller, West Virginia University

Liza A. Miller, Jackson Kelly PLLC

During my internship year at a middle school, I facilitated Mix-It-Up at Lunch Day, a national campaign for community building activity in schools. Inspired by Dewey's assertion on the role of community in teaching and learning, I embarked in the Mix-it-Up at Lunch Day activities as a way of integrating into the school community and creating a positive school environment for all students. The middle school was located in semi-urban setting with a student community drawn from over 30 nationalities. Mix-it-Up at Lunch Day involved a committee of about 40 eighth graders and had the full blessing of the school administration.

This study involves a description of the steps I took with the committee of students to facilitate school-wide Mix-it-Up at Lunch Day activities, steps to achieve identified goals and objectives of the program, and support received from the school administration. These cocurricular activities, which embody NAPDS Essential Number Two, helped me shape and enrich my experiences as a full-time student intern at Suncrest Middle School. My reflection of the entire program, pictures, observations, surveys, and student interviews were critical data sources for this project.

Blurred Lines: Why Stop When They Want To Keep Going? Extending The PDS Experience

Marisa Dudiak, Towson University

Cheryl Dembroski, Montgomery County Public Schools

Why does the PDS experience have to stop at the end of the semester? An established university and PDS partnership didn't think it needed to...they extended the teacher education experience for their interns into the lazy, hazy days of summer!

Towson University and Ronald McNair Elementary School in Montgomery County, Maryland, saw a valuable opportunity to invite their current and new interns to take an active but voluntary role in an established summer readiness program with one of their existing PDS partners.

The presentation will focus on:

- sharing the extended PDS-like experience logistics and resources that were enhanced because of the partnership;
- intern-specific perspectives on the extended experience from a pre and post experience timeframe;
- data and attitudes captured during the experience and used during the extended experience. Interns and teachers made adjustments because of this communication;
- what was learned and what will be enhanced for the next opportunity;
- presentation participant will have the opportunity to brainstorm possible extension experiences in their own PDS environments; and
- ease of presentation and experience resources shared via QR Codes and an online blog.

Participants will leave the presentation with a "less blurry" perspective of how to move past the traditional PDS experience and enhance interns' opportunities!

Building A PDS Network In Rural Appalachia: Connecting Community Schools And Universities To Prepare Future Educators

*John Henning, Marcy Keifer Kennedy, Laura Lemanski, Kristin Camara and Hannah Shull, Ohio University
Katie Holdcroft, Alexander Local Schools*

The development of PDS partnerships for adolescent-to-young adult candidates seeking licensure in grades 7-12 has historically proven to be challenging in our rural area. In an effort to address the experiential needs of the teacher candidates and local schools, partners created PDS networks of teachers across area schools. Following a small pilot during the 2011-2012 academic year, the Senior and Master's Clinical Experiences were developed to provide teaching interns with a year-long internship with the same mentor teacher. Last year, 10 graduate students and 50 undergraduate students participated in these programs. The response has been very positive from both interns and mentor teachers. Teacher candidates build stronger relationships with the students and mentors, are actively participating as professional educators throughout the entire academic year, and are more confident in their instructional skills and abilities when seeking employment. The year-long program benefits not only the interns but, according to the mentor teachers, has positively impacted student learning as well.

With P-12 student learning at the very core of all aspects of the programming, the Senior and Master's Clinical Experiences provide PDS opportunities for mentor teachers, teaching interns, and faculty from across southeastern Ohio schools to work collaboratively on strategies that will best impact P-12 student learning. The session will discuss this innovative programming from its inception to the present day, as well as share support resources and perspectives from teaching interns, mentor teachers, and university faculty.

Building A Program Together Requires A Strong Partnership

*Peggy Lewis and Laurie Mullen, Ball State University
Cresta Hancock, Southside High School*

As a unique program developed collaboratively from the ground up between PDS schools and the university, the Woodrow Wilson Indiana STEM Teaching Initiative at Ball State University demonstrates the power of partnerships. Addressing the need to increase the number of highly qualified STEM teachers within the state, together we developed and continue to fine-tune a program that prepares individuals to teach in high-need schools through co-teaching, mentoring, year-long residencies, innovative curriculum, and shared professional development.

As this program has matured, there are lessons we have learned about curriculum, clinical practice, and the developmental needs of the preservice teacher that can be mapped to other programs. It has also prompted us to reflect on how we work together to support the P-12 learner, the university student, and faculty of both partners.

Looking through the perspectives of both the school community and the university, this session will address the successes and challenges of change and innovation in developing new programs. We will consider the impact of infrastructure-heavy programs, extended residencies, and the importance of relationships with our partners. The session will encourage discussion from all participants to share their common questions and experiences.

Building Community: Socialization Into The Partnership

Susan Kiger, Della Thacker, Cassandra Caruso-Woolard and Bradley Counterline, Indiana State University

Indiana State University's very productive PDS partnership with Vigo County Schools is built on mutual trust, common goals, and a deep respect for the expertise brought by each partner. Our teacher candidates are "immersed" into extended, truly clinical field experiences equally mentored by classroom teachers, education faculty including teaching graduate assistants, and content discipline faculty. In the immersive field experience, candidates teach and document impact on student learning through a work sample that challenges the candidates to carefully examine, defend, and refine practices on the basis of outcomes data. Candidates also work in the school-at-large to encounter the school as a learning community wholly dedicated across disciplines to supporting P-12 student achievement.

Central to our work is the contribution of classroom teachers who have joined our ranks as clinical faculty

associates (CFAs) functioning as educational affiliates to the university. Critically important to ensuring the most positive culture within our partnership, the relationship established with our CFAs continues through the years as they play a pivotal role in jointly socializing new faculty and teaching graduate assistants into the learning community. Given the intensive nature of our immersive field experiences, new faculty and teaching graduate assistants must experience a timely and smooth transition into expected roles in order to best meet the needs of our teacher candidates and the P-12 population we serve. This presentation will share insights regarding the socialization process and roles carried out to ensure the success of new faculty and teaching graduate assistants.

Cashing In: Pre-Service Teacher Professional Development In The PDS

Jeff Gasaway and Lisa Osborne, Midway High School

Brent Merritt, Midway Independent School District

Madelon McCall, Baylor University

Engaging pre-service teachers in the Professional Development School teaching and learning community during their internship is often challenging for both the host school and the participating pre-service teachers. The optimal situation would allow pre-service teachers to share in the same professional activities as their mentor teachers throughout the school year, as well as participate in professional development offered through the Baylor University/PDS partnership.

Baylor University and Midway High School are involved in a Professional Development School partnership that strives to integrate the professional experiences of pre-service teachers with those of their mentors. This includes Midway High School initiatives begun in 2013-14, such as the implementation of Professional Learning Communities, major district technology additions, and specific content area professional development for targeted student intervention.

This presentation will address the pros and cons of including the pre-service teachers in the district and campus initiatives and will include the perspectives of administrators, mentor teachers, Baylor University teacher education faculty, and pre-service teachers.

Co-Teaching To The Core In Early Field Experiences

Curt Nielsen, University of Northern Iowa

Matthew Switzer, Lincoln Elementary School

At the University of Northern Iowa, co-teaching has been explored as a strategy to explore active engagement, reflection, collaboration, reciprocal professional development, and to enhance both the preparation program and the quality of instruction in partner schools in multiple ways. In this presentation, several inquiry projects related to co-teaching are described, including university faculty co-teaching with mentor teachers, university faculty co-teaching with preservice teachers, preservice teachers co-teaching with mentor teachers, pairs of pre-service teachers co-teaching with each other, and the development of a specialized graduate course workshop for mentor teachers on co-teaching. The need for co-development of a shared vision of the purposes and structures of co-teaching and ongoing on-site support were early lessons learned. Next steps and early evidence of impact for all stakeholders will be discussed.⁴

Co-Teaching: Getting To The Core Of Professional Preparation

Marilyn Buchanan, Cynthia Coler and Manuel Correia, California State University Channel Islands

Charmon Evans, University Preparation School

In this presentation, participants will gain a better understanding of how co-teaching creates opportunities for current and future teachers to be actively engaged in the school community. Strategies and issues to be discussed are the model of the program; how methods courses are delivered; university supervisor structure; ongoing professional development and continuous improvement; use of technology; stakeholder meetings; leadership opportunities; cross-grade collaborations; and continuity for children. The presenters will share data from three years of implementation of the co-teaching program at PDSs and partner school sites.

Collaborating In A Clinical Experience With English Language Learners

Monica Cavender, Quinnipiac University

As part of a long-term goal to increase an emphasis on teaching and learning in schools with diverse populations, the faculty of Quinnipiac University, School of Education, has partnered with Fair Haven School, New Haven Public Schools. As partners, both institutions are committed to the success of all students in reading education.

Fair Haven, a K-8 public school with an enrollment of 745 students, was strategically selected for its success in educating students with a population rich in diversity of culture, language, and customs. Approximately 75% of the students are on free/reduced lunch and 94 % are non-white. About 80% report that English is their second language.

During a weekly clinical experience, teacher candidates work with a small focus group of primary children who are struggling to maintain grade level standards in reading. Candidates experience firsthand how culture and language influence learning, and this deepens their understanding beyond coursework alone. Teacher candidates are able to bring their experience beyond the textbook and apply diagnostic assessments, plan and implement early reading instruction for small groups, and create reports for the school and teacher.

This presentation will share both the university and the school-based perspectives that will be applicable to a broad range of PDS partnerships. Each view will explore the benefits and challenges for teacher candidates, primary school students, classroom teachers, instructional specialists, and families using vignettes and interview responses.

Collaborating Within Professional Development School Partnerships To Prepare Pre-Service Teacher Candidates For The Implementation Of The edTPA

Erin Evans, Cathy Nelson and Donna Metlicka, University of St. Francis

With the edTPA requirement for teacher licensure on the horizon, teacher preparation programs are faced with finding ways to make sure their candidates are prepared for the performance assessment. In this presentation, three university professors will discuss how they partnered with our local Professional Development School (PDS) to help introduce teacher candidates to documenting the process of teaching and learning as outlined in format of the edTPA. Although the primary focus of the lessons the teacher candidates taught at the PDS was science content, the professors will explain how the project has been integrated into their Mathematics Methods, Science & Social Studies Methods, Reading/Language Arts Methods, and Classroom Management courses.

Cultivating A Collaborative STEM Education Community

Michelle A. Fleming, Wright State University

Megan Winston, Horace Mann PK-8 School

How do you make science, technology, engineering, and mathematics (STEM) content engaging and accessible to preservice and inservice teachers, as well as PK-8 students and families? Build collaborative communities! A collaborative community is viewed as a special type of professional learning community based upon the ideas of encouraging educators to collaborate on issues of teaching and learning. A critical purpose of a professional learning community is engaging educators in important and meaningful learning opportunities that directly benefit teachers and their students.

Aligning to Essential #2, the preservice teacher candidates play a vital role in these collaborative communities as they need to develop and build their capacity around the teaching of STEM content in schools. By encouraging their participation and engagement in a variety of activities, such as Family STEM Night events and school outreach, the collaborative communities provide unique infrastructure that can serve the needs of the school by enhancing STEM capacity. Professional development structures that engage educators in joint investigations create opportunities to share expertise and build interdependence in understanding instructional issues within particular contexts.

To assess the impact of the collaborative communities, pre and post assessments found significant changes in participants' views of STEM and the teaching of STEM content. By deepening the literacy of both PK-8 students and their families, preservice teacher candidates likewise deepened their literacy and felt more confident to support and guide learners on STEM content. Quantitative and qualitative data, insights, and reflections from a variety of perspectives in this professional partnership will be shared.

Developing Effective Partnerships To Enhance Student Field Experiences

Jennifer Jacobs and Bea Green, University of South Florida

Janine Hall, Knights Elementary School

This presentation will outline how the University of South Florida's College of Education has partnered with the School District of Hillsborough County, the School District of Paso County and select schools. The reduction of resources, both financial and personnel, due to the economic downturn caused our department to think creatively to provide the greatest opportunity to develop outstanding pre-service teachers.

Currently we have three different partnership programs with the local school districts that include working with 29 specific elementary schools. Each of these models will be outlined in this presentation. We will include the pros and cons for each model, sharing results from surveys completed by the pre-service teachers, the university field supervisors, the school administration, and the collaborating teachers.

Learn how these collaborative partnerships with the School District of Hillsborough County, the school District of Hillsborough County and selected schools were established. We will discuss the following: (1) how we obtained buy in from the districts, these schools' administrations and from the teachers who supervise the interns through each of these field experiences; (2) the benefits of these partnerships; (3) the challenges we face; (4) what each of the field experiences look like; (5) how we moved to a mentorship model of coaching instead of evaluation; (6) why we increased the number of field experiences; and (7) how we tied the university course work with the field experiences.

Developing School Culture: Low-High Tech Tools In The STEM Classroom

Megan Litster and D. Timothy Gerber, University of Wisconsin-La Crosse

K-12 science, technology, engineering, and math (STEM) education reform has been supported by many U.S. organizations (e.g., National Research Council, National Science Teachers Association, National Council of Teachers of Mathematics). At our institution, collaboration between science content and education faculty and local K-12 school district administration and teachers has developed to form a "core" partnership per a Committee on Science and Mathematics Teacher Preparation recommendations. As part of our partnership, cooperating elementary and high school teachers in local school districts work with our Clinical II students in a variety of ways. At the elementary level, Clinical II students have built and presented science lesson plans for evaluation by the cooperating teacher and self-evaluated their planning and teaching after presenting the lessons to children. Also, at the elementary level, Clinical II students focus on teaching math and science using SMART Technologies. Currently, the collaboration at the high school level has obtained funding to purchase video equipment allowing opportunities for Clinical II students to observe best practices in the science and math classrooms. Future school/university work will focus on the continued commitment to the preparation of our pre-service teachers "that embraces their active engagement in the school community."

Development Of A Co-Teaching Experience For General Education And Special Education Candidates – We Got This!

Pam Beam and Perianne Bates, Ohio University

Teaching in the classrooms of rural southeastern Ohio presents pre-service teacher candidates with a unique opportunity to approach teaching from an assets' perspective. In considering NAPDS Essential #2, our partnership has attempted to support a culture change initiated by the district with which we are partnered. In our middle

childhood partnership school and district, inclusion to the greatest degree possible is an ongoing initiative. However, this district is the poorest in the state, has a high percentage of children with exceptionalities, and resources in the form of content experts and intervention specialists are very scarce and very expensive. One solution to this dilemma was to design a field experience that matches a general education pre-service teacher with an intervention specialist pre-service teacher and place the duo into a classroom with a high number of students with IEPs so our candidates get practice co-planning, co-teaching and co-assessing, while adding value to each classroom they are placed within.

This presentation is dedicated to describing how three university instructors, who are part of a middle childhood partnership, planned and implemented a new vision of a methods field experience with co-teaching at the heart of the experience. The conversation will include what considerations and barriers needed to be addressed as well as what players need to be a part of the process and experience.

Essentials For Effective Clinical Placements In An Urban PDS

Jill Miels, Ball State University

Karen Boatright, Marcy Schuck and Mary Hendricks, Rhoades Elementary School

Ball State University has a long history of working successfully with schools throughout the state of Indiana to prepare future teachers. The practices and procedures associated with BSU Partnership Schools Network (formerly PDS Network) have been institutionalized and recognized for a process of collaboration with its individual partner, as well as serving as a model for other institutions. After twelve years of working in the Professional Development Schools arena, Rhoades Elementary has developed strategies, experiences, and guidelines to ensure that preservice teachers are immersed in the culture of a large urban elementary school.

This session is an examination of the activities defined and developed to provide effective clinical placements for interns and student teachers. The presentation group represents constituents from the school and the university, and a teacher candidate. Presenters will discuss such topics as: extended school-year placements, teacher candidate interviews, use of data and research to drive instruction, co-teaching to enhance student learning, school-wide professional development, and team collaboration and planning.

Every Child And Intern Deserves A Great Teacher: Placing Practice At The Center Of Teacher Preparation At Horrell Hill Elementary School

Tracee Walker, Shondra Morris, Cicely Maxwell and Mary Jade Haney, Horrell Hill Elementary School

Every child deserves a great teacher and every teacher candidate deserves a great coaching teacher! As a Professional Development School for over 20 years of service to teacher preparation in partnership with the University of South Carolina, we think of our role in preparing effective teachers as a shared responsibility that will improve student achievement in 21st century classrooms. Through the years, our partnership along with integrated course work, theory and pedagogy with practitioner knowledge has engaged numerous teacher candidates alongside coaching teachers. This work has been possible because of collaborations with school administration, clinical adjunct, coaching teachers, clinical faculty and supervisors. With a collaboration of the PDS team at Horrell Hill Elementary School, this responsibility is becoming more challenging for teaching and learning for 21st century learners integrated with the Common Core State Standards educational reform. Therefore, we are engaging in a three-year inquiry project in order to improve the teacher preparation experience at Horrell Hill Elementary School through co-teaching strategies in alignment with the Common Core State Standards English Language Arts and Mathematical instructional shifts. Our guiding question for the three-year inquiry: Will effective co-teaching strategies facilitate and support the democratic process (Goodlad, 1993) of teacher preparation during clinical experiences in the midst of the Common Core State Standards educational reform? During this session, we will share our action plan for the 2013-2016 three-year inquiry journey.

Expanding The PDS Experience: Embracing Active Engagement In the School Community

Gary L. Willhite, James Carlson, Cindy Duley and Debra Sazama, University of Wisconsin La Crosse

Kari Schultz, West Salem Middle School

Karlene Englerth, Onalaska Middle School

Professional preparation of teacher candidates is not a solo act in the PDS partnership. Teacher candidate experiences where classroom faculty and university faculty are committed to providing full participation in the school community is collaboration at its best. And when a PDS is created from the beginning based on school-wide culture, teacher candidates become extensive participants in the school community. Based on how students were prepared to participate in school culture, we have changed a current middle school PDS site (from a secondary focus to an elementary focus based on the school structure of hiring elementary certification tracks) and added another middle school site (that has a secondary school structure and hires individuals with secondary certification). This change allows our students a better opportunity to be fully engaged in the respective school culture. A Physical Education PDS is a new concept for us and has been developed on the premise that our teacher candidates need more immersion and maximum participation in school culture. This presentation addresses the full participation of teacher candidates in a new Middle School PDS site and in a forming Physical Education PDS. Discussion on how the sites were formed, mentoring workshop overview, and how the teacher candidates are “full participants” will be shared.

Eye In The Sky: Using Video Conferencing To Enhance Pre-Service And In-Service Professional Development

Kathy Piechura-Couture and Rajni Shankar-Brown, Stetson University

This presentation demonstrates how a small liberal arts university used video conferencing to enhance the field component of education classes. We placed interactive cameras into model classrooms and were able to observe these classrooms live. The virtual observations allowed groups of students to see expert teachers’ classes and faculty to point out good practices without interrupting the flow of the lesson. It also allowed the classroom teacher to videotape lessons she felt showcased good teaching for viewing later. The classroom teacher posts the videos with reflections on her Google drive, which is then accessible by the university faculty. Different types of interactions will be presented, as well as implementation adjustments that had to be made in the program. The classroom teacher will discuss how the camera has impacted life in her classroom and discuss how the partnership allows her to mentor future teachers.

After a year of successful virtual interactions, the idea has evolved. We decided to expand our commitment to our beginning teachers by offering virtual support. Our teachers come with a Stetson Forever guarantee, which states that if you need professional development or help we will be there for you. In the past this has meant phone calls and personal observations. The Eye in the Sky Program allows faculty to observe the beginning teacher in his/her classroom and offer immediate support.

For The Love Of A Library: A Remodel And Repurpose For The Benefit Of The PDS

Lisa Colvin, Tarleton State University

The library at Cedar Ridge Elementary was underutilized and had sat unchanged, resembling a “dreary dungeon” for years as one staff member described it. The floor plan allowed for limited access to materials, uncatalogued and unshelved books lay lifeless in piles, and clutter was king in this sad space. During summer 2013, the library was remodeled and repurposed so that students, staff, and TSU pre-service teachers would better be able to utilize the library. The library was remodeled with district and university funds and with manpower from the professor and TSU students. Shelves were moved to create openness, art and plants were added, curtains and pillows were made, and it became a district showplace.

The library was repurposed. The RDG 311 professor works with the principal to arrange Story Time Saturday events each month in the library, and interns plan read aloud lessons for the students. Interns each tutor a

kindergartener and teach in the library. Interns collaborate to design the library bulletin board and keep it fresh with staff and student favorite author quotes. The professor's early childhood interns design play centers for pre-kindergarten students. The pre-k teacher shares contextual information to help them prepare developmentally appropriate centers. NAPDS Essential #2 is illustrated, as teacher candidates are integrated into the school culture via the now inviting core community area of the school . . . the library.

Participants will be inspired by the story through a multimedia presentation and will learn how this new partnership has blossomed for the benefit of all.

Frostburg State University Promoting Awareness Of Literacy Skills (PALS Program)

Kris McGee, Jamey Tobery-Nystrom, Jesse Jewel and Nick Sizemore, Frostburg State University at Hagerstown

Beginning in the summer of 2013 and continuing into the 2013-2014 school year, Frostburg State University (FSU) at Hagerstown created a literacy awareness program called University PALS (Promoting Awareness of Literacy Skills) exposing 27 students who struggle with reading to Common Core literacy strategies from two counties' Professional Development Schools, with a specific focus on the joy of learning. FSU graduate and undergraduate teaching interns provided themed weeks of literacy instruction supervised by administration and supervision M.Ed. candidates. FSU faculty provided guidance, literacy instruction for the teaching interns, and oversight of the data collection in order to measure the effectiveness of University PALS. Beginning in June 2013 and lasting until August 2013, the morning sessions, Monday through Friday, used innovative strategies including daily doses of technology (IPADS, IPODS, Activinspire, and Promethean Boards) to entice attendance and participation of PDS students during summer months. Seven of the summer PDS students have continued on into the school year by participating in 1:1 tutoring in the area of literacy skills. Academic progress and a comparison of the results are currently being conducted in the following research studies:

- Action Research Study 1: The impact on PDS students' reading levels from the PALS program: summer literacy exposure and 1:1 reading tutoring throughout the school-year.
- Action Research Study 2: The impact of university-based PALS tutoring in literacy on PDS students: a comparison of entrance and exit reading levels.

This presentation will share the planning and implementation of University PALS, as well as the outcomes thus far.

Growing Our Own – Turning Interns Into Full Time Faculty

Donna Jackson, Ainsley Porter and Sally Short, Meadowfield Elementary School

Meadowfield Elementary School is the only National Paideia Model School in South Carolina. Because the delivery structure of this project-based, active learning instructional model is unlike a traditionally structured classroom approach, it is imperative that our interns are properly trained to instruct students in comprehending, participating, and applying the components of the model. Interns are trained to facilitate Paideia Seminars, develop integrated units of study called Paideia Coached Projects, and guide students in conducting student-led parent conferences. Interns are introduced to the Paideia three column instructional format which includes direct teaching, instructional coaching, and seminar facilitation.

Considering that our interns are immersed in the Paideia Model during their internship year, they are afforded top priority in interviewing for vacancies in their area of certification. Twelve interns have been welcomed to the Meadowfield faculty in the past ten years and nine interns are currently serving as Meadowfield teachers.

Our conference session will provide attendees with the strategies, activities and communications that we use to guide our interns through the learning and implementation of our unique instructional model. How we assist our interns in preparing for interviewing and the hiring process will also be presented.

Hold ‘Em Or Fold ‘Em? How A PDS/University Partnership On The Brink Of Dissolution Became Refocused And Revitalized

Beverly Keepers, Jennifer Mangeot and H.A. Hasan, Spalding University

In 2008, the Gheens Educational Foundation named Louisville, Kentucky’s Spalding University, College of Education an institutional partner with Milburn T. Maupin Elementary. The foundation also provided a grant to fund the salary of a full time liaison to work with the university and the PDS. In 2013 the grant/funding ended, and Spalding and Maupin Elementary were faced with the decision whether or not to continue the collaborative partnership. The partners had to determine how, and if, a newly designed effort would continue to improve teacher efficacy, instructional pedagogy, and student learning and achievement.

The questions the partners asked of themselves were...

- How would a redesign of field experience better benefit teacher candidates, classroom teachers, and students?
- How would the involvement of other colleges at Spalding University strengthen the partnership and better engage both the school and outside community?
- What effects would a new state mandate transforming student teaching into an authentic co-teaching model have on the partnership?

In this presentation, we will describe how we answered these questions and went on to build an even stronger, focused, and revitalized partnership between Spalding University and Maupin Elementary.

Homegrown Partnerships: Nurturing Collaborative Efforts In Your Own Backyard

Jean F. Eagle and Irene Kleiman, Miami University

Holli Morrish, Talawanda Schools

The presenters will describe the “Life Cycle” of the partnership between the Talawanda School District and Miami University in Oxford, Ohio; one that both settings have been nurturing for more than a decade. They will discuss how they are trying to address current specific needs by making their collaborative efforts even more practical, sustainable, and mutually beneficial. In an era when student placement is becoming increasingly challenging due to barriers related to accountability and teacher evaluation, this session will illuminate how neighborhood partnerships can evolve to meet the needs of students in the schools and at the university. Modeling “a school-community culture committed to the preparation of future educators that embraces their active engagement in the school community,” the presenters will talk about the logistics of having well-trained teacher candidates in close proximity to the K-12 students, how reducing travel time is better for everyone involved, and why the setting and the community will reap the rewards of a “Homegrown” partnership.

Implementing The New Teacher Performance Assessment, edTPA, In PDS Schools

Peter Olson and Jana Hunzicker, Bradley University

Many states are currently requiring or soon will be requiring that teacher candidates complete a new teacher performance assessment called edTPA. In our state of Illinois, all pre-service teachers wishing to obtain their license will need to complete the edTPA by fall of 2015. In preparation for this policy, our university has been piloting the edTPA with our pre-service teachers for the past two semesters. Furthermore, dozens of our pre-service teachers have utilized our PDS schools as sites for the edTPA implementation. Our presentation will review the requirements of the edTPA, discuss the successes and challenges of our pre-service teachers with this project, and reflect upon the cooperation of our university faculty and the faculty of our PDS schools.

Our presentation will address NAPDS Essential #2: A school-community culture committed to the preparation of future educators that embraces their active engagement in the school community. We have found that the components of the edTPA have required and encouraged our teacher candidates to become more engaged with the PDS school communities. For example, one component of the edTPA asks teacher candidates to connect the

content in their lessons with the cultural and community assets of their students. Initially, our pre-service teachers had difficulty with this task, but they showed growth in their knowledge of and connections to their students' culture and community.

Increasing The Odds For PDS Interns Through Acculturation Into The School Community

Allison Dudley, Nancy Halferty, Sandra Hamar and Toni Mallams, Graceland University

How many of us started our career with this piece of advice, "be nice to the secretary and janitor," but didn't know why? Help your interns increase their odds for success by helping them "see" the invisible rules of conduct and learn how to navigate their school's culture. There is no doubt that individual schools have distinctive and unique cultures. New participants in any school have to learn the school's underlying beliefs and values that make up the school's climate and culture. Often, this is the area that can catch the intern by surprise and cause negative feelings between the intern, mentor, and other school members. Negotiating a successful PDS internship often depends upon the intern's ability to understand the powerful effect of the school's culture and to learn the "hidden rules" that guide the way the school operates. PDS university and P-12 school partners have a responsibility to support intern development within the school's particular culture. Working with school principals, mentor teachers and interns, Graceland University intentionally facilitates learning that will allow our PDS interns to become members of the school community. Our presentation will provide tools and ideas we use to successfully induct interns into the culture of the school, beginning with the initial placement process throughout their remaining internship.

Instructional Coaching: Changing School Culture In A PDS

Jordan M. Barkley, Janet Bavonese and Ronda Ray, Jacksonville State University

The Professional Development Schools Initiative in Jacksonville State University's College of Education & Professional Studies has evolved from a one system initiative, focusing on the integration and utilization of technology by students, teachers, and pre-service teachers, to an initiative grounded in the co-teaching model. As the college required clinical internships to include co-teaching and subsequently instituted focused co-teaching training for both cooperating teachers and interns in the five system pilot, area schools identified teachers in their buildings to attend training. The pilot failed miserably within one of the participating systems. This system happened to be the most diverse system in our area and also had the potential to provide our interns with opportunities to work with students and in schools unlike others in our service area.

The Director of Clinical Experiences and the Department Head for Curriculum and Instruction (who also happened to be a former regional reading coach in our area) connected first with the system superintendent and subsequently with two strong elementary school administrators in the system in hopes of building a better relationship and beginning a formal partnership with the system. The system agreed to allow JSU to train every teacher in the two elementary schools and the college committed to placing a practicum student in every classroom in both schools. Realizing that system/school culture played a vital role in the success of any initiative, the college and schools agreed to utilize a college faculty member to perform instructional coaching in both schools and provided lessons on "cultural awareness" to all participating students.

It Takes A Village: High Quality Induction Into The Profession Through A PDS Partnership

Bernard Badiali, Penn State University

Branda Khayat, Park Forest Elementary School

Colleen McCracken, Easterly Parkway Elementary School

As NAPDS Essential #2 indicates, a strong commitment to the preparation of future educators that embraces their active engagement in the total school community and encourages their integration into the school culture lies at the heart of Professional Development School partnership work. This presentation describes the variety of processes and structures that our PDS collaborative has used to actively engage our interns in all aspects of the school community and allow them to experience all aspects of the professional teaching role. With the help of a short video that is now being used to explain the nature of the Professional Development School internship year

to prospective undergraduate students, our panel (comprised of school administrators, mentor teachers, and university faculty) will explain the roles that veteran teachers, teacher educators and administrators play in engaging our interns with the entire school community through a variety of innovative structures.

Jackpot! Building School Community And Professional Practice Through Multiple Voice Poetry

Michael Taack and Shawn A. Kelly, Fremont Professional Development Middle School

In this innovative writing project, mentor teachers Shawn Kelly and Mike Taack led their students and their student teachers on journeys of self-exploration and reflection, while developing ties to other students and teachers from outside of their normal routines on campus. Sixth graders and eighth graders shared a classroom together for a week, during which time they learned about the writing process, poetry, and live performance. All the while, students and student teachers alike were placed in an unusual environment where collaboration with and performances in front of strangers was the norm. In this presentation, Mr. Kelly, Mr. Taack, and their student teachers will share writing samples, performances, and reflections that came from this unique activity and the professional development it led to for themselves, their students, and their student teachers.

Leaders Becoming Followers: Does Having A Clinical Intern In The Classroom Impact/Change A Classroom Teacher's Differentiated Literacy Instruction?

Stacey Leftwich, Angelina Fortini and James Shalvey, Rowan University

Kyleigh Wristbridge, Holly Glen Elementary School

Candidates taking a literacy course the semester prior to their clinical internship observed ways their assigned mentor teachers implemented differentiated literacy instruction. Observations were recorded and analyzed to determine how what candidates observed in the classroom compared to what they learned in their university course. Candidates discussed and described how the teachers did or did NOT differentiate literacy instruction. Mentor teachers, who agreed to host the clinical interns, participated in a monthly book club that focused on how to differentiate literacy instruction. Through book club discussions, mentors were introduced to course content learned by interns. This presentation will share how mentor teachers' instruction was impacted or changed as a result of participating in a book club discussion group and observing clinical interns' instruction. The presenters will share how interns and mentors worked together to implement literacy activities/strategies learned from the book club discussions.

Learning To Support Economically Diverse Readers In A Title I School Through Participation In A Guided Reading Laboratory

Nicole Maxwell and Megan A. Nason, University of North Georgia

This presentation will address NAPDS Essential #2 and will showcase how a Professional Development Community (PDC) partnership between the University of North Georgia and a local school district provides opportunities for teacher candidates to learn how to support economically diverse readers within a reading lab setting that functions within a high-needs, Title I elementary school. In an effort to better prepare teacher candidates, two university professors and one school-based expert will demonstrate how they worked together to create a reading laboratory based on a guided reading framework. After participating in a three-week guided reading training that included opportunities to observe in-service teachers utilizing this framework, early childhood/special education majors worked with a partner to co-plan standards-based guided reading lessons that were based on the needs of a small group of economically diverse students. In this presentation, we will utilize snapshots collected during the labs through iPads to exhibit how these teacher candidates became more confident about teaching reading as a result of their teaching experiences in the lab. We will also share how the teacher candidates reflected on the effectiveness of their lessons during weekly debriefing sessions with their instructors and peers immediately following each guided reading lab. Additionally, the students used reflective commentary to self-assess and individually reflect on the quality of their guided reading lesson plans. The presenters supported the pre-service teacher candidates during the planning process and provided both written and oral feedback after observing them teaching guided reading in the reading lab.

Linking Teacher Preparation To Increased Student Achievement In High-Needs, Professional Development Classrooms

Robert Hendrick, William Curlette, Susan Ogletree and Gwendolyn Benson, Georgia State University

Curtis Grier, Atlanta Public Schools

This presentation addresses NAPDS Essential #2: A school-community culture committed to the preparation of future educators that embraces their active engagement in the school community. The Network for Enhancing Teacher Quality (NET-Q), a Professional Development School (PDS) partnership, prepares beginning teachers in urban high-needs partnership schools. Through the collaborative actions of the Teacher-Intern-Professor (TIP) group, the intern delivers the jointly planned instruction using inquiry and other teaching methods with the intent to increase student achievement. Designated as an Anchor Action Research (AAR) project, the intern participates in the planning and delivering of a unit of instruction that uses a pretest and posttest as assessments. This study uses a meta-analysis technique to examine PDS studies which overall show a statistically significant effect size for student achievement. Within the NET-Q PDS partnership, a meta-analysis using random effects pre-post-control (PPC) model is used to examine instructional differences between NET-Q AAR and comparison classes. The results show that Cohen's *d* effect size between groups is .456 in favor of NET-Q AAR, which is slightly larger than the effect size indicated by meta-syntheses of educational interventions. The goal is that in a unit of instruction, the PDS teacher preparation using NET-Q AAR produces beginning teachers who can demonstrate that they are as effective as or slightly more effective in facilitating student achievement than teachers in comparison classrooms. The overall finding of this meta-analysis indicates that NET-Q AAR has clearly exceeded the goal. Suggestions for implementing TIP groups are based on lessons learned from the NET-Q districts.

Making A Purse Out Of A Sow's Ear: A PDS Experience With Different Populations

Dora Almaguer and Beau Sanchez, Cesar Chavez Middle School

Randy Wood, Baylor University

An urban school, 94% minority and economically disadvantaged students, a teacher candidate, middle class, college freshmen. What do they have in common?

Cesar Chavez Middle School, one of four in Waco ISD, has partnered with Baylor University for over ten years in providing a unique, positive and enriching experience to teacher candidates and middle school students. Resulting in an unlikely outcome when the demographics are compared.

The experience for the Baylor students begins in their freshmen year. They tutor middle school students identified as "in need of help" based on Texas state test scores. This partnership can be a shock to some of them! But a positive, unique relationship between tutor and student develops, resulting in an extremely high passing rate for the students tutored. The partnership continues for the teacher candidate with opportunities to become a paid tutor, while gaining valuable experience. Then, as a university junior, teacher candidates become teaching assistants for a class period in their subject area all year. Finally, in their senior year, they are interns; student teachers all day for the entire school year.

Our PDS program uniqueness is in how much the faculty, students, parents and community members invest in our teacher candidates. The distinctiveness for our teacher candidates is the well-rounded, full experience our campus contributes to their becoming effective educators.

Presenters will share some of the challenges encountered and conquered in making this unlikely successful partnership. The unexpected contributions and gains made by the partners will be discussed. Q and A time will be included. Data illustrating the results for the university, the middle school, community and the teacher candidates will also be presented.

Monmouth's Marvelous Mentors: Collaborating To Increase The Achievement Of At-Risk And Economically Disadvantaged Children

Kelleen Coulson and Alexandra McMahon, Monmouth University

Bernard Bragen and Heather Schwarz, Hazlet Township Public Schools

Loretta Zimmer and Christine Grabowski, Middle Road School

This session will focus on the collaboration between university undergraduate teacher candidate volunteers and students in grades one through four at the Middle Road PDS. Monmouth's Marvelous Mentor Program was created to provide mentoring and tutoring for at-risk and economically disadvantaged students. The program began with a kickoff event for the participants. A parent connection was established. The mentors met with the students two times per week to provide support and assistance in literacy and mathematics under the supervision of teachers and university faculty. The teacher candidates and students shared a journal and their best work. The presenters will discuss the activities and changes in the dispositions and achievement of the students. Teacher candidates will explain how they assessed student learning and the effect the program had on their own teaching and learning. We will share data on the perceptions of the university faculty, administrators, teachers, teacher candidates, and family members regarding their involvement in the mentoring program and the impact it had on the students and teacher candidates.

Partnership Structures - Effective Vehicles To Implement Mandates

Kitty Crawford, Kymberly Drawdy, Catherine Howerter, Pat Parsons and Kathleen Tootle, Georgia Southern University

The state of education in the United States in 2014 includes extensive mandates for P-12 school partners as well as the university. The array of mandates that can be used to empower the work of partnerships include Common Core Standards, high stakes testing of all learners, implementation of teacher assessment linked to pay-for-performance, and, most recently, a national performance assessment for teacher candidates - edTPA. How can partnerships effectively work together to implement these mandates while keeping P-12 student learning as the central focus? State mandates require partners to have open and frank discussions to develop understandings and support structures for the implementation of these required initiatives.

This presentation will narrow the discussion focus to partnerships working together to implement edTPA. The interactive discussion will include the impact edTPA has on teacher preparation programs, P-12 partners and their students, and the structures and supports partnerships require to implement this mandate.

Playing The Odds: Unpacking The Canned Curriculum For Student Teachers, PDS Graduates, Minority Students, And English Language Learners At An Urban, Title I Professional Development Middle School

Brian Brill, Jessica Schmidt, Shawn Kelly and Michael Taack, Fremont Professional Development Middle School

As an inner-city Professional Development School, Fremont PDMS has a responsibility to not only prepare future educators for the many challenges of a career in teaching, but also to serve a population that is largely comprised of minority students and English language learners (ELLs). Yet for the second year in a row, Clark County School District in Las Vegas has adopted a standardized curriculum, SpringBoard, for language arts and math classes at select middle schools, including Fremont. The program does not currently include accommodations for ELL students, requires teachers to follow a district-wide pacing, and is scripted in such a way as to make any modifications or changes both difficult and impractical.

The implementation of the program has implications for teacher candidates and new teachers who previously trained in a Professional Development School setting. This presentation will consider the discrepancies and inconsistencies between the "ideal" training of teachers and the reality of teaching a scripted, one-size-fits-all program. It will also tackle the complicated topic of teacher preparation as it relates to the equitable teaching at an urban, Title I school where ELL and minority students clearly have needs outside of the script.

Presenters will include mentor teachers, former teacher candidates now on staff, and student teachers. Data,

including student surveys, teacher surveys, pre- and post-achievement measures, and standardized test scores will be presented.

We hope that attendees at this presentation will bring insights from their own experiences to share in an open forum that will help guide our Professional Development School practices.

Positive Partnerships: Shaping And Shifting Teacher Candidates' Perspectives On School Communities

Stephanie Furuta, Mischa Kauaanuhea Lenchanko, Todd Koji Hayashi, Kellie Higa and Kate Leary, University of Hawai'i at Manoa

As coordinators of a Master of Education in Teaching (MEdT) cohort at the University of Hawai'i at Manoa, one of the objectives of our program is to prepare teachers to provide culturally relevant instruction in schools with large numbers of native Hawaiian children. These schools are challenged with low student achievement, high teacher turnover and families in poverty. We prepare our teacher candidates through our strong relationships and partnerships with schools that service native Hawaiian students. Our cohort students are immersed in these school settings throughout their two-year program where they gain exposure and experience working in schools with these particular challenges.

These school-university partnerships are mutually beneficial. Our teacher candidates are warmly welcomed by the school, allowed to participate in professional development opportunities and substitute teach when their schedules allow. Our teacher candidates bring to their school placements enthusiasm, new ways of thinking about curriculum, and service to students and mentor teachers. The teacher candidates' positive interactions with the students and schools shape and sometimes shift their thinking and feelings about student capabilities and the desire to continue to work in these schools.

As a result, the majority of our last cohort are now teaching in schools with a large native Hawaiian population, working in a native Hawaiian initiative, or in a program that services native Hawaiians. Our current students are also experiencing the warmth of the students and the uniqueness of the community's culture, which drive our students' desire to work within these communities after graduation.

Practical Strategies And Materials To Support Effective PDS Interns And Mentors

Nancy Smith, Sheri Bevis and Earl Martin, Emporia State University

The Emporia State University/Olathe School District PDS partnership began in 1993. Our PDS site has grown to include over 50 interns per year, placed in 9-11 elementary schools. Interns spend an entire school year in a PDS school. Three of the strengths of this nationally recognized partnership are

- welcoming, orienting, and supporting interns;
- maintaining accountability and consistency and providing feedback to mentors and interns; and
- enhancing communication and maintaining good working relationships among partners.

In this session, we will describe the 20-year partnership between Emporia State University and the Olathe School District in Olathe, Kansas. Both the school district and the university take our mission of developing effective future teachers very seriously. We collaborate closely to identify goals, problem solve, and identify solutions. Organized around the three strengths identified above, we will share tools we have developed, including forms, checklists, and activities and strategies we have used to strengthen the preparation of our interns. We will share many practical ideas that participants can adapt and use in their Professional Development Schools. This session would be helpful for educators getting started in PDS or for those in an existing PDS looking for practical, new ideas. Want some new PDS materials and strategies? We are sharing!

Practicing What We Preach: Pre-Service Teachers Being Actively Engaged Through Leading And Facilitating In An Urban Setting

Tosha Arriola and Amy W. Thornburg, Queens University of Charlotte

We want to showcase how our pre-service teachers (PSTs) are actively engaged in the urban school-community. This partnership allows them to create innovative opportunities to develop and strengthen their 21st century skills, which include leadership, critical problem solving, and collaboration skills. PSTs are identifying problems and actively developing the solutions. Some of the activities will be showcased below.

PSTs recognized that the students don't have books to read at home, and classroom libraries are scarce in this low socioeconomic school, which probed them to develop a book drive. The inner courtyard is deteriorated and in need of beautification; therefore, a student developed a garden club that ties in positive reinforcement incentives for student participation.

Knowing that these inner-city students are at-risk for social and academic failure, a Boys Mentoring Program was developed to provide 4th and 5th grade males with a mentor who will help with strategies leading to success in middle school. PSTs are able to support the families at the school while improving their parent-teacher communication skills and overcoming language barriers through volunteering at many school-wide events.

Data-driven discussions prompted the principal and liaison to develop a literacy tutoring program during the school day and to write a grant for a summer reading program where PSTs will be involved in teaching in both of these programs. Active engagement strengthens the skills of our PSTs and allows them opportunities to apply what they learn in their college classrooms while becoming an integral part of the elementary school culture.

Preparing Interns To Work With Diverse Populations

Deborah Larson and Karen Bates, Emporia State University

We believe that knowledge is power and keep this adage in mind as we work to prepare our interns (college seniors) for their final year of teacher preparation, which is done partly in elementary schools and partly in the college classroom (our Professional Development School arrangement). All of our interns are placed in Professional Developmental Schools with diverse populations. The majority of our interns are middle class students and Caucasian, and they have had little or no experience working with diverse populations. To help prepare our interns for working in these diverse settings, we provide a workshop as part of their orientation before their senior year experience begins, a workshop which specifically focuses on working with diverse populations. The purpose of this presentation is to share some of the ideas and materials we use in our workshop.

Our workshop with the interns includes videos, activities, group participation, and lots of discussion. One of the key points we discuss is the role of formal and informal language in working with diverse populations. The activities involve active participation along with discussion and allow some opportunity for interns to be creative. The culminating activity has interns participating in a Privilege Walk where they step forward and backward according to many of their life experiences. Students report afterward that these experiences helped prepare them for the diverse classroom settings where they work all year with a wide range of students.

School/University Partnerships: Utilization Of A Saturation And Co-Teaching Model Of Initial Teacher Training

John Traynor, Gonzaga University

Debbie Tully, Whitworth University

Stephanie Lundberg, Holmes Elementary School

During the fall semester of 2012, Gonzaga and Whitworth Universities and Spokane Public Schools (Holmes Elementary) began a partnership through the support of a Collaborative Schools for Innovation and Success grant from the Washington State Legislature. This grant was designed to support the creation of partnerships between low-income/low-performing schools and a local university engaged in the training of initial teachers. The 2012-

2013 academic year served as a planning year for this partnership. There were many activities that resulted from this partnership, but the focus of this presentation is on the employment of a saturation and co-teaching model. For this first implementation year (2013-2014), there are currently 15 (out of the 17 total classrooms) student teachers placed at Holmes Elementary School. In addition to an initiative that would “saturate” the elementary school with Master of Initial Teaching (MIT) candidates, the partnership is employing the co-teaching model of student teaching. This model allows for a level of co-planning, co-teaching and co-assessing that leverages the resources of an additional professional (in this case an MIT candidate) in the classroom in a new and potentially value-added fashion. The presentation will share the saturation and co-teaching processes that we have employed, as well as lessons learned along the way and preliminary evidence regarding the impact on the elementary school, cooperating teachers, MIT candidates and these candidates’ respective university-based programs.

Self-Efficacy Evolution And Field Placement Design

Oliver Dreon and Nanette Marcum-Dietrich, Millersville University

In an ongoing comparative study, we are examining the self-efficacy beliefs of the pre-service teachers who matriculate through two different models of secondary teacher education program at our institution. The Traditional Model is designed to allow pre-service teachers to experience a variety of field placements after first completing pedagogical coursework in a fall professional semester. Like the Traditional Model, the Professional Development School model relies on a professional semester of pedagogical coursework prior to a fifteen-week student teaching semester. Unlike the Traditional Model, however, the PDS program places pre-service teachers in a yearlong internship at the start of the fall semester and they continue in this same placement for their student teaching semester.

At different points throughout the field placements and professional semester, pre-service teachers’ self-efficacy beliefs are being surveyed. Since the groups have similar academic backgrounds leading into their professional semester, some could predict that their self-efficacy scores would be similar. In this presentation, we will share the findings from the self-efficacy study and examine the impact that the field placement design has on a pre-service teacher’s development.

Social Studies After School: How Yoga And Taekwondo Enriched The Learning Experiences Of Third Graders And Preservice Teachers

Jessica B. Schocker and Valerie A. Cholet, Penn State Berks

Melissa Fisher, Glenside Elementary School

This presentation details the success of an after-school program led by university faculty and undergraduate student teachers in an impoverished, urban elementary school in southeastern Pennsylvania. The after-school program, based on teaching Yoga and Taekwondo, was designed by faculty and student teachers to meet standards in social studies. Before developing this initiative, funding for after-school programming was completely eliminated for this school. Seeing an opportunity to serve our partner elementary school by providing after-school programming, we also saw an opportunity to provide a unique field experience for our student teachers. Research has established that social studies, since it is not currently included on many standardized assessments, may be neglected in elementary schools. As such, education faculty may struggle to teach methods for social studies when field placements focus primarily on literacy and mathematics.

This mutually beneficial program provided children with an educational and enjoyable after-school program that positively impacted their behavior and motivation in school and sparked their interest in social studies. Further, the program created a meaningful field experience for student teachers, as they developed stronger methodological skills, more nuanced philosophies of social studies, and a unique experience with children. The building principal and two education faculty members will provide a detailed overview of the program, including outcomes for participating children and student teachers complete with pictures and data. Then, we will provide those in attendance with a model for implementing this type of program with any grade level and content focus.

Stacking The Deck For Candidate Success

Kitty Crawford, Kathleen Tootle and Pat Parsons, Georgia Southern University

Georgia Southern has a long-standing reputation for effective and collaborative field and clinical experiences that is at the center of all teacher preparation programs. The collaborative relationships between College of Education faculty and clinical supervisors (cooperating teachers) are strong, and our desire to improve upon this existing foundation initiated the implementation of Clinical CAMP (Coaching, Assessing, Mentoring, Preparing) summer workshop. A focus of one of the workshop sessions is building a common understanding of the stages and milestones of teacher candidate development. After synthesizing research, program requirements, candidate voices, and partner school input focused on school culture and community, a matrix was developed to organize the content. The matrix includes teacher candidate stages, developmental milestones, specific strategies to assist clinical supervisors in supporting candidates in each of the stages, and recommendations for appropriate school involvement for candidates at the various stages. The four stages include:

- Pre-teaching
- Teacher Focused on Self
- Teacher in Transition
- Teacher Focused on Learner

Stemming from the professional development workshop with clinical supervisors, participants of this session will be actively engaged in developing an understanding of the varying levels of candidate development. Emphasis will be placed on how these stages are affected by individual school cultures, communities, and instructional practices. Participants will have the opportunity to apply the matrix to their own program of study and partner schools.

Start Mentoring Early: The Early Childhood Mentor Project For Freshman Teacher Candidates In A Local Partner School Network

Melissa Sullivan, Columbus State University

The purpose of the Early Childhood Mentor Project was to provide mentoring to freshman teacher education candidates for the first time starting in their first education class. 24 project participants were enrolled in a freshman learning community that included the course, EDUC 2130 Exploring Teaching and Learning, a course requiring 30 hours of field experience in a P-12 school setting in CSU's Partner School Network. Participants were divided into three groups, and a teacher education mentor was assigned to each group to assist and support candidates during their first semester at CSU and throughout their classes in teacher education. The mentor will visit candidates in their lab placements in the public school, coaching and giving feedback to candidates as they interact with students in the local school system. A web-based survey was conducted that contained thirteen items to evaluate the program and experience. The main focus of the project was the impact of mentoring on retention and progression in the teacher education program.

The findings of the project indicated the Early Childhood Mentor Program mentors and mentees both responded favorably to the program and the relationship with the each other. The constructive feedback and availability of the mentors were seen by the mentees as a positive part of the program. The eagerness of the mentees to learn and improve was seen by the mentors as a positive aspect of the project. The mentors and mentees believe that the project should be expanded to all freshman teacher education candidates.

Supporting Educators Through Professional Learning Communities

Elizabeth Heins, Douglas MacIsaac and Kathy Piechura-Couture, Stetson University

This presentation explores the role and impact of Professional Learning Communities in supporting preservice and inservice teachers. Specifically, this session describes how a university and public elementary school partnered to develop a series of learning experiences to develop preservice teachers' ability to effectively analyze data. The learning experiences, ranging from observing and participating in data chats, analyzing data, and making instructional decisions, will be discussed.

This presentation addresses NAPDS Essential #2: A school-community culture committed to the preparation of future educators that embraces their active engagement in the school community. Preservice teachers are integrated into the school culture through their participation in Professional Learning Communities. They are fully engaged in the process, thereby making them part of the school community.

Teacher Candidate Perspectives On The Clinical Model In A PDS Network

John Henning, Laura Lemanski, Kristin Camara, Adam Novelli, Max McQueen and John Lieburn, Ohio University

The traditional model of student teaching attempts to replicate the teaching experience in a short-term placement in which interns must quickly adapt to the classroom environment. However, this model doesn't allow interns to establish the rapport with students that teachers develop throughout an academic year, thus diminishing the opportunity to gain the same in-depth knowledge of their students to maximize their learning potential.

This session will focus on the benefits of a yearlong internship for teacher candidates as they transition from intern to professional educator. The yearlong program places interns in a classroom with a cooperating teacher throughout an entire academic year, allowing time for the intern to establish his/her identity as a professional educator. Through the use of interviews, observations and feedback from mentors, it is apparent that not only do interns experience an increased level of comfort in the classroom, but building relationships with students from the start also enables the interns to more effectively develop classroom management techniques and enhances their skills in using assessment to inform instruction. In addition, the interns have the opportunity to work in collaboration with their mentor teacher on more innovative instructional strategies, which includes co-teaching approaches.

By being an integral part of the school culture throughout the year, the interns are viewed as respected members of the faculty and experience a more seamless transition to their professional internship the second half of the year and their teaching career.

Teacher Candidates Gaining Knowledge And Experience Through A Writing Workshop Lab

Nicole P. Maxwell and Megan A. Nason, University of North Georgia

This presentation will address NAPDS Essential #2. Our presentation will demonstrate how the University of North Georgia prepares teacher candidates in an early childhood/special education dual degree program to effectively teach reading and writing using a clinical lab setting. As part of their classroom management and reading methods courses, the teacher candidates received training and conducted observations in preparation for implementing a four-week writing workshop lab for elementary students in a Professional Development Community (PDC) partnership with a local school district. The students worked together to co-plan mini lessons and design an engaging writing workshop environment. Our presentation will utilize photographs and videos that exhibit how our undergraduate students transformed an elementary classroom into an intriguing writing environment for children. We will make connections to current research and learning theory, such as how university instructors took a constructivist stance and challenged the teacher candidates to establish the ideal writing environment in a Title I school. Through this lab, the teacher candidates developed both content and pedagogical knowledge related to using mentor texts to model writing, the writing process, writing genres, and conferencing. We will provide an overview of how university professors and school district liaisons worked together to coach and observe teacher candidates as they operated the writing laboratories. Emphasis was placed on supporting economically diverse students and engaging them in the creative writing process. The teacher candidates also engaged in self-reflection and collaboration as they participated in weekly debriefing sessions with their peers and instructors immediately following the labs.

Teacher Preparation And Mentoring In A PDS Partnership

Angela J. Mulkana, Teresa Jayroe, Donna Shea, Rebecca Robichaux and Shane Davis, Mississippi State University

Leigh Ann Hailey, Fair Elementary School

Ken McMullan, Louisville Municipal School District

The faculty and staff in the College of Education at Mississippi State University (MSU) share decision making with the superintendent, administrators, and teachers in the Louisville Municipal School District (LMSD) in order to provide sound clinical-based practice for MSU teacher interns and mentoring for LMSD first-year classroom teachers in this PDS partnership. MSU faculty and staff members collaborate with administrators and classroom mentor teachers in six schools within the district. Feedback and support garnered from this collaboration of MSU faculty and staff members, school district administrators, and classroom mentor teachers have been instrumental in assisting with the professional preparation of the teacher interns and the mentoring of MSU graduates who are new teachers in the district.

Teacher interns assigned to the LMSD are also encouraged to work in the CAPPs - Continuing Academic Progress and Promoting Success after-school and summer program. CAPPs, which is structured and staffed to support teacher learning and academic achievement for students, is an after-school and summer tutorial/enrichment program for 5th - 12th grade students deemed at-risk of school failure. The CAPPs program serves over 200 students each day at Louisville Elementary School, Eiland Middle School, Noxapater Attendance Center, and Nanih Waiya Attendance Center. Teacher interns hired to work in the CAPPs program are paired with experienced classroom teachers and receive additional targeted professional development provided by the MSU College of Education staff. Ongoing professional development is provided for teacher interns, interventionists, teachers, and tutors in PDS classrooms located on the Eiland Middle School campus.

Teacher Preparation In A PDS Context: Service Learning Pedagogy Aimed At Enhanced Civic Outcomes For Future Special Educators

Debbie S. Reed, University of North Florida

The University of North Florida Urban Professional Development School (UNFUPDS) has a formal partnership with Duval County Public Schools. Teacher candidates in special education take courses on site at a local urban middle school. Two courses, Math and Science methods for Students with Exceptionalities and Teaching Students with Moderate and Severe Disabilities have a Community-based Transformational Learning (CBTL) course designation. In addition to the commitment to active engagement in the community, teacher candidates must demonstrate growth in civic awareness and action. This includes preparation for their public lives as citizens, neighbors and in their professional communities and societies. This session will look at preliminary data on service learning in the PDS context and the impact on teacher candidate civic learning outcomes. Teacher candidate intentions and understanding, how they frame their work, and how they see their role in citizen education and engagement will be explored. Specific details of how teacher candidates were integrated into the school culture and its uniqueness to the UNFUPDS will be shared.

Teacher Toolbox For Teacher Candidates

Kathy Evans, Marian Crum-Mack, Susan Robey, DeonAndre Richardson, Darnikar Rojas and Cory Tonnsen, Rice Creek Elementary

Rice Creek Elementary School is very proud to have been a Professional Development School in collaboration with the University of South Carolina for over fifteen years and to have been named a recent recipient of the NAPDS Award for Exemplary PDS Achievement! This strong relationship allows Rice Creek to host teacher candidates in elementary and early childhood education each semester. These teacher candidates very quickly become immersed in the life of a Rice Creek teacher. Each semester, they attend all special activities with our teachers (i.e., "Meet the Teacher" night, Open House, parent conferences, various PTO events). As the semester progresses, we promote and foster an even stronger relationship with teacher candidates by offering them the same "best practices" professional development opportunities provided for the professional staff. During the 2013-14 school year, the teacher candidates have been involved in professional development training geared toward increasing leadership and lifelong habits in students. Rice Creek has also begun professional development that prepares students for future college success and the ability to compete in a global society. Training is being provided for

the teacher candidates and all professional staff to learn how to set up a classroom that is conducive to improved communication, study skills, organization, time management tools, emphasis on writing to learn, collaboration and reading in all content areas. Our presentation will spotlight the professional development offered to our teacher candidates, arming them with a “toolbox” to begin their professional service as teachers.

Teacher Training In Student Retention: Wright State University And Milton Union High School PDS

Adrienne L. Johnson, Wright State University

Wright State University’s PDS has cultivated a partnership with Milton-Union High School in West Milton, Ohio. This unique partnership has allowed Milton-Union, a rural secondary school, to invite WSU faculty and student teachers to participate and gather data on their innovative “Freshman Focus” mentorship program.

The purpose of the Freshmen Focus program is to utilize existing school counseling resources to increase student retention and improve student outcomes in a rural secondary school. This program began in 2006; since then, the freshman dropout rate has decreased to 4% and senior graduation rate is 97.4%. Freshmen Focus is a two-part program: Part I facilitates mentor training through unstandardized curriculum; Part II creates dyads between mentors and high school freshman with the goal of helping students develop and maintain positive and helpful peer relationships.

The goals of Freshmen Focus are to equip freshmen with skills needed to be successful in high school and life, promote leadership skills within the student body, smooth the transition of students entering high school, increase overall academic achievement, reduce the risk of not graduating, improve social skills, build relationships, and decrease behavior problems. Mentoring provides the foundation for personal growth and social growth for every student.

The WSU PDS has developed a strong relationship which shares the mission of generalizing this student retention program to other rural secondary schools and creating a rigorous standardized method of self-assessment, student teacher training, and long-term professional development goals.

Ten Tried And Tested Themes For Project Based Learning That Benefit Our PDS Partnerships

Tiffany Forester, Karen McIntush and Sylvia Taube, Sam Houston State University

Our Professional Development School was launched in fall 2011 with one section of interns in the content methods semester. Our school partners are rural districts with a need to develop, hire, and retain teachers living in the same community who understand the contextual factors of their school and low SES students. Every semester in our content methods courses, we planned and implemented one major event which benefitted both interns and partner schools. Project based learning (PBL) was embedded in all these events and proved to be a perfect match to the goals of our PDS program. The focus in PBL as a methodology is the problem solving process and critical thinking embedded in it. Driving questions for our PBL varied each semester to ensure that interns are cognitively engaged in their learning about teaching diverse students in rural communities. The common theme in all our PBLs was to support the low SES students by enhancing their learning experiences and preparing them for college and careers.

During our presentation we will share ten worthwhile ideas for PBL which have been implemented in our content courses with full cooperation from our district partners. Some of these events included, Trash Day, Rodeo Day, Sam (university) Invasion, and Wax Museum. Collaboratively, our interns designed and taught interdisciplinary lessons for diverse learners and stayed actively involved in the school community. Our findings support the PBL literature which indicates more autonomy and engagement in students’ learning, and, above all, the power to transform schools.

The Essentials Of Co-Teaching In A PDS Partnership...Enhancing The Education Of All

Jessica Hastings, Morrison-Gordon Elementary

Liz Hoisington and Jenny Spero, The Plains Elementary School

Marcy Keifer Kennedy and Ginger Weade, Ohio University

In 2011, The Patton College of Education began a co-teaching pilot for professional interns and their mentor teachers. Classroom teachers were given the opportunity to be trained as co-teaching mentors, with the goal of having a greater impact on student learning. The mentor teachers and interns attended four training sessions focusing on different co-teaching models, the relationship between the mentor and intern, and ways to model co-teaching to colleagues.

During the pilot project, mentor teachers were given the opportunity to mentor an intern who had previously worked as a junior level PDS partnership teacher candidate in their classrooms. The clinical educator (formerly known as the student teaching supervisor) also served as a mentor to the intern. The three teachers worked together all year with the professional intern in the classroom twenty hours a week during the fall semester before transitioning into the full-time professional internship during the spring semester.

Working side by side, the clinical educator, mentor teacher, and intern were able to better meet the individual needs of the students in the classroom. The professional intern was an active member of the school community from the beginning of the year until the end. Through this innovative yearlong experience, interns were better able to reflect on their teaching and be change agents in the classroom.

NAPDS Essential #2 will be the focus for this conference session. We will highlight the perspectives of all parties, including the intern, mentor teacher, and clinical educator, as well as the impact on student learning experiences.

The Ivory Tower Infused: The Importance Of The Relationship Between A University, Its Partner Schools, And The Community

Johneka Simmons and Cassi Marshall, Ebenezer Avenue Elementary School

Norris Williams, Dutchman Creek Middle School

Scot Rademaker and Lisa Johnson, Winthrop University

The relationship between a university, a school, and their community is an essential component of developing a Professional Development School network that prepares teachers to live and work locally. One aspect of this relationship is how connections are made between the university and the community through the professionals at the school sites. This presentation will focus on a program, guided by the suggestions and advice of school principals, designed to connect university students with the parents and children from their internship site. Based on course requirements, student interns were to examine the importance of creating a teaching objective, implementing a teaching plan, and analyzing the data on an individual student's learning. Afterwards, two events were held at Winthrop University where the students, their parents and family members, the host teachers, and the university interns shared in a celebration of the community-university relationship through an awards dinner for the students from the participating elementary and middle schools. Participation in the events highlighted the ways in which a university can help its students connect with the community and share in the conversation about the true purpose of any professional development site: the preparation of teachers to positively impact the lives of students. Presenting alongside members of Winthrop University's faculty will be professionals from the schools, who went above and beyond to help in the facilitation of the internship and the community connection. The presenters will also discuss the importance and impact of the collaboration between a university and a school.

The Perfect Storm: Factors That Assist In PDS Development

Susan Stratton, Renee Potter and Caitie Sidebottom, SUNY Cortland

SUNY Cortland's early steps to initiate a PDS were essentially dabbling in different ideas. There was a strong desire to build relationships, but challenges arose from many directions. However, through the resourcefulness of the members of our School of Education we are on our way! The unique ideas that contributed to our increasing success and that, in many ways, created an environment more conducive to a sharing of responsibilities for the learning of our preservice teachers included: (1) receiving a large federal grant for inclusive education, the IM: PACT Grant, (2) having several faculty receive training on the St. Cloud co-teaching model, (3) faculty visiting SUNY Buffalo and being able to learn first-hand about their winning PDS model, and, surprisingly, (4) the adoption by NYS of new teacher evaluations (APPR) and preservice certification assessments (EdTPA).

Our presentation will describe the unique ways our college and four local school districts have begun to work together to create strong PDS school communities. Examples will be shared of how we used documents and MOUs to identify student and school responsibilities, have utilized federal grant monies to provide resources and training for schools and teacher candidates, modified field experiences to be more clinically rich, and provided a variety of models for student experiences. Our experiences in PDS building, although they are unique to SUNY Cortland, may offer valuable ideas for developing and initiating other Professional Development Schools.

To UPDS Classrooms And Beyond: A Commitment To Making A Difference

Brett Veneziale and Susan M. Syverud, University of North Florida

In this session, participants will learn about how one undergraduate teacher candidate took the knowledge, skills, and dispositions gained in his work at an Urban Professional Development School (UPDS) and went beyond to other classrooms and settings. Participants will learn how a candidate who was born to two young drug addicts and alcoholics chose a different path in life, one that is committed to making a difference in the lives of others. Participants will learn how this journey resulted in the candidate being awarded "Employee of the Year" at the elementary school where he works in the Extended Day program and how a young boy that he tutored was awarded the "Most Improved Reader." Currently, this candidate has enrolled in an independent study as an undergraduate teacher candidate to serve as a "Reading Coach" for his peers at the same UPDS site that ignited his passion for making a difference.

University-School Partnership: Creating A Clinical Model For Middle School Teacher Preparation

Harrie Buecker, University of Louisville

Staci Eddleman, Westport Middle School

This presentation will describe the intent and initial work of a state-funded project to implement a clinical model for middle school teacher preparation within the context of a university-school partnership. Representatives of the partnership will share examples that mainly address NAPDS Essential #2 (educator preparation), but also #3 (professional development) and #5 (inquiry).

Essential #2: Program classes held in a dedicated university classroom at the school provide an opportunity for integrating coursework, theory, and pedagogy with practitioner knowledge. Candidates engage in discussions, demonstrations, observations of teaching, work with students, and reflections on best practices. The university Liaison for District and School Partnerships will describe how the model is implemented to support candidate preparation.

Essential #3: The clinical model highlights the importance of continuous learning for all participants. Teachers receive professional development as mentors for teacher candidates and to enhance their content knowledge. They and the teacher candidates also receive co-teaching training to support collaborative work. The school's principal will describe the professional development component of the model.

Essential #5: The clinical model includes a well-developed design for data collection and analysis in order to determine results of the model and their implications. The Research Assistant for the project will describe the design and data-collection to date.

The clinical model to be presented in this session is intended to demonstrate the attributes of clinical teacher preparation outlined in the NCATE Blue Ribbon Panel report. Representatives of the university-school partnership will offer insights about the project in its initial year of implementation

Using Out-Of-Class Activities, Lessons, Projects And Programs To Boost Achievement And Provide Teacher Candidate Training

William Williams, Beatrice Harris and Tammy Haynie, Concord University

With classrooms, resources, and teachers being stretched to the max, PDS partnerships provide opportunities for schools, teacher candidates, and teachers to provide K-12 students opportunities to achieve in meaningful ways outside the classroom. With 21st Century learning and Common Core in mind, faculty from a small liberal arts university in Appalachia look to provide hands-on learning, pre-service experiences, differentiation, and motivation to students from partnership schools in order to improve achievement. Three different projects achieved the goal and strengthened the partnerships.

In an area in need of affordable after-school programs, university faculty and students provide a space for enrichment aimed at gifted and talented. The Brain Busters Afterschool Program utilizes PDS partnerships and resources to engage teacher candidates in collaborative experiences with students with exceptionalities as all work to provide instruction and reflection.

A book club designed to motivate high school students to read and provide an authentic field placement for teacher candidates moves beyond traditional approaches to English education and serves students, teachers, and schools, while providing a unique opportunity to promote student achievement.

During the summer a partnership school was the site of a Reading Camp, which was the practicum experience for students working on their Masters in Reading Specialist. This collaboration between the university faculty and the elementary school and some of its teachers provided authentic experiences as pre-service Reading Specialists worked with students by assessing needs in the area of reading while finding ways to motivate them to read.

Activities, resources, and examples will be shared.

Using Walkthrough Observation Forms To Evidence The Development Of Teacher Candidate Dispositions

Deborah A. Theiss and Angela Danley, University of Central Missouri

Teacher candidate dispositions as a means to predict future teacher effectiveness has been a recurring topic in teacher education preparation programs (Schussler, Stocksberry, Bercaw (2013); Borko, Dotti (2009); Liston, & Whitcomb (2007); Mullin (2003). Evidencing teacher candidate dispositions through designed instruments, assessments, or processes continues to be a challenge (Almerico, Johnston, Henriott, & Shapiro (2011); Welch, et al (2010); Anderson & Brydges (2010). Faculty from a midwestern university implemented walkthrough observations in a Professional Development School's field experience with elementary and early childhood majors.

The instructors used the walkthrough observation forms to track, evaluate, and monitor teacher candidate dispositions. The data was collected electronically and then compiled to present a picture of the developing skills and expertise of the pre-service teacher. Teacher candidates reflected on the data and used the information to set goals for continued development of teacher dispositions. The faculty used the observable data to better evidence the teacher candidate dispositions through their actions and interactions with children in the classroom.

Winning Big: A District's Approach To Reframing Pre-Service Teacher Education

JoAnne Ferrara, Manhattanville College

Angelique Johnson and Loretta Burke, Fox Lane Middle School

Loretta Butler, Bedford Central School District

This session describes a district's approach to reframing pre-service teacher education through a comprehensive district-wide paid internship program. Manhattanville's pre-service teachers participate in authentic school-wide experiences which promote high levels of engagement, responsibility, and rigor, in addition to the traditional field observations, student teacher placements and seminar, and on-campus laboratory methods classes taught by Manhattanville professors in the Bedford schools. Explore the unique structures that prepare interns for schools of the future, develop teachers who maximize academic achievement, support every single student's full potential, and foster mutual benefits for the K-12 schools and the university. Learn about a paid internship program offered in the Bedford Central Schools District, which offers ongoing mentoring and professional development opportunities. Furthermore, the presenters will describe the district-wide approach to creating Manhattanville's Professional Internship Program at Bedford (MPIP).

Working Together To Effectively Prepare Teachers For High-Poverty, Diverse Schools

Laila J. Richman and Ann Eustis, Towson University

Brooke Konefsky and Chelsea Rothman, Baltimore City Public Schools

In an effort to better prepare future teachers to work in high-poverty, diverse settings, a collaborative PDS partnership was formed between Towson University and two Baltimore City public elementary/middle schools. The goal of this partnership is to provide resources and professional learning opportunities, for both teachers and teacher candidates, focused on meeting the needs of diverse learners. During the initial year of the project, teacher candidates have been actively involved in all areas of focus, including issues of poverty (using Jensen's work), Universal Design for Learning, academic language and English Learners, and Brain-Targeted Teaching (using Hardiman's work). In addition, a new mentor teacher training program and handbook were developed and implemented. This session will provide details about the project initiatives and how teacher candidates have become integral members of the school-community culture. Recent graduates will also share the impact of program components on their preparation to enter the classroom as first-year teachers. Finally, partnership challenges and successes, as well as future directions, will be discussed.

ESSENTIAL 3: RECIPROCAL PROFESSIONAL DEVELOPMENT

A Model Of Collaboration Between SUNY Buffalo State And Our PDS Partner (K-8) Schools To More Effectively Implement DASA (The New York State Dignity For All Students Act) And Evidenced-Based Practices For The Reduction Of Bullying

Nanci M. Monaco and Katherine Knauf, SUNY Buffalo State

The Dignity for All Students Act was implemented in New York State in July 2012, requiring that school personnel and administrators receive training regarding changes in the anti-bullying laws and the responsibility of schools when bullying occurs. Approximately one year later, all teacher candidates applying for certification are now required to obtain 6 hours of training in best practices regarding anti-bullying initiatives, enforcing DASA provisions, working with parents of bullies and victims, empowering bystanders, cyberbullying, and the relationship between bullying and school violence.

Our presentation will showcase collaborative efforts between SUNY Buffalo State elementary education faculty, teacher candidates, and our PDS K-8 partner schools to raise the quality of professional development regarding bullying for K-8 faculty and our teacher candidates. The Buffalo State faculty reviewed best evidence-based practices based upon children's' developmental levels for K-8 faculty. They helped to summarize major research in the areas of restorative justice, cyberbullying, situational versus character deficit models of bullying, and LGBT student bullying. The K-8 faculty in turn provided college faculty with actual case studies from their schools involving bullying. Faculty, teacher candidates, and K-8 faculty worked collaboratively to design action plans based upon various theoretical frameworks.

The college faculty assisted K-8 faculty by summarizing the works of R. Wiseman, P. Zimbardo, D. Olweus, and Hinduja - research that they may not have had time to review. The K-8 faculty provided college faculty with real-life scenarios of bullying from their schools. Together they developed action plans to serve as the basis for future professional development. Teacher candidates in child development classes at the college assisted in the development of these action plans while studying various theoretical perspectives on reducing bullying and creating classroom climates of respect.

A Secondary School PDS Partnership To Increase The Capacity For Technology Infusion

Marcia L. Marcolini Hoover and Kristen Diethorn, California University of Pennsylvania

This session addresses preparing current and future educators to effectively integrate technology across the curriculum through a dynamic collaboration between a high school, a middle school, and a university. Learn how this responsive and reciprocal professional development model provides the teacher candidates with an authentic, real-world context for learning, while providing practicing teachers with technology coaches that assist them and their students with technology integration.

Over the past year, teacher candidates enrolled in a "Technology Infusion" course have completed field work within a 'high tech' district. Students learned various technologies and assisted teachers as needed. Because of the success of the pilot study, the course has been moved to the school location, providing teacher candidates with immersion in the real-world context. Teacher candidates work to analyze instructional needs, develop technology-enhanced lessons, differentiate instruction using an open lesson plan format, offer after-school workshops to teachers and peers, and develop games for the Situated Multimedia Arts Learning Lab. In-turn, teacher candidates work with master teachers to develop instructional strategies and classroom management skills in the real-life context of the school.

Since the PDS collaborative is context-based, needs were identified prior to the start of the college semester. However, we have learned that the partnership must remain fluid to address the ever-changing needs of the school

environment.

Academic Language In The Content Areas: An Essential To Enhance Educational Growth

Tracy Spies and Sherri Strawser, University of Nevada Las Vegas

Michelle Adams, Paradise Professional Development Elementary School

Urban areas comprise a mix of students from distinct and diverse cultural, language, ability, and socioeconomic backgrounds that can strongly influence their educational success. As such, urban Professional Development Schools in the CCSD/UNLV PDS partnership present substantial challenges to educators, as well as unique opportunities for ongoing and reciprocal professional development guided by the needs of both educators and students.

Whether a student is a native English-speaker or not, the ability to comprehend and use academic language is crucial for school success. Academic language entails the literacy-related skills required to understand and communicate about academic content (i.e., in-depth vocabulary knowledge, grammatical structures, sociolinguistic structures, and content-specific discourse features). As such, it is an important focus for teachers of English Language Learners, but has been under-emphasized in general education instruction (Scarcella, 2003). Informal observations of language objectives written by teachers suggest a focus on vocabulary or general language aspects (e.g., listen, say) rather than clearly targeted aspects of academic language; and current literature has argued that the absence of targeted instruction in academic language is a result of limited teacher preparation in this area (Ardasheva, Tretter, & Kinny, 2012).

This presentation will describe the professional development procedures and implementation of a Linguistic Analysis Tool (LAT) to increase teacher awareness of academic language in the content areas (e.g., math, science, history) and provide explicit instruction in academic language across elementary, middle, and high school levels. The LAT is a process tool that guides teachers in analysis of the linguistic demands of content standards and helps focus attention on the core elements of academic vocabulary, discourse, sociolinguistic features, and grammatical structures.

Participants will be encouraged to share ideas and questions with the presenters and will collaboratively discuss application of the LAT to their own professional development needs.

Brigham Young University – Public School Partnership: Elevating Principal Capacity Through A Two-Year Professional Development Academy

Steven C. Baugh, Barry L. Newbold and Gary Seastrand, Brigham Young University

The BYU-Public School Partnership has a successful history of developing school leadership through a Principals' Academy. The Academy began in 2002 at the request of Partnership-district superintendents and annually brings 30 principals together for two consecutive years, meeting seven times per year. Funding for the Academy is shared between the five Partnership school districts and the BYU McKay School of Education. Principals are selected by school districts to participate.

The Academy course of study is centered on developing high-functioning Professional Learning Communities in schools. Various texts and contemporary journal articles are used to expand principals' understanding of their roles as learning leaders. Several authors present directly to participants over the two-year period. This provides participants the opportunity to explore in detail the things they have read in the texts, as well as ask specific questions directly to the authors. The first-year curriculum includes sessions on school culture, leadership, professional learning and development, data-based decision-making, learning interventions (MTSS/RTI), and shared learning from each other. During the second year, school site visits are made to explore first-hand the work that has been done to elevate schools to high levels of student and faculty success. Also, more in-depth study of first-year topics is provided, including presentations by successful practitioners.

This session will review the Principals' Academy objectives, how it is organized, facilitator profiles, course of study materials and agendas, and school culture and principal leadership data.

Building Partnerships In Special Education Through In-Service Professional Development

Laura Hedin and Amy Long, Northern Illinois University

Developing and maintaining Professional Development School partnerships present challenges for teacher preparation programs in special education. Relatively small numbers of special education teachers and students make traditional PDS models difficult to implement. Two sets of challenges occur for special education: cohorts of teacher candidates seldom can be placed together in particular schools or districts and small numbers of in-service teachers make it difficult to populate a cohort for professional development. In this presentation, we report on a partnership initiative in a suburban high school district. Within this district, 10 or more candidates participated in early field experiences while in-service teachers completed year-long professional development provided by NIU faculty. The professional development centered on co-teaching practices between special and general educators, content similar to the teacher candidates' required collaboration and consultation course. Pre- and post-professional development surveys from teachers and teacher candidate feedback are presented. Teachers reported increased capacity to co-teach, mentor, and differentiate instruction for content area classrooms (high school physics, chemistry, math, history, literature, and psychology/sociology). Teacher candidates reported appreciation of the increased supervision, constructive feedback, and participation of their course instructors in their field experiences.

Celebrations And Challenges: A Silver Anniversary Of Addressing Professional Development Needs In A Professional Development School Partnership

Nancy Bridges and Sally Yahnke, Kansas State University

The presenters will share information and resources regarding successful efforts, as well as challenges, encountered in implementing professional development opportunities within the PDS to provide novice and experienced educators with professional development knowledge, skills, and attitudes to empower them in meeting the needs of an increasingly diverse student population in our schools. A historical perspective of instruments used for determining needs, formats for delivery, and roles and responsibilities for partners will be shared. Resources for meeting diversity will be discussed, as well as adaptations that have occurred as a result of changes over time and in funding.

Co-Designing Interactive Professional Development Workshops & Reflection Opportunities

Laura E. Meyers, Georgia State University

Joannie Griffey and Christi Cleveland, Martin Luther King Elementary School

While the [Common Core State Standards] focus on what is most essential, they do not, describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or set of restrictions that limits what can be taught beyond what is specified herein.

This excerpt from the introduction to the Common Core State Standards was the discussion prompt used to kick off a week-long social studies-driven professional development workshop for kindergarten through fifth grade teachers hosted at Martin Luther King, Jr. Elementary School. The focus of the workshop was to explore and create rigorous social studies activities that also integrated literacy content and skills.

Presenters will share and describe:

- how this week-long workshop emerged,

- how this week-long workshop was implemented (e.g., hands-on activities, readings),
- workshop participants' reactions and feedback, and
- current provisions for continued support for teachers (e.g., reflection sessions, book club).

CORE: Changing Education From The Inside Out

Alicia Simmons and Lynn Garner, Jacksonville State University

The Collaborative Regional Education (CORE) initiative at Jacksonville State University (JSU) is a PK-20 collaborative representing more than 70,000 students and more than 20 school systems. The CORE initiative in Northeast Alabama began in 2010 with JSU and Piedmont City Schools forming a partnership. Both educational institutions were undergoing transformation in their classrooms. Soon the partnership grew to 18 public school systems and 3 private school systems.

The CORE professional development series focuses on professional development for teachers, administrators, superintendents and other school system personnel. The focus is on technology and implementation methods in the classroom. JSU is a regional university with a strong teacher education program. Through the College of Education, JSU has formed a reputation for producing high-quality teachers. The CORE initiative takes that reputation to another level.

With the CORE professional development series, two workshops are held annually along with the CORE Academy. The annual CORE Academy, held on the campus of JSU, focuses on learning from each other. The presenters are from the partner school systems, including teachers, superintendents, principals, special education coordinators and other school system personnel. Also, student teacher candidates and JSU faculty are invited to present. In a post evaluation, 91% of attendees said they plan to implement what they learned. This concurrent session will focus on the CORE model and the CORE Academy.

Critical Friends Group: Different Paths To Common Outcomes

Manuel Correia, Merylyn Buchanan and Cynthia Coler, California State University Channel Islands

This presentation will focus on employing Critical Friends Group (CFG) protocols as a tool for professional development and reflection for both PK-8 teachers and university faculty. The presenters will discuss how professional development is enacted at the Professional Development School site, the history of the CFG group, the shared commitments and how it has become a powerful tool to examine issues of practice guided by teacher need. This hands-on, active participation session will give participants the opportunity to experience a CFG protocol in action.

Designing And Implementing Instructional Coaching: The Brigham Young University Public Schools Partnership Instructional Coaching Academy

Misty Rocha, Wasatch County School District

Gary Carlston and Teresa Leavitt, Brigham Young University

John Staten, Alpine School District

The practice of coaching is not a new concept. It has been practiced in many ways and settings, most often in athletics. Coaching in all professions has emerged as a way to support improvement and growth of individuals in their roles. Even those who may be considered the "best" at what they do can benefit from coaching. Mentoring of teachers and other forms of supporting teachers and instruction has been in educational practice for some time. Yet, instructional coaching as a practice is relatively new. The purposes of instructional coaching are to help teachers improve their practice and ultimately improve student achievement.

Coaching provides assistance from someone who has knowledge and expertise. In education, instructional coaching is provided by someone who has knowledge and expertise in content, classroom management, coaching principles, and strong interpersonal skills. Formative in nature, coaching should not be confused with evaluation of performance. Ideally, an expert instructional coach works to help teachers improve and implement effective teaching and classroom management strategies that engage students and enhance learning.

A team of university and public school personnel collaborated to design the Instructional Academy (ICA). After nearly two years of study and a small pilot, the ICA was initiated as a yearlong cohort experience for educators with instructional coaching responsibilities in public schools and the university. The Academy is based on the coaching framework developed by Jim Knight, University of Kansas. This presentation will focus on the development and implementation of the ICA as an important professional development experience.

Developing Teacher Leaders Together: Design Principles And Challenges Of Creating A School-Wide, Differentiated Professional Development Experience

*Woodland Johnson, Amanda Bellas, Francesca Perone, Yobanec Reyes and Kristen Safara, Mort Elementary School
Rebecca West Burns and Wendy Baker, University of South Florida*

The mission of PDSs is comprehensive, extending beyond schools and universities working in collaboration to prepare teachers. The mission also includes an emphasis on supporting the professional learning of teachers. But what are some ways that schools and universities can work collaboratively to meet these needs? This presentation will describe an effort between a large, research-intensive university and a high poverty urban school to accomplish the goal of developing teacher leaders.

At the conclusion of this two-year initiative, a total of 23 teachers consisting of the school's collaborating teachers, math and literacy resource teachers, and reading coaches will earn their Teacher Leadership Certificate by working collaboratively with a professor-in-residence and two partnership resource teachers. This presentation will offer insight into how we developed and funded a differentiated professional development plan for teachers and residents in an urban teacher residency program. We also will share the challenges, highlights, and perceptions of those in the program, as well as two examples of teacher inquiries that are products from this initiative.

Enhancing Teacher Leaders And Building Principal's Competence In School Improvement Planning Through A Learning-Centered Process

Walter L. Burt, Western Michigan University

There has been a tremendous amount of pressure placed upon teachers and building principals to implement school reform models that are designed to increase student achievement and improve graduation rates. There is an abundance of research that documents the importance of both teachers and building administrators' direct and indirect effects upon improving student achievement.

Staff from Western Michigan University's Department of Educational Leadership, Research and Technology (CoEHD) received a five-year grant from USDE to develop a learning-centered leadership development program in 12 high needs school districts in the State of Michigan. The purpose of this grant was designed to enhance the knowledge and skills of principals and teacher leaders on seven dimensions of leadership that are empirically related to higher student achievement. The second component of the training program was to engage participants in the five levels of learning processes. Afterwards, participants developed at least one renewal activity for each dimension. Each renewal activity was based upon "best practices" and had to support the building's school improvement plan.

Our tentative research demonstrates that the project improves principals' leadership and that principal leadership is associated with the school process. Our presentation is quite interactive and will engage participants in the learning so that they can implement many of the practices in their school improvement planning efforts.

Establishing A PDS Mathematics Partnership With A Large, Urban School District

Drew Polly, University of North Carolina Charlotte

This presentation will highlight five years of a collaborative partnership between UNC Charlotte and Charlotte-Mecklenburg Schools to implement reform-based mathematics curriculum and also prepare teachers for the Common Core State Standards in Mathematics. This presentation will highlight projects including professional development for teachers, mathematics coaches/facilitators, and the establishment of a comprehensive online website planning resource.

Helping Teacher Candidates Develop Their Classroom Management Knowledge And Skills Through Professional Development

Sara R. Helfrich and Christopher Kennedy, Ohio University

Lindsey West, West Elementary School

Recent research shows knowledge of effective behavior management is one of the most persistent perceived needs of pre-service teachers, and that a lack of knowledge of classroom management strategies or confidence in these strategies may be linked to pre-service training in behavior management. Therefore, it is important that we, as pre-service teacher educators and K-3 classroom teachers engaged in the partnership model, work together to provide our teacher candidates with instruction regarding classroom management in an effort to increase their knowledge and confidence related to this important aspect of teaching. If we are able to provide them with a better understanding of classroom management best-practices as student teachers, they will be better prepared to deal with these issues when they become teachers in their own classrooms.

During this presentation, results of a study in which early childhood education teacher candidates participated in an 8-week professional development series focusing on classroom management will be shared. Data collected from weekly discussions, anecdotal notes, written reflections and responses to scenarios, philosophy statements, and surveys were analyzed to determine change over time; results of this analysis will be shared. The presenters will engage in a conversation with attendees revolving around how this professional development series impacted teacher candidates' understanding of classroom management best-practices, ability to articulate personal classroom management philosophy, perceptions of their preparedness to manage/respond to issues that arise in their partnership classroom, and ability to put into practice various classroom management strategies.

Improving Social Studies Education In Professional Development Schools

Kelli Hamilton, Clinton Rosette Middle School

Taya Pennington, Marlowe Middle School

Mary Beth Henning and Eui-kyung Shin, Northern Illinois University

When public school teachers, administrators, and university faculty identified social studies curriculum and instruction as needing renewal, Professional Development Schools addressed NAPDS Essential #3. This presentation will describe social studies curriculum and instruction improvements in two different Professional Development Schools. In one PDS, faculty used action research that emerged out of university-based graduate classes for improving the interdisciplinary nature of social studies. Geographic Information System (GIS) computer mapping was infused into science and social studies to teach K-12 learners 21st century skills.

In another PDS, K-12 faculty, administrators, and a university expert collaborated on curriculum mapping and planning for a new scope and sequence for social studies. Sharing knowledge of K-12 learners, Common Core Standards, and best practices in social studies education, the team developed a new social studies curriculum. University partners brought new resources for teaching economics and in-school professional development to improve economic education, as well as more conceptual instruction across the social sciences and history. Future educators were included in professional development opportunities and took the lead in piloting some new lessons.

Highlights of the professional development offered in these two Professional Development Schools will be provided through a PowerPoint presentation showcasing teachers' stories of struggle and success. University faculty

will share their challenges and opportunities within the field of social studies education within these two PDSs.

Increasing Student Engagement Through Teacher Professional Growth

Margot Williams, Ball State University

This session addresses the ongoing professional development efforts of an exemplary PDS and its university partner as outlined in NAPDS Essential #3: Ongoing and reciprocal professional development for all participants guided by need. Explore and learn about how this long-standing PDS collaboration provides authentic on-site professional growth using *The Art and Science of Teaching* by Robert Marzano. Using their PDS partnership goals as the guiding benchmark document, the faculty, staff, and university liaison implemented a comprehensive professional growth program through a book study and targeting increasing student engagement and academic achievement.

This session, led by classroom teachers and university faculty, will highlight the details and specifics of this PDS partnership and how it serves as a model for engaging in ongoing professional growth aligned with specific school growth goals and instructional targets. Using the focus questions from Marzano's work, such as "Thinking about your own teaching practices, what habits would you consider characteristics of the 'art' of teaching?" and "Can you think of a specific situation where your teaching drew from both the art of teaching and the science of research?" These questions served as the beginning point for the sessions, led by classroom teachers and university faculty, as they explored what research indicates leads to a highly engaging classroom and the relationship of student engagement and academic achievement.

In this session you will hear how they met the challenge of engaging the learner and mastering the "art and science" of teaching.

Instructional Coaching: The Means To Ongoing And Reciprocal Professional Development In A Partnership School

Jennifer Russell and Jami Barnes, Barton College

Jenny Hayes and Paige Dildy, Margaret Hearne Elementary School

Barton College has developed a formal partnership with Hearne Elementary in Wilson, North Carolina. Through this partnership, Barton College was awarded a \$375,000 grant from the Golden Leaf Foundation to provide a variety of instructional services to the school. A key feature of the grant funding is the creation of a position of an instructional coach who is hired by Barton College, but who works at the school on a daily basis with the teachers. The primary goals of the instructional coach are to:

- provide effective coaching by way of encouraging collaboration and reflective practice;
- embed professional learning into the culture of the school to promote a positive cultural change;
- focus on the content and encourage the use of data to inform practice;
- promote the implementation of learning and reciprocal accountability; and
- support the collective interconnectedness between the college and the school.

Successful professional development for teachers is being seen differently. One way is to look at the role of the instructional coach as a more effective way to delineate professional development to the teachers. The instructional coaching model is a way for the college and the school to embed the coach within the professional development on an ongoing basis, versus the "done in a day" approach. Additionally, the coach is able to assess existing practices being used by the teachers through observation and match those needs with appropriate supports.

This session will focus on sharing the model developed at Hearne and hearing from the teachers being coached, as well as the coach herself, as to the effectiveness of this form of ongoing professional development within a Professional Development School.

Job Embedded Professional Development And PDS - A Perfect Match

Barbara Owens, Kristi Kiefer, and Diane Burnside, Fairmont State University

Joann Gilbert, Nutter Fort Primary School

Susan Collins, Harrison County Schools

The philosophical roots of teacher professional development in a PDS are the beliefs that teachers are the key to educational renewal and that continuous inquiry into practice is the key to successful teacher development and growth. Much of the professional development for experienced educators is tied to improving student learning by working closely with teacher candidates. As the landscape of education changes, so does the expansion of roles, exploring new teaching methods and a broader conceptualization of the role of experienced teachers.

Our PDS partnership has provided our schools the opportunity to look at job embedded professional development within their own school cultures. PDSs have chosen a variety of topics, such as teacher book studies, curriculum alignment, technology training, and Professional Learning Communities. A competitive process which invites all of our schools the opportunity to submit applications for review is used and several thousand dollars are awarded each year to selected applicants.

This presentation will examine the changes in school cultures as teachers take on a deeper role in supporting student learning through their own professional growth. It will also point out how one school in particular aligns its professional development agenda with its county and state initiatives and provides ongoing PD in line with its strategic goals. The presentation will also include stakeholders who are beneficiaries in the ongoing PD initiatives, including school and county administrators, experienced teachers and their university liaison.

K-8 School-Wide Initiative To Increase Student Writing Proficiency

Norma Jean Stodden, Robert Stodden and Martha Guinan, University of Hawai'i at Manoa

This writing initiative is a partnership between a K-8 public school, the University of Hawaii at Manoa, and a nonprofit Native Hawaiian organization, ALU LIKE, Inc. The three-year project, based on ongoing principal, leadership team, and teacher input, focuses on evidenced-based, culturally responsive, developmentally appropriate writing instruction across K-8 content areas. The focus of the project is to engage teachers in a cycle of professional development activities (university instructors), implementation (supported by instructional coaches), sharing effective practices (peer-sharing), reviewing data to inform instruction (peer-sharing) and developing integrated writing activities (grade-level planning). The PDS work occurs in monthly professional learning communities (K-3, 4-8 Language Arts, Content Areas & Specials 4-8) and centers on acquiring writing strategies for learning to write (prewriting, drafting, revising and editing) and writing to learn (summarizing and note-taking). To assist teachers in improving writing instruction, professional development activities make explicit connections between existing and incoming initiatives (e.g. alignment with the Common Core State Standards, Teacher Effectiveness) and the implementation of the writing initiative. In addition, teachers assess their ongoing needs which inform the PD and instructional coaching. The quantitative and qualitative impact of the PDS will be the focus of this presentation. Discussion of the qualitative impact will include teacher (individual and focus group) and principal interviews focused on PDS work. Student data include yearly pre-test and post-test essays and ongoing writing samples (essays and summaries) across K-8 and indicate positive improvement in writing proficiency.

Leveraging PDS Partnerships For Dual Licensure Candidates In Elementary Education And Special Education

Mitch Eisner, Marvin Chapman, Drew Polly and Kelly Anderson, University of North Carolina Charlotte

This session will highlight the process used to address the unique internship needs of dual certification candidates at UNC- Charlotte. The College of Education offers a dual certification program in special education and elementary education. The program is partially funded by a 325T Personnel Development Grant sponsored by the Department of Education Office of Special Education Programs. As a result, very specific conditions are required for students who enter the year-long internship for dual certification. For example, dual certification interns must be placed with two teachers who work in a co-teaching relationship. One teacher must be a special education teacher and the other must be a regular education teacher. A comprehensive checklist was developed to guide internship placements. That checklist specified school conditions necessary for candidates to be able to apply knowledge and

skills associated with both special education and elementary education. With a paucity of appropriate placements available and deadlines looming for students to begin clinical work, a PDS site was called upon for assistance. This presentation will discuss the interaction and cooperation that occurred between a PDS partner and UNC-Charlotte to create proper clinical placements for some of the dual certification interns. Additionally, the presentation will provide a “progress-to-date” overview of dual internship activities at the PDS site.

Meeting Critical Partnership Needs Through Meaningful Professional Development

Steven Baugh, Gary Seastrand and Paul Wangemann, Brigham Young University

Though our university-school partnership varies somewhat from many of our fellow NAPDS settings, our underlying foundations and actions are consistent with and informed by the Nine Essentials. This concurrent session will highlight NAPDS Essential #3: Ongoing professional development for all participants guided by need. The session will be interactive, using video and real examples and opportunity for informal discussion and Q/A.

Our needs are similar to other PDS settings. For example:

- How do we build and maintain relationships of trust and support between diverse partners?
- How do we effectively communicate with one another?
- How do we help various partners understand the important underlying foundations of our work?
- How do we build capacity in our school teachers and university faculty to improve our schools and teacher preparation?
- How do we keep our senior leaders (superintendents, deans, others) “in the loop?”

To meet these needs we have developed a dozen professional development programs. We will highlight two:

1. The Associates program brings together 125 school teachers, principals, and university faculty members in five, two-day sessions each year. The process used is presentation, readings, conversation, and reflection. The content is the Partnership’s five commitments: civic engagement, engaged learning, access for all, stewardship, and continuous renewal.
2. The Leaders Associates program brings together approximately sixty senior leaders from the five districts, the school of education, and the colleges across campus in two, two-day sessions. Topics vary but all relate to improving teacher education and schooling. School and university participants are equally involved in planning and implementation.

Mentoring Is A Team Sport!

Valerie Sharp and Marcie Povitsky, Towson University at Shady Grove

Cheryl Dembroski, Ronald McNair Elementary School

Jaime Mulligan, Oakland Terrace Elementary School

Shelly Hawksford, Tilden Middle School

Help is available for the interns, but who helps the mentors?

A core team of mentors, representing a wide variety of grades, PDS partner schools and positions, came together to create a mentor manual. Mentoring 101: A Guide to the Basics provides expectations for and responsibilities of mentors in an effort to unify the mentoring specifics across our PDS schools. Supported by funds from a Maryland State Department of Education grant, the Elementary Education/Special Education program offered by Towson University at The Universities at Shady Grove sponsored a sequential series of workshops to provide needs-based professional development for mentors. Needs were identified through collaborative, ongoing communication and reflections among mentors.

This presentation will include:

- a showcase of the mentor manual,
- a synopsis of each workshop and the needs identified,
- an active audience participation in selected workshop activities,

- the process used to develop this manual, and
- the brainstorming of ideas for adapting the process and mentor manual to address needs in other partnerships.

By the end of the workshop, the audience will understand the process the team went through to develop the manual, as well as how to adapt this framework to meet the needs of their mentors.

Mentoring With The edTPA In Mind: How To Conduct An Effective Professional Development For Mentors Who Are New To The edTPA

Ann Eustis and Elizabeth Wynkoop, Towson University

For the past two years, Towson University has conducted mentor trainings regarding how to mentor our elementary education interns, keeping in mind the demands of the edTPA. The mentor trainings have included the following topics:

- edTPA: The Big Picture Overview
- Providing Effective Feedback: Observing your interns with a TPA focus
- Planning: Moving toward a more student-focused view of planning
- Instruction: Moving toward more student-centered instruction
- Assessing and Analyzing Data: assessment, analysis and reflection
- Providing Appropriate Guidance: What can you say?
- Academic Language: What exactly is it? How can we teach our interns to recognize it and teach it effectively?

These mentor trainings have resulted in increased buy-in from our PDS partners as well as a greater understanding of the key learning targets assessed by the edTPA. Participants will walk away with an understanding of what topics to include when conducting their own mentor trainings, as well as the most effective and interactive ways to present those topics. They will also come away with strategies regarding how to conduct this training as a day-long professional development, or a series of shorter professional developments, either of which will be effective in training mentors on how to appropriately guide their interns as they complete the edTPA. Lesson plan templates with edTPA references and edTPA focused observation templates will be provided and discussed.

This session will be geared toward university supervisors, Professional Development School liaisons, and mentor teachers.

PDS Teachers In The Role Of Peer Professional Developers

Ruud Gorter, Inholland Hogeschool - The Netherlands

Carolien Prinsen and Wim Schut, SCO Delft - The Netherlands

One of the NAPDS Nine Essentials is to ensure ongoing and reciprocal professional development for all PDS participants. This essential is a guideline for our investigations into the professional development needs of PDS teachers and into their capacities to share knowledge and experience with their peers.

The project is positioned within a formal PDS structure of two school districts: the region of Delft and the region of Westland and Hogeschool (professional university) Inholland in The Hague, The Netherlands. Additional project partners are the Educational Service Agency “OnderwijsAdvies” and the Institute for Learning at Leiden University.

Starting the presentation we will clarify how the project fits into the district goals of teaching quality, into the policy and theory of stages in teacher development. During the presentation we will report on how PDS mentors interviewed their (peer) classroom teachers (n=156) in order to understand their professional development needs, how the results of the interviews were categorized in experience levels of teachers, and how the results were reported and discussed. We will also present the results of the inquiry into the capacities, talents and competencies of teachers to support their peers in their professional growth. Finally we will discuss with the audience how we

matched needs and support into a professional development program focused on three themes: individualization, pupil behavior, and time management. Elements in this program preparation are a train-the-trainer program and program development, including critical peers and coaching of the trained teachers during the first half year.

Reciprocal Professional Development: A Win-Win Relationship

Greg Boso, Cynthia Gissy, Jeremy Metz and Melissa Spivy, West Virginia University at Parkersburg

The Education Division at WVU Parkersburg was awarded a grant to provide professional development to encourage integration of the arts in the STEM areas. University faculty, pre-service teachers, and Partnerships Project student teaching cooperating teachers participated in activities based on the book, *Tar Beach*, by Faith Ringgold. Participants attended five workshops that offered strategies and resources for integrating the arts specifically in the areas of mathematics and technology. Although all workshops were based on *Tar Beach*, the strategies and concepts were applicable to any subject area.

Pre-service teachers not only attended the sessions but also served as assistants to Education, Humanities and Math faculty facilitators. Participants were required to teach a lesson that would implement something that was learned during the day of professional development. Workshops were replicated with the students at the local Boys and Girls Club at a later date, with pre-service teachers serving as the facilitators for the sessions. The benefits of the professional development activities not only increased the knowledge and skills of the Partnership Projects' teachers and pre-service teachers, but it also strengthened the communication and appreciation between the faculty in the Education, Humanities, and Mathematics areas. Local public school students were able to experience the neglected visual and performing arts, while strengthening the core areas of mathematics and language arts. This experience was a win-win situation for the Partnership Schools Project, the university, and the Boys and Girls Club.

Strategic Professional Development: Meeting The Needs Of PDS Partners

Tonya Balch, Indiana State University

Highly effective professional development is critical for educators today, particularly given financial and time constraints in an ever-changing teaching and learning environment. Utilizing the PDS partnership to assess unique professional development needs and identify professional development opportunities can be a means of strengthening the partnership and adding value. This can be particularly useful when new state and federal laws/rules are passed regarding education and the timeframe for implementation at the school level is relatively short.

In 2013, a new law (Indiana's House Enrolled Act 1423) mandated that each school establish a school safety committee charged with developing a school safety plan and policy that addressed unsafe conditions, crime prevention, school violence, bullying and other issues. Furthermore, the committee was to address the professional development needs on this topic for faculty and staff. The law mandates age appropriate, researched-based bullying prevention programming, investigation and reporting procedures, and adoption of disciplinary rules. The implementation timeline was October, affording only a few months for implementation. This presented an opportunity for university partners to provide strategic professional development for PDS partners, while contributing to the currency of educator preparation faculty as well.

Using Indiana's rapid implementation expectations for schools as an example, this session will present a strategic and collaborative professional development template for PDS partners to assess needs and provide professional development in which all PDS stakeholders benefit. The session will include the implementation framework and ample time for questions.

Strengths And Challenges To Building Successful District Partnerships

Mary Beth Ressler, North Central College

With five district partnerships, North Central College holds a record in Illinois for building successful school partnerships. It has accomplished this goal through constantly working toward reciprocity with schools. As partner districts allow for the placement of pre-service teachers in classrooms, on-site undergraduate courses, and share resources with the college, the Education Department, in conjunction with the college, has also offered in-service

workshops, reduced-price graduate coursework, and on-site graduate classes. While North Central College has built a substantial number of partnerships with schools and districts, the work to build and sustain these partnerships is sometimes challenging, and an element of trial and error has at times been the key to sustaining and building these partnerships. As North Central College has developed partnerships with multiple districts, identifying and providing professional development for the districts has been a critical piece to these partnerships. Among the essential components for success has been the development of shared governance in decisions relating to curriculum, teacher admission to graduate programs, and mutual provision of resources. In addition is the difficult task of identifying mutual needs as oftentimes the district leadership may not fully align with the interests or abilities of the college.

This presentation will center on the relationships and mutual benefits that can be developed between partnership districts and the college. In particular, we will discuss ways in which we have been able to identify and build on the needs of districts in building and maintaining long-standing, reciprocal relationships.

Supporting Action Research Through Professional Development

Barbara Purdum-Cassidy and Rachelle Meyer Rogers, Baylor University

Action research is a model of professional development in which teachers systematically investigate instructional practices and techniques in order to improve their teaching. The idea of action research is that educational problems and issues are best identified and investigated where the action is: at the classroom and school level. By integrating research into these settings and engaging those who work at this level in research activities, findings can be applied immediately and problems solved more quickly (Guskey, 2000).

Since 2009, the Baylor/Waco Independent School District Partnership has engaged in ongoing professional development to support both preservice and inservice teachers' involvement in action research. This presentation will share the following: (1) describe the action research professional development opportunities provided for preservice teachers, inservice teachers and university faculty, (2) share how the "need" for professional development on action research has been identified, (3) discuss how results of the professional development experiences have been shared among the partnership, and (4) identify partnership goals for future professional development. P-12 teachers, administrators, and teacher educators will benefit from this presentation by discussing the challenges associated with the implementation of action research - including costs, time investments, and the demands to an already crowded professional development schedule.

Training Mentor Teachers And PDS Coordinators To Supervise PDS Interns

Lawrence Lyman and Harvey C. Foyle, Emporia State University

Michael A. Morehead, New Mexico State University

Helping PDS mentor teachers and university coordinators acquire the necessary skills to effectively supervise interns is an essential part of professional development that increases the productivity of Professional Development Schools. Using a variety of resources and activities from an established training program, participants will interact with components of an effective mentor and coordinator training program:

- programs for training mentor teachers and coordinators;
- helping mentors and coordinators identify the mission, governance structure, and conceptual framework of the PDS;
- identifying assessments used in the PDS program and providing practice in using the assessments accurately; and
- providing strategies for effective communication and for building trust in the supervision process.

Participants in this presentation will receive access to online resources for establishing and enhancing their own training programs at no cost.

The second part of the session will demonstrate strategies for training mentor teachers and coordinators to supervise PDS interns by analyzing video examples of instructional conferences which demonstrate these con-

ferencing strategies:

- reinforcing appropriate instructional behaviors,
- clarifying reasons for intern decisions,
- brainstorming ideas, and
- remediating inappropriate or nonproductive instructional behaviors.

A particular focus of the conferencing strategies will be how to work with struggling interns in:

- identifying reasons why interns are not successful,
- analyzing what mentors and coordinators need to do to help struggling interns, and
- evaluating video examples of conferencing strategies with a struggling intern to identify effective and ineffective supervisor behaviors.

‘Upena Ho’olei: Reciprocity In Professional Development For Teachers In Native Hawaiian Schools

Kimo Alexander Cashman and Cristy Kessler, University of Hawai‘i at Manoa

Ryan Matsumoto, Nanakuli High and Intermediate School

‘Upena Ho’olei (Cashman, 2013), a Native Hawaiian approach to reciprocal caring in relationships, guides a professional development partnership in schools in the Native Hawaiian communities of Nanakuli and Wai’anae on the island of O’ahu, Hawai‘i. The partnership involves teacher education faculty from the University of Hawai‘i at Manoa (UHM) and faculty/administrators from Hawai‘i-Department of Education (HIDOE) schools in the Nanakuli and Wai’anae communities. Schools in the Nanakuli and Wai’anae school complexes are some of the lowest performing in the State of Hawai‘i (Kanaiaupuni & Ishibashi, 2003). Partners are committed to the educational well-being of our children and communities.

In the partnership, schools provide mentoring and training sites for pre-service teachers enrolled in a teacher education program at the University of Hawai‘i at Manoa (UHM). In return, UHM faculty provide professional development via a masters program tailored to the specific needs of schools and teachers in Nanakuli and Wai’anae. Ongoing formal and informal needs assessments, assets assessments, and program evaluations are conducted to ensure that the professional development and learning opportunities provided are appropriate and reflect the direct input of stakeholders.

The presentation will focus on the details of the professional development program (including its focus on National Board Certification, community-engaged scholarship, and culture-based education), findings from the assessments and program evaluations, relationship-building insights from a Native Hawaiian perspective, and a critical reflection on the status and future of the six-year partnership.

Use Of Tiered Instructional Coaching To Improve Teacher Pedagogy

Robert A. Stodden and Norma Jean Stodden, University of Hawaii at Manoa

Instructional coaching has become an effective part of professional development plans as developed and delivered collaboratively within university and school district partnerships found in many states. This presentation will share a collaborative professional development approach using instructional coaches with 9th grade teachers. Instructional coaching was focused upon improving specific areas of instructional pedagogy with participating teachers. Coaching was provided to teachers within three tiers of support, based upon data secured from scheduled observations and continuous coach feedback to the teacher. Individualization of coaching support made it possible to focus upon teachers’ specific needs to improve their pedagogy and to increase student performance in core subject areas. The presenters will describe the tiered coaching model and share data concerning its effectiveness and potential application within other university-school district partnerships.

We're In This Together: Taking Turns Being The "Sage On The Stage"

Joyce McCauley, Sam Houston State University

Krista McWilliams, O.A. Reaves Elementary School

What do we need and how do we best meet that need? This is a question that is posed many times a year at our PDS. Since we are a Title I school, there are always needs to address and these needs usually emerge from our questions: How can we address bullying? What are better ways to assess dyslexia? Why are these materials not working with our student population? How can we improve our student teacher experience and maximize the learning of our children? How can we do more service learning with our children? Is there a way to get a few extra helping hands in the classroom? Sometimes the "Sage on the Stage" is a classroom teacher and other times it's a university professor. Who attends these workshops, presentations, and demonstrations change as well, depending upon whose question it is and/or who needs the professional development. Sometimes it's the teachers, administrators, and staff; sometimes it's the university representatives; sometimes it's the parents; sometimes it's the preservice teachers and student teachers. The focus has always been on what is best for the children in our care...and when we approach that question together, collaboratively, we are much stronger and more effective. In this session, we will discuss how this process has worked over the past nine years, how it has changed, and how we addressed the questions posed here.

We've Got The Nine Essentials And There Is Nothing Common About Our Core!

Helene Cunningham, Mariposa Elementary School

Belinda Karge, California State University, Fullerton

Mariposa Elementary, CSU Fullerton, and businesses team to provide innovative and reflective practice for resource support to enhance student and staff learning. Our successful 17-year PDS partnership provides collaboration and a reciprocal training ground of expertise. Our common mission opened doors for professional development and early intervention, which connect to curriculum, enhancing academic proficiency.

Beginning with professional growth, CSU Fullerton brought effective strategies in the form of research, student teachers, and volunteers. We put theory into practice and gained the resources to make 21st century learning possible. Active engagement and product development are commonplace. PDS needs reflect the ebb and flow of our students, staff, and education. With Professional Learning Communities in place for nine years, Mariposa continues with Common Core Standards, Smarter Balance, Response to Intervention, and technology training, challenging us to create local and global innovation.

Deliberate investigations of practice include quantitative data showing increased academic achievement annually. As significant is the qualitative feedback that stakeholders (students, staff, parents, university faculty, teaching candidates, and business partners) come motivated to learn, participate, and volunteer. Recognizing they are an integral part of learning for all, teachers have ownership not just for the students in their classroom, but also for every child. This PDS model with CSU Fullerton positively impacts student proficiency and professional growth, as it changes the way we teach and learn.

Will The Real Mentor Please Stand Up? A Reflection On The Expanded Model Of The Professional Practice Partners Program

David Allsopp, Keri Haley and Lynndsey Wilson, University of South Florida

Brandy O'Dea and Christopher Urquhart, Corr Elementary School

This presentation will reflect upon the growth of a collaborative partnership cultivated through the University of South Florida's Professional Practice Partners program and a Title I elementary school in the eighth largest school district in the nation. We will discuss how collaborative mentoring and multiple layers of support unfolded in a school-university partnership to benefit not only pre-service teachers, but also mentor teachers and students in a K-5 setting. This professional development model in action highlights experiences beyond the classroom, as special education pre-service teachers are uniquely prepared for the overwhelming workload associated with teaching in a critical need area. Within this model, the university is connecting distinctively prepared mentors,

former pre-service teachers, a doctoral student and current elementary school special educator, and university level supervisors to provide wrap around support for the development of future special educators. Reflective practices surrounding this partnership have led to the expansion of goal setting and the attainment of unique experiences associated with workplace demands. Pre-service teachers are encouraged to expand their roles and assimilate into the school community by developing, implementing, and actively participating in all aspects surrounding the education of students with disabilities. Over the course of this past year, this exceptional partnership resulted in the hiring of two former university interns who now provide additional support for a new cohort of aspiring special educators. You will hear from individuals in each of these levels of support and how their commitment to the program is producing first class special education professionals.

Working Together: Developing Collaborating Teachers' And Residents' Knowledge of RtI Thought Book Study and Inquiry

Susan Persbacker and Audra Kondash, Belle Witter Elementary School

Wendy Baker, University of South Florida

Our school is one of six elementary schools in the University of South Florida/Hillsborough County Public Schools Urban Teacher Residency Partnership Program. We are a relatively large Title 1 school, and we host both first and second year residents. Recently, we were asked to implement Response to Intervention (RtI), but we learned that our teachers and residents needed to develop some background knowledge first. As principal, I felt compelled to conduct an inquiry into how I might work with the resources in our partnership to accomplish this goal. I wondered, "How can we collaborate to help our residents and collaborating teachers develop knowledge about RtI?"

I reached out to the kindergarten teachers in my building and the Partnership Resource Teacher to help with the process and we decided to implement a book study. The purpose of this presentation will be to share the structures that we put into place throughout the year and to explain how principals can facilitate collaborative professional development experiences to meet the needs of teachers and teacher candidates in a PDS setting. I plan to share data I collected about residents' and teachers' perceptions. I also want to invite a conversation from the audience about the role of the principal in working collaboratively to foster meaningful professional development experiences for teachers and teacher candidates.

ESSENTIAL 4: INNOVATIVE AND REFLECTIVE PRACTICE

A Common Vision To Keep Innovative Practices At The Core Of Teaching

Andrea Berry and Jan Faile, Lake Carolina Elementary School

Margo Jackson, Ashley Patrick and Bridgette Kennedy, University of South Carolina

Are you preparing teacher candidates to teach 21st century learners? At Lake Carolina, we provide our teacher candidates with experiences which foster high levels of student engagement and incorporate HET (Highly Effective Teaching) strategies. Teacher candidates observe instructional techniques modeled by their coaching teachers and share innovative strategies they are learning in the methodology courses at the University of South Carolina. The coaching teachers and interns also participate in staff development and coaching sessions carried out by HET consultants and fellow master teachers (Learning Walks). They then engage in reflective dialogue regarding strategies that have been observed and utilized. Additionally, visits to the Ron Clark Academy have enriched our knowledge base and given teachers new approaches for infusing the classroom with energy and rigor. This year, we have narrowed our Common Core focus to emphasize math practice standards, formative assessments, and citing evidence. At Lake Carolina, we strive to maintain best practice as a common experience for all students with academic achievement at the core of learning.

A New Kind Of Teacher; A Different Kind Of Leader

David Holzendorf, Sally Catoe and Kelly Dawson, North Springs Elementary School

Jeanene Varner, Corrine Hangacs and Emily Krick, University of South Carolina

As all schools look toward new methods for engaging students, Professional Development Schools have the opportunity and means to lead the way. STEM (Science, Technology, Engineering, and Math) programs seem to be in the forefront of what is considered education for the future. This presentation will explore the possibilities, as well as the challenges, of helping teachers and interns align STEM curriculum with Common Core and Science Framework Standards, while designing new kinds of programming and content. Standards will be viewed through the multiple lenses of problem-based learning, student research, student-designed projects, and service learning, with an emphasis on training the “next generation” of teachers. We will discuss the importance of exposing teaching interns to STEM education as well as project-based learning so that they can develop the mindset, skills, and confidence to handle that kind of student-based learning. In the area of professional development, educational leaders will explore how to create a Program Blueprint to assist teachers and future teachers in the creation of thematic units with vertical alignment to guide instructional planning, and administrators will examine ways to support this new kind of teacher. Interns will add their experiences and comment on the kinds of assignments that help them grow “as a new kind of teacher.”

A Professional Development School Partnership Focused On Improving Instruction For English Language Learners

Mary Ann McKinnon and Marilyn Rennie-Stanton, Bridgewater State University

In 2012, the Massachusetts Department of Elementary and Secondary Education (ESE) was cited by the U.S. Department of Justice for failing to adequately meet the needs of English Language Learners. In response to this citation, the MA Board of Elementary and Secondary Education voted to implement the RETELL initiative (Rethinking Equity and Teaching for English Language Learners). One aspect of RETELL is a requirement that all candidates seeking licensure as a teacher of a core academic subject receive a Sheltered English Immersion (SEI) endorsement as part of their preservice preparation program. This new requirement set colleges and universities scrambling statewide to identify p-12 schools with sufficient populations of students designated as English Language Learners to accommodate the required SEI clinical experience. Fortunately, faculty and administrators at Bridgewater State University were already engaged in the development of a PDS partnership with the Huntington School in Brockton. In the 2012-2013 academic year, the Huntington School served the learning needs of 529 students enrolled in grades K-5. 35% of the students at the Huntington School are designated as English Language Learners. This exceeds the Brockton average of 20% of students designated as ELL and is four times the statewide average of 8%. The Huntington School provides an ideal setting for BSU teacher candidates to learn and practice instructional strategies for working with ELLs. The Huntington School is designated as the preferred PDS setting for BSU SEI clinical experiences for early childhood and elementary teacher candidates.

A Spotlight On Science!

Linda H. Pickett, Winthrop University

Kevin Hood and LaPonya Burris, Hunter Street Elementary School

Tricia Gupton, Harold C. Johnson Elementary School

Hunter Street Elementary School is one of the seven Professional Development Schools in the Winthrop University-School Partnership Network which received a 2013 NAPDS Award for Exemplary Professional Development School Achievement. One of the goals of the Partnership Network is to improve student academic achievement in high-needs schools. In June 2012, Hunter Street only met 52% of the science objectives for the 2012 ESEA/Federal Accountability System. This prompted us to focus on improving student achievement in science in 2012-13.

We involved third and fourth grade teachers and interns in professional development to increase the use of inquiry in science instruction. We explored the use of informational texts in science instruction and reflected on how science inquiry and research can help meet Common Core State Standards. Throughout the year, teachers highlighted science and engaged their students in hands-on learning activities. The culminating experience was a very successful Spring Science Showcase. Families were invited to come to school to participate in standards-based science activities and demonstrations led by the third and fourth grade students. Our efforts resulted in the school meeting 78% of the science objectives in 2013, with 88% of 3rd grade students and 85% of 4th grade students meeting or exceeding expectations in scientific inquiry on the 2013 state science test.

In this presentation that addresses Essential #4, A shared commitment to innovative and reflective practice by all participants, the School Principal, School Liaison, fourth-grade teacher and Winthrop Faculty in Residence will describe the strategies used at this Professional Development School to improve student achievement in science and share the data to illustrate the impact the spotlight on science had on teaching and student learning. Participants will also see a short video of the Science Showcase and hear how we have expanded our science activities in 2013-14.

A Win-Win Situation: Teacher Candidates Share Global Collaboration With PDS Students

Anita Reynolds, Mark Angle and Terry W. Mullins, Concord University

At Concord University in Athens, West Virginia, and Victoria University in Melbourne, Victoria, Australia, students in undergraduate education courses have collaborated to compare and contrast the undergraduate education programs in both countries. Collaborative teaching and learning play an important role in the framework for a 21st Century education. In the collaboration between these two universities, students at both schools have examined the differences in overall educational systems, including diversity, teaching methods, and assessment practices of the two nations. As an added bonus, students in the two-university collaboration have utilized a variety of online tools to communicate and cooperate. The presenters will demonstrate a model they have successfully used and researched (Neal, Mullins, Reynolds, Angle, 2013) that allows students to work collaboratively using 21st Century technology tools.

At the conclusion of the partnership, students at Concord University celebrated a Global Collaboration Symposium through Learning Station Conversations where university faculty, current student teachers, and in-service teachers and students from partner public schools participated to commemorate this global learning initiative. Concord students shared their learning experiences, newly acquired technology skills and increased cultural awareness of their global learning initiative with teachers and students at Professional Development Partner Schools. This outreach activity extended the benefits of the global collaboration beyond the walls of Concord University.

Accelerating Student Progress: Working Together To Improve Real-Time Teaching And Learning

K. Richard Young and Lynnette Christensen, Brigham Young University

Lori Chadwick, Alpine Elementary School

Geovanni Guzman, Provo Peaks Elementary School

Years of research tell us what works to ensure effective teaching and learning. However, the volume and complexity of the knowledge derived from the science of learning is challenging for teachers to incorporate into their daily teaching activities. To make it possible for K-12 students to benefit from scientific knowledge, teachers need technological tools to support instruction and decision-making. For example, we know that effective instruction is the most powerful variable related to student success. Therefore, every student should receive effective instruction responsive to his/her needs. Real-time student data guides decisions regarding effective instruction and positive learning outcomes.

The Raising Achievement by Measuring Performance (RAMP) project is a school-university collaboration designing software grounded in the science of learning that provides teachers, students, administrators, and parents the tools to accelerate academic and social-emotional learning. RAMP analyzes hundreds of variables to create an accurate real-time student learning profile and recommends targeted interventions based on student needs. Curriculum apps allow direct and detailed transfer of student performance data into the RAMP database. RAMP is a collaboration of BYU faculty and students and K-12 teachers. It is being developed and tested through rapid iterations in multiple school districts. K-12 students are also part of the collaboration because their learning and feedback have informed developers throughout the entire process.

This presentation will discuss the collaboration, the need, the development process, and key elements of the science of learning. The current version of RAMP and related apps will be demonstrated and student data shared.

Action Research: Pulling It All Together - From Student Needs To Self-Directed Professional Development

Robert P. Pelton, Stevenson University

Action research is an evidenced-based methodology used to improve teaching and learning. It can be targeted at a variety of educational needs, concerns, issues, reforms or requirements. This presentation will highlight how the effective use of action research by teachers and teacher candidates can pull together The Common Core Standards, The Danielson Framework, Student Learning Objectives (SLOs), and data-driven instruction within a clear model for teaching and learning. At the heart will be a demonstration of how the action research process promotes PDS collaboration and self-directed professional development. Participants attending this session will learn how to do action research in any setting and how to guide others to implement the action research process. Whether you are a teacher, intern, school system administrator, or working in teacher preparation, there will be something for you! Process, practical application and rubrics will be discussed. A newly developed field-based action research workbook will be shared.

ActivLearning In An ActivClassroom: Using Promethean Technology To Differentiate Teaching And Learning

Allison Papke, Rebecca West Burns, Constance Makris, Samantha Ortiz and Alexis Vlk, University of South Florida

Shikina Wright, Shaw Elementary School

Integrating technology into practice is not always a comfortable task for teachers. It requires time, effort, risk taking, and sustained, long-term support, especially in professional development. Unfortunately, many times these characteristics are not in place and technology sits unused (Potter & Rockinson-Szapkiw, 2012). However, PDSs have a commitment to ongoing and reciprocal professional development, and this is true in our partnership.

We recognized a need to combine preservice and inservice teachers' instructional desires to better meet their students' needs with Promethean Technologies. Thus, we conducted an inquiry into how we could engage teachers

and preservice teachers in meaningful professional development about integrating the Promethean Technologies (e.g. ActivExpressions, ActivBoard, ActivTable) into their instruction. The purpose of this presentation will be to share the results of our inquiry by giving examples of technological integration, formative assessments with the technology, and illustrations of how preservice teachers can support their collaborating teachers with technological integration through co-teaching. Following the presentation, we offer a differentiated workshop for teachers, school administrators, and university faculty to try these technologies and discover how Promethean Technologies could be used to differentiate teaching and learning for K-5 students and preservice teachers.

Addressing Classroom Behavior Management Needs In Professional Development Schools: A Study Of Class-Wide Function-Related Intervention Teams

Paul Caldarella and Leslie Gunter, Brigham Young University

Amanda Gosman and Brady Farr, Alpine School District

If Professional Development Schools are to be successful, they must help teachers address classroom behavior management needs. Classroom management is a significant concern for teachers. Many report feeling that they are underprepared in effective classroom management practices; lack of these skills is often cited as a reason teachers leave the profession.

The 30-year Brigham Young University-Public School Partnership (BYU-PSP) enables K-12 and university faculty to work together as partners to create both exemplary teacher preparation programs and exemplary schools. This presentation will describe a grant-funded project between the university and Title 1 elementary schools conducted in the context of this partnership. The goal of this project is to help teachers learn and implement an evidence-based classroom management program called Class-wide Function-related Intervention Teams (CW-FIT).

CW-FIT is a multitiered behavioral intervention program that includes four main elements: 1) teaching appropriate social skills, 2) reinforcement using a group contingency, 3) eliminating reinforcement for problem behavior, and 4) individual interventions using self-management, help cards, and functional assessment. CW-FIT is designed to assist teachers in developing and implementing behavior interventions for classrooms and small groups or individual students who may be at risk for emotional or behavioral disorders.

During this presentation we will review our professional development activities at the schools, the essential components of CW-FIT, the effects of implementation on teachers' classroom management practices and student behavioral outcomes, as well as teachers' and students' views of the program. Audience discussion and participation will be encouraged.

An Academy Model For PDS Part II: Teaching And Learning In High Poverty/High Minority Schools

Laura Corbin Frazier and Stacey Brown-Hobbs, Mount St. Mary's University

This presentation will continue discussions from last year's PDS National Conference session on the Academy model for PDS. Now with three years of data collection and feedback from PDS partners, this year's session will highlight how new initiatives in collaboration between mentor teachers, other non-mentoring teachers in the PDS, and university faculty have enhanced teacher candidate preparation to teach in high poverty/high minority schools.

The Academy is comprised of two middle schools, two high schools, and a university within an existing PDS network. Goals of the Academy are to increase teacher retention and improve teacher preparation in high poverty/high minority schools and to support students in grades 6-12 in achieving academic goals. Further the Academy endeavored to enhance 8th grade students' understanding of the Governor's College and Career Readiness goals. The Academy has been supported through Race to the Top grant funding and contributions by Academy partners and district level resources. A steering committee comprised of university, school, and district level representatives meets regularly to identify Academy needs, plan professional development and student experiences, and assess

implementation data.

In addition to sharing data findings, recommendations for others seeking to develop an Academy model for PDS will be provided.

An Inquiry Into The Impact Of Written Feedback On Reflective Journals

Bernard Badiali, Penn State University

Andrea DeCarle, State College Area School District

Our PDS makes every effort to instill in interns the habit of reflection on practice. We believe that reflection is a thought process indispensable to good teaching. Reflective practice is a pathway to understanding which motivates continuous improvement. One structural feature we use to accomplish this goal is to require all PDS interns to submit a written “journal” each week throughout the entire school year. We use no specific prompts, but ask interns to reflect on what they have observed or experienced during the week. Journals get submitted to supervisors who then provide written feedback.

The main inquiry question for this study was, “How does supervisor feedback within written reflection journals influence intern thinking and/or actions?” This investigation involved interviewing matched pairs of interns and supervisors about specific comments on journals. We examined supervisors’ intentions and their consequences on interns. In this session we will report the findings of this study and engage the audience in discussing the impact that written feedback has on teacher candidates.

Because Of PDS...How The SUNY Buffalo State PDS Consortium Provides A Framework For Innovation And Creativity

Leslie Day, Pixita del Prado Hill, Kaitlyn Gardner, Richard Hoey, Danielle Jarosz and Madeline Otero, SUNY Buffalo State

SUNY Buffalo State’s award winning Professional Development Schools (PDS) Consortium has extended its sphere of influence for 22 years. Starting with one partner school in 1991 with a mission to support the development of new and experienced teachers through local partnerships, this Consortium now partners with more than 45 PDS sites locally, regionally, and internationally. This established framework has created the space and structure for innovation and creativity for all members of the Consortium. In line with NAPDS Essential #4, the Consortium reflects a shared commitment for innovative and reflective practices by all participants. Through the structure of the PDS Consortium, these practices are shared and reflected upon, and partners make these ideas their own. As a result, we have a highly organized PDS Consortium structure, but each member or school individualizes for their own needs.

Responding to concerns that new standards for university faculty, teacher candidates, school leaders, practicing teachers, and children may be implemented in scripted ways, the PDS Consortium established creativity as the 2013-2014 theme. Faculty read *Creativity Rising: Creative Thinking and Creative Problem Solving in the 21st Century* (Puccio, et al, 2012) and then established a task force to consider guiding questions and to explore the theories and practices of creativity. This presentation will briefly explain the PDS Consortium structures and how they connect to creative frameworks. We will then highlight innovative and creative partnership programs that have had impact on teaching and learning for all participants.

Bringing The Village To The School: Innovative Practices In An Urban Professional Development School

Betsy Golden, William Paterson University

Carlene Anderson, School 12

Bathroom murals, comic books, and Skyping with Hawaii. What do these have to do with Professional Development Schools? Come find out! Join as we share the story of the highly successful PDS partnership between William Paterson University and Paterson's School 12. Since September, 2007, this first-through-eighth grade school has opened its doors to hundreds of WPU teacher candidates, community volunteers and international visitors via innovative PDS programs that have enhanced the learning experience. During a forty-five minute presentation, WPU Professor in Residence, Dr. Golden, and School 12 third grade teacher, Mrs. Anderson, will share some of the highlights of the William Paterson University-School 12 partnership, including teacher candidate musicians who perform in classrooms and at school assemblies, visiting teaching artists who share workshops in theater and film and spearhead mural projects that transform bathrooms in this one hundred-year-old building, and volunteers who spend countless hours each year helping teachers and students in the classrooms. The presentation will also highlight the innovative ways William Paterson University has provided resources and programs to enrich teaching and learning. This collaboration has led to School 12 teachers taking advantage of WPU courses, WPU classes meeting on site, and teacher candidates joining the School 12 faculty upon graduation. What does it mean to be a PDS? Let us share our educational journey with you.

Building A PDS Art Education Culture Through Collaborative Art Projects

Diane Corrigan, Cleveland State University

Denyse Lipka, Campus International School

The Campus International School (CIS) is a public elementary school in the Cleveland Metropolitan School District. CIS serves as a Professional Development School for Cleveland State University (CSU). Campus International opened in 2010 and currently serves 400 students in grades K-5.

CIS participates in a pilot collaborative art project, where students from CIS visit CSU art exhibits, sketch in CSU art galleries, and meet with and observe the creation of art by CSU faculty, CSU students and community artists, and produce works of art for display.

This session examines four innovative aspects of the pilot project: 1) the role CIS art teachers played in establishing the collaborative agreement among the PDS partners, 2) how the facilities and artistic contributions of CSU art faculty, CSU art students and community-based artists extend art instruction beyond the classroom, 3) the benefits of modeling art collaborations for art education candidates, and 4) the reflective practices adopted by art education candidates. Descriptions of the art activities will be shared.

Suggestions for how the project may enhance classroom instruction are provided. Session attendees will hear recommendations for replication and receive a set of guidelines that may be adapted for implementation.

Building Structural Integrity In Our Students: From Concrete To Abstract

Jennifer Valcho, Stephan Tanksley and Dollye T. James, Dean Petersen Professional Development School

Character builds structure in one's life. To insure our students understand the multiple aspects of character education, our science teachers, student teachers, counselor/interns, and construction engineering interns created an innovative partnership to teach character education through bridge building.

The presentation will reveal the planning, logistics and outcomes of this cross-curriculum approach to demonstrating the parallel between bridge building and character development. The roles of teachers, student teachers, counselor/interns, construction engineering interns, and students are underscored. Previously taught guidance and science lessons will be discussed. Real life data and outcomes will be shared, along with the impact this project had on teaching and learning.

Camp Read-a-Rama And Horrell Hill ES, Getting Kids To Live Books: Piloting A Rural PDS Initiative

Rachelle D. Washington and Michelle H. Martin, University of South Carolina

Camp Read-a-Rama (CRaR) is a summer day camp that uses books as a springboard for outdoor and educational activities. CRaR facilitators (co-directors and staff) guide conference participants through fun, musical, hands-on, interactive activities that integrate children's literature (fiction and nonfiction, picture books and novels) into lessons and "getting kids to live books," which will help children enjoy and retain what they've learned. While this program is effective for all children, CRaR directors Drs. Martin and Washington have found it particularly effective for turning non-readers and reluctant readers into passionate readers. With an ongoing research component, facilitators will cite initial research findings that show what happens inside of classrooms when children participate in CRaR. As a well-established PDS, the Horrell Hill Elementary School's PDS Team (clinical adjunct, internship supervisor, USC liaison, supervisor and faculty) will share their interest in and commitment to the pilot and highlight its beneficence: impact of the 3-month summer slide into the summer stride; campers' knowledge of books; professional development for Horrell Hill faculty and staff; community and university partnerships; and educational research. The PDS Team and USC faculty encourage you to attend the session, which evidences a model of thrice-shared commitment: university, PDS and kids who will live books!

Character, Courage, & Consistency: A Summer Intensive Counseling Institute

Dollye T. James, Petersen Elementary Professional Development School

This presentation will include an overview of an innovative approach to providing the necessary tools for problem solving and making positive choices in academic and personal/social situations by focusing on character, courage, and consistency. This reflective practice approach is a response to the increase of bullying behaviors in the learning environment and during recess on the playground. The areas of greatest concern that will be addressed include victim's rights and bystander's responses

Counseling interns from the university will collaborate with the professional school counselor to develop expressive arts activities, use bibliotherapeutic storytelling, create musical movement and drama improvisation to empower students to increase self-esteem skills, learn to advocate for self, practice problem solving for an intended purpose, minimize anger with breathing exercises, and appreciate and respect others through dramatic performances. Specific data collection will include decreases in negative behavior (fighting, arguing, etc.), participating in positive experiences (peer mediation and student council), and academic progress monitoring for the 2013 – 2014 school year.

Chillin' In Chile: Teacher Candidate Blog Reflections Of The Chile PDS Experience

Nancy Chicola and Pixita del Prado Hill, SUNY Buffalo State

A content analysis of teacher candidate blogs revealed cultural and language experiences that contributed to their background knowledge about diverse settings. In an effort to evaluate the efficacy of the PDS experience in Santiago, Chile, the blogs of the teacher candidates who participated in 2012 and 2013 were analyzed along the themes of English language learning, diversity, equity, mutual respect, and global knowledge. Essential questions as defined by the Department of Elementary Education and Reading, as well as the 21st Century skills related to global awareness, were also considered in the analysis of blog posts. SUNY Buffalo State teacher candidate interactions with Universidad Mayor teacher candidates via email prior to travel to Chile helped support the mutual respect for other cultures as evidenced in the repeated blog references to this exercise and the relationships built and continued during the trip. While many references to the practices of teaching English language learners were made, Spanish immersion classes and cultural experiences were also cited. Overall, the blog posts served as an effective tool for a reflective experience and showed positive results for this international PDS program that is still in its infancy.

Clinical Teacher Preparation As A Conduit For Innovation In Education

Felipe Golez and Deborah Hamm, California State University, Long Beach

The Urban Teacher Education Academy in a Clinical Home (UTEACH) program was recognized by AACTE as a sustainable partnership that works. We have discovered that a clinical teacher preparation program is also a conduit for intended reform and innovation in public schools. Spurred by the recent report, *High Hopes, Few Opportunities: The Status of Elementary Science Education in California*, we proposed changing the culture of STEM teaching in elementary schools through the use of the UTEACH clinical residency program as a conduit for bringing STEM Education to STEM-depleted schools due to compliance to No Child Left Behind. The College of Education, in collaboration with the College of Natural Science and Mathematics, was as a result awarded a \$900,000 grant to use UTEACH. as a conduit for getting STEM back into elementary school teaching.

It is our intention in this presentation to outline first how we moved the UTEACH program toward a sustainable program, free of soft money funding. Then, how paradoxically that became a grant fund attracting element. We also will discuss how UTEACH became a lightning rod for bringing new ideas into schools and reciprocally the true nature of urban education into the clinical preparation experience for new teachers and the university faculty teaching them. It is our contention that any worthy reform might enter urban schools using clinical teacher preparation as a vehicle for reform. In addition, the collaborative school change process will act as a force to strengthen the very foundation of the clinical residency program itself.

Co-Teaching A-Z

Bea Green, University of South Florida

Janine Hall, Knights Elementary School

This presentation will outline how the University of South Florida's College of Education, partnering with host schools in both the School District of Hillsborough County and the School District of Pasco County, is developing a co-teaching model to develop outstanding pre-service teachers. The pressures for accountability and the lack of teachers willing to relinquish control of their classrooms to pre-service teachers encouraged us to be creative and look beyond the traditional models for training pre-service teachers.

This session will focus on: (1) how this model is beneficial for the schools, the teachers, the students and the pre-service teacher; (2) what research suggests; (3) the importance and need for ongoing staff development for the collaborating teachers; (4) the need for support and training for the university field supervisors; (5) ongoing support for the pre-service teachers through seminars; (6) sharing school test data; and (7) sharing the results of surveys completed by the collaborating teachers, pre-service teachers, parents, field supervisors and school administration.

A co-teaching team will share their experiences using this model and offer insights, observations and suggestions for success.

Co-Teaching Under Construction: The Nuts And Bolts Of Co-Planning

Carolyn G. Grant and Lisa Hudson-Lucas, Winthrop University

Research demonstrates that students taught in a strategic co-teaching environment show greater student achievement compared to students in traditional one-teacher classrooms or in classrooms where teacher preparation programs continue to use the traditional "student teaching" model.

The practice of co-teaching is the required collaborative structure of Winthrop University's year-long internship. The foundation to support this structure begins with the "nuts and bolts" of the co-planning process. Our teacher candidates and mentor teachers engage in collaborative conversations to determine which content standards are best delivered using the co-teaching model and which co-teaching strategies would best meet the needs of the students in the classroom.

In this session, we will share how our teacher candidates and mentor teachers share responsibility in the co-planning process. Presenters will provide examples of the gradual release of responsibility from the mentor

teacher to the teacher candidate in assuming the leadership role in co-planning. Participants will walk away from this session with a variety of tools and templates to begin constructing effective lessons.

Co-Teaching: What's All The Buzz About?

Nancy Bacharach and Teresa Washut Heck, St. Cloud State University

While many aspects of the art of teaching have been studied over the years, student teaching itself has changed little since the 1920's (Guyton & McIntyre, 1990). Historically, student teachers have assumed the role of observer or assistant to the cooperating teacher, eventually being left alone to take over the entire classroom. This model of learning to teach in isolation is no longer best practice in preparing new teachers, nor does it meet the needs of our P-12 students. Linda Darling-Hammond (2006) asserts that the clinical side of teacher education has traditionally been haphazard and frequently disconnected from the theoretical teachings of the university. She advocates for moving teacher preparation from practicing the art of teaching with little guidance to allowing candidates to "learn from expert modeling of practice" (p.8) alongside master teachers.

St. Cloud State University addressed this limitation by transforming the student teaching experience through the creation, implementation and research of a co-teaching model of student teaching (Bacharach, Heck and Dahlberg, 2010). Co-teaching provides a comprehensive and rigorous experience for teacher candidates and allows cooperating teachers to remain actively involved in the classroom. Quantitative and qualitative results clearly demonstrate the positive impact of co-teaching on P-12 learners, teacher candidates and cooperating teachers.

This presentation will provide the basics of co-teaching: What is it? Why would you move toward this model? What are the essential elements? What does the research say about co-teaching?

Collaboration At The Core Of Continuous Improvement: How Reflective Practice Impacts Teaching And Learning

Kristin Brynteson and Tris Ottolino, Northern Illinois University

Jennie Hueber, DeKalb High School

The purpose of this presentation is to provide an overview of the continuous improvement plan used to evaluate the PDS in one school district (CUSD 428). This presentation will also include a discussion on how the results of the continuous improvement plan are used at the district level and at the university to enhance teaching and learning. This process demonstrates a shared commitment to a collaborative reflective practice, PDS Essential #4.

The process implemented through a joint effort between CUSD 428 and NIU has been designed to promote collaborative reflection of the PDS. Our process includes cross-institutional teams who identify objectives and activities that align to the district goals, collect both quantitative and qualitative evidence on the impact of those objectives and activities, and use the findings to provide recommendations to be used in future goal setting. The process also includes dissemination of the continuous improvement plan results to all stakeholders.

This continuous self-examination promotes the highest level of program quality and institutional accountability, all aimed at driving the PDS toward excellence. However, getting to this point was not easy. Broadening the school process to a district-wide process meant that we needed to reflect on the process itself. The result is a streamlined continuous improve plan for the entire district and university programs.

Creating Spaces For Inquiry: What/How Prospective Teachers And Teacher Educators Learned With And From Each Other

Sharon B. Hayes, Johnna J. Bolyard, Julia Chevlin, Cierra Cupini, Emily Donathan, Arlene Hathaway, Samantha Little and Joni Wilson, West Virginia University

Because the knowledge, skills, and dispositions needed for effectively teaching all students cannot be fully developed in any teacher education program, prospective teachers must learn how to be lifelong learners and inquirers - to learn from studying teaching...their own, as well as the teaching of others (Hammerness et.al., 2005; Hawkins, 1973; Hiebert, et al., 2007; Nemser, 1983). Professional Development Schools embrace such a stance, as they were envisioned as centers of thoughtful, long-term inquiry into teaching and learning for all stakeholders (Holmes Partnership Trilogy, 2007; NAPDS Essentials, 2008).

Thus, we explore how engaging prospective teachers in professional learning communities in which they analyzed videotapes of their practice(s) and their effects on student learning contributed to their understanding and revision of their practices, identities, and commitments to students and the profession. We consider how the nature of the contexts (PDSs) in which our prospective teachers are/were situated influence what they notice, what they learn from studying teaching, and how learning to teach in this way influences their interactions with others (practicing teachers, administrators, their students, their students' parents, and university-based teacher educators). [Essential #4]

Our findings provide insights into how teacher educators (university and school-based) might support prospective teachers as they move from a teacher/teaching focus to a student/learning focus and position themselves as interrogators of their own practices and the educational status-quo [Essential #3]. We will discuss learning opportunities for both prospective teachers and teacher educators, as well as the challenges for creating spaces in which "learning in and from practice is educative and enduring" (Zeichner, 2010, p.91) and how Professional Development Schools might provide such spaces.

Cross Over Into The Innovation Zone: A Partnership Commitment To Innovative And Reflective Practice

*Mary Anne Mullenax and Rob Shaffer, North Marion High School
Barbara Owens and G. H. Budd Sapp, Fairmont State University*

The Fairmont State University Professional Development Schools (FSU PDS) Partnership is one of a network of nine school-university partnerships in West Virginia (WV). Involving 41 PDSs, 6 partnering counties, and the School of Education (SoE) and discipline-specific programs housed in the Arts and Sciences, the FSU PDS Partnership is the largest in the statewide network. The WV Legislature, with the signature of the governor of WV, enacted the School Innovation Zones (IZ) Act. The School IZ Act was established to allow individual schools to seek and receive exceptions from certain laws, policies, rules and interpretations through the creation of School Innovation Zones. The intent and purpose of the IZ was to provide a testing ground for innovative educational programs at the school level; provide information regarding the effects of those innovations; and document educational strategies that enhance student success. This session will describe, but will not be limited to, the following: (1) the IZ implementation at North Marion HS and the partnership commitment to innovative and reflective practice; (2) the IZ focus on technology and project-based learning (PBLs); (3) the interdisciplinary classes (for example, offering English Language Art and Social Studies together with credit being awarded for both); (4) the perspectives of students related to engagement and achievement; and (5) the value of the IZ experience for candidates during their field experiences and internships. Higher education and P-12 staff will find the variety of information and innovative initiatives shared in this session to be practical, worthwhile, and applicable for future implementation.

Cultivating An Inquiry Stance: Embedding Teacher Inquiry Across A School-University Partnership

Jennifer Jacobs, Katie Arndt, Vanessa Casciola and Monica Gonzalez, University of South Florida

Janine Hall, Hillsborough County Public Schools

This presentation is connected to NAPDS Essential #4, a commitment to innovative and reflective practice by all participants. One of the hallmarks of the finest teacher education programs in the United States is their systematic and intentional development of preservice teachers as teacher researchers. The University of South Florida's Childhood Education and Literacy Studies Department, in conjunction with the Hillsborough County Public Schools, recognizes the need to strengthen the development of preservice teachers as researchers. This presentation will outline how our elementary partnership faculty and doctoral students, in collaboration with our school partners, have worked together to design our program to develop preservice teachers as researchers by systematically and intentionally cultivating a research stance along with research skills across a five-semester course sequence. In addition, this presentation will examine the findings from a research study where we examined the experiences of preservice teachers, university supervisors, and collaborating teachers in regard to the research questions, "In what ways does systematically embedding teacher inquiry across an elementary teacher education program influence preservice teacher learning in relation to community, individual student learning, culture, and the process of teacher inquiry?" and "What is the nature of supervision needed to support preservice teacher inquiry (by university supervisors and collaborating teachers)?" Data collection included analysis of preservice teacher assignments, focus groups with PSTs, focus groups with field supervisors, questionnaires for collaborating teachers, and interviews with collaborating teachers.

Daydreaming In Class? How An Urban PDS Partnership Experimented With Ways To Increase Student Engagement

Jean Modig, William Paterson University

Denise Fitzpatrick, William B. Cruise #11 School

Have you ever looked up from reading a page and have no idea about what you just read? If adults occasionally fall short of focusing their attention, imagine how much more difficult it is for Millennial and Post-Millennial students to remain engaged in routine instruction on a daily basis. A recent student Gallup Poll points to a steady decline in learner engagement for each year that a student spends in school.

Based on the book, Total Participation Techniques by Persida and William Himmele, this session will explore strategies for maintaining students' focused attention, for engaging them actively in the learning process and for soliciting frequent, routine feedback that incorporates demonstrations of learning. The outcomes of a PD book study at an urban partnership school will illustrate the application and effectiveness of total engagement techniques.

Decision Point: e-Portfolios As Evidence Of Reflection & Readiness

Jill Gonzalez-Bravo, MidAmerica Nazarene University

This session will review a decision point model for all student teaching applicants. Participants will be introduced to the STARubric and MNU's e-portfolio used to demonstrate a candidate's readiness to student teach. e-Portfolio presentations facilitate prospective student teachers through a synthetic thinking exercise that utilizes a growth model. This exercise provides a panel of university and community partners with evidence of the pre-service teacher's abilities as a reflective practitioner and, thus, their potential for success in student teaching. Pre-service teachers maintain the e-portfolio throughout their course of study, highlighting the application of classroom and field learning as they align with the unit's conceptual framework and state and national standards. This exercise is in part founded on the idea that reflective practice strengthens professional identity development, which in turn increases effectiveness and decreases attrition in the field. Video highlights are reviewed and data results shared.

Deconstruction Self, Student(s), Context(s) And Practice(s): A Mosaic Of Teacher Inquiries

Sharon B. Hayes and Harrison Oonge, West Virginia University

This study emerged out of the dilemmas and felt difficulties experienced by our PDS partners and how we collaborated with them in order to design job-embedded professional development that enriched our knowledge of what it means to teach and research. This project began when our partners at North Elementary wanted to learn more about guided reading as a strategy for meeting the needs of their diverse learners. They engaged in a book study over the summer of 2011 and then asked for coaching related to designing and conducting action research. WVU provided them with a coach who helped them to refine their research questions and identify data sources that would prove useful in determining how implementing guided reading was influencing teacher practice and student learning. The coach also provided support in analyzing that data and discovering answers to the questions the teachers asked.

Our findings are polyvocal, and we will share the stories of what each participant (in-service teachers, pre-service teachers, and university faculty) learned about teaching, research, and reflective practice, as well as what it means to collaborate across institutional boundaries and engage in powerful professional development that meets the needs of all stakeholders. Indeed, this experience not only led to changes in our individual teaching practices, but also shaped/re-shaped our identities as teachers, researchers, and PDS partners. We encourage our audience to share their experiences in creating contexts in which PDS partners are working together to improve teaching, teacher education, and student learning through engaging in collaborative research.

Developing Teachers, Developing Apps: A Kindergarten Numeracy Partnership

Berni Carmack, Longfellow Liberal Arts Elementary School

Mike Egan and Randy Hengst, Augustana College

The Number Sense Project (NSP) is one aspect of the larger partnership between the Augustana College teacher education program and Longfellow Liberal Arts Elementary School in Rock Island, Illinois. Now in its fifth year, the NSP operates on an annual collaborative cycle with the Longfellow kindergarten. The cycle begins each fall with the teaching mathematics methods course for junior-year elementary education majors. Teacher candidates in the course are paired and then matched with small groups of 4-6 kindergarten students. As pairs, they plan, implement and assess a sequence of weekly numeracy lessons over the course of the term. Teacher candidates who develop an interest in this early childhood numeracy work have the opportunity to serve as specialized numeracy instructors in the kindergarten for the remainder of the year. Those who choose this added commitment (an average of five teacher candidates per year) devote about five hours of contact time per week in the kindergarten, work closely with the full-time teachers in planning and implementing individualized instruction for the children, consult with a programmer about ideas for developing iPad apps designed to support the learning needs that arise in the kindergarten, and share their work at professional conferences. In this session, a partnering kindergarten teacher and two college faculty members share insights about the NSP, including a rationale for focusing our work in the kindergarten, reflections on the collaborative app development process, and insights about how the partnership has benefited both the elementary school and the college.

Developmentally Appropriate Practices And The Academic Achievement Push In PDS Schools

Jennie L. Long, Emporia State University

This presentation aims to provide insight about the push for academic achievement and the continued need for developmentally appropriate practices for grades K-3 in Professional Development Schools. Research indicates the Developmentally Appropriate Practices (DAP) are the framework for best practice in early childhood (NAEYC, 2009). However, in the current era of ESEA defined by the No Child Left Behind Act of 2001, teachers are ever more responsible for academic achievement. How then is it possible to merge the two practices that seem to be worlds apart?

Participants who attend this session will be able to walk away with knowledge and information about: 1) the importance of Developmentally Appropriate Practices in the primary grades; 2) the pressure for academic achievement placed on the educators knowing that students begin achievement tests in the 3rd grade; 3) possible challenges educators face when trying to address both; 4) how to build connections between the academic achievement push and developmentally appropriate practice; 5) potential repercussions for young children if educators do not address appropriate development in K-3 classes; 6) the pressure when dealing with the expectations of administrators, families, and other teachers that may not match developmentally appropriate teaching; and 7) helping children see that even with the push for academic performance learning is valuable.

Differentiation: A Model For Teaching And Questioning In A Blended Classroom

Diane Corrigan, Cleveland State University

Dora Bechtel and Lindsay Dottore, Campus International School

The Campus International School (CIS) is a Professional Development School on the campus of Cleveland State University (CSU) serving as an ideal site for teacher preparation programs, interdisciplinary research, inter-professional collaboration, and professional development activities for both in-service and pre-service educators and school professionals at CIS and CSU. For this project, a kindergarten and first grade teacher blended their classrooms and invited a pre-service teacher from CSU to implement an action research study focused on differentiating instruction and questioning strategies to improve student achievement. CSU faculty members provided assistance with the collection and reporting of data on students' progress. This presentation will include a discussion of strategies used and sharing of materials to guide the audience with implementation of the program in their own classroom.

This presentation addresses NAPDS Essential #4 as evidence of a shared commitment to innovative and reflective practice by all participants. The data collected and analyzed by CSU faculty will further demonstrate the positive impact the project and the PDS had on teaching and learning.

edTPA Local Evaluation – A Bet You Can Win

Karen Rehder, Tracy Dunheimer and John Seelke, University of Maryland

The University of Maryland and our PDS partners are committed to innovation and engaging our students in reflective practices. UMD has adopted the edTPA as a measure to assess intern performance. An important piece to carrying out this innovative and reflective assessment is ensuring an efficient and effective evaluation of the edTPA portfolios. Over the course of one year, our PDS network moved from submitting less than 50 edTPA portfolios to Pearson for scoring to having to locally score 180 edTPA portfolios in two weeks. As we embarked on this endeavor, it seemed the odds were against us.

This session will describe how creating a local evaluation is a bet you can win. We will share the process, practices, and the outcomes that resulted from the creation and implementation of a local evaluation of the edTPA in our PDS network. The presentation will outline the work of the UMD edTPA leadership team that created a training session for edTPA evaluators, recruited and trained evaluators, and scored 180 edTPA portfolios. We also will share how the assessment data were collected and interpreted.

Embedding A Focus On Cultural Responsiveness In A Partnership: Promoting The Development Of Successful Teachers For Urban Schools

Jennifer Jacobs, Katie Arndt, Vanessa Casciola and Beatrice Green, University of South Florida

Janine Hall, Hillsborough County Public Schools

This presentation connects to NAPDS Essential #1 focused on advancing equity within schools as well as Essential #4 related to innovative and reflective practices and the impact on teaching and learning. Teacher educators have responded to the changing demographics and inequities found within school systems across the United States with calls to increase teachers' capacities to successfully teach all students, including those who are culturally,

linguistically, and socioeconomically diverse. A central part of the mission of our undergraduate school-university partnership revolves around facilitating preservice teacher learning in meeting the needs of culturally and linguistically diverse students in urban contexts. Part of supporting this mission is developing a coherent, connected program where preservice teachers have the opportunity to grow as culturally responsive teachers over time.

Specifically, this presentation will outline how our program has begun to embed a focus on culture and equity throughout the internships. In addition, we share findings from our research focused on how preservice teachers develop and learn in regard to culture, the challenges teacher educators face, and how our partnership schools are working on this topic with their faculty. The data collected for this research includes: preservice teacher reflections, field notes from pre and post conferences, field supervisor reflective journals, and program artifacts. Findings include: 1) the ebb and flow of preservice teacher understanding, 2) the various levels in which cultural responsiveness is enacted by PSTs, and 3) the complexity of supporting this work both by university faculty and school partners.

Ensuring That Interns Teach Early, Often, And Well

*Cheryl North and Jonathon Singer, University of Maryland, Baltimore County
William J. Neugebauer, Mount Hebron High School*

The internship is an important part of a teacher candidate's career and offers one of the few chances to get consistent feedback on their teaching and have the support of another teacher in the classroom. In order to encourage interns to teach earlier, more often, and to gain valuable feedback, UMBC implemented a minimum of five lessons during their initial internship experience when they are only in their placement for two half days a week. Three of the lessons were called focus lessons, where the interns focused on an aspect of teaching, which were classroom management, differentiation of instruction, and student learning. These lessons were observed by the mentor teacher, and the students reviewed these lessons with university faculty in Methods. The experience culminated in a two-day Phase I to Phase II Transition Performance Assessment in which the mentor teacher determined if the intern had the skills to transition to full-time teaching. This process produced both immediate and long term improvements in our ability to provide support for our teacher candidates. The focus lessons resulted in the interns getting more time teaching early on in the field experience while getting specific feedback and guidance from their mentors, university faculty, and fellow interns.

This interactive session will provide the lessons, implementation, and how it benefitted interns, the university, and the PDS schools. We will also provide the assessments that were used and feedback from the mentor teachers and interns about the process.

Evaluating Teacher Candidates' Performance In Their PDS Internship: An Analysis Of Performance Across Different Program Tracks

Audra Parker, George Mason University

Increasingly, colleges of education are asked to maintain an electronic portfolio evaluation system (e.g. Task-Stream, Chalk and Wire) as a means for documenting pre-service teachers' professional development. These data are intended to help teacher educators monitor student progress and engage in systematic program revision and reform. In addition, accreditation agencies (CAEP) use this data to provide feedback to teacher education programs.

At George Mason University, elementary education pre-service teachers enroll in a cohort-based, graduate, initial licensure teacher preparation program organized around a Professional Development School model. There are three cohort-based tracks to certification: an accelerated track, semester-long internship track, and yearlong internship track. Interns, regardless of program format, complete a variety of performance-based assessments that are maintained in the portfolio evaluation system. All assessments involve analysis across four categories of intern development: preparation and planning, instruction and management, assessment, and professionalism.

This presentation will share a statistical analysis of multiple cohorts' scores on their summative performance-based assessment, as well as end-of-program survey data. Highlighting clinical faculty, university facilitators, and interns' collaborative longitudinal evaluations, initial data analyses indicate that pre-service teachers in our

PDS sites scored high on indicators such as personal and professional development, receptiveness to feedback, lifelong learning, and commitment to ongoing professional development. In contrast, pre-service teachers identified specific struggles in the areas of assessment and classroom management. Findings suggest variability among the three tracks. Implications for PDS and program renewal will be discussed.

Field Study And Inquiry In An Emerging International PDS

Rosela Balinbin, Aaron J. Levine and Chisato Nonaka, University of Hawai'i at Manoa

The University of Hawai'i at Manoa's College of Education and Bukkyo University enjoy a longstanding partnership that is moving toward a unique Professional Development School with P-12 partners. The partnership offers teacher candidates, graduate students, and faculty the opportunity to collaborate and conduct field studies and research in international contexts and also provides P-12 partners with opportunities to collaborate. The presentation will provide an overview of how this innovative partnership emerged, an analysis of a pilot course and imbedded field study that took place during the 2012-13 academic year, and efforts to enhance the partnership during the 2013-14 academic year and beyond. This presentation will highlight the innovative and reflective practices of various stakeholder groups.

From Interns To First Year Teachers: The Stories Of PDS Students After Their First Year Of Teaching

Ashley June Miller, Millersville University

Through a comparative case study analysis, this qualitative research works to gather stories, feedback and reflections from PDS and non-PDS graduates from Millersville University within the Secondary English Education Department during the 2011-2012 school year, to determine:

1. What experiences specifically made within the last year of their undergraduate experience do they attribute to their success and/or struggles during their first year of teaching? OR What do early career teachers perceive to be contributing factors to their successes and/or struggles experienced in their first year of teaching, as it relates to their experiences made in their last year at Millersville University?
2. What differences and commonalities exist between the experiences made during their first year of teaching, for individuals who participated in the Professional Development School program within Millersville University in the 2011-2012 school year compared to individual who did not participate in the Professional Development School year that same year?
3. How do early career teachers perceive their first year of teaching was impacted by their last year of their teaching preparation program?

This study uses a qualitative methodology, specifically a casual comparative research strategy to compare Secondary English Education Majors in the PDS and non-PDS program. This method was selected to compare, through critical analysis, the experiences of students in the two programs in the same school year, within Millersville University.

From The Bottom Up: Action Research To Improve Mathematics Instruction Through Systematic Observation, Collaborative Teacher Planning, And Interactive Notebooks

Melanie N. Woods, Wright State University

Trotwood-Madison School District is one of the lowest performing for reading and mathematics in the state of Ohio. Currently, most of the district's schools are university partnership schools where teacher candidates are placed with cooperating teachers to observe/teach most content areas. Recently, a university faculty member has been working with two middle school mathematics teachers to improve instruction. The goal is to move the middle school from a partnership school to a Professional Development School.

This proposal centers on NAPDS Essential # 4 and first explores the initial steps taken to begin the process from partnership school to Professional Development School. The path started with meeting the superintendent, the district's director of curriculum and instruction, and the principal and assistant principal of the district's middle school. The university faculty member was then assigned to work primarily with two middle school mathematics teachers to support their efforts to teach toward the Common Core.

Second, the presentation will share preliminary findings from the action research underway. A proposal of ideas was submitted to the principal and teachers, and a few options were chosen. The principal was interested in non-evaluative systematic observation of mathematics instruction and the use of interactive notebooks to support writing across the curriculum. One of the teachers was interested in learning how to plan more effective mathematics lessons for increased student achievement, and both teachers were interested in the use of interactive notebooks to support student learning in mathematics. Data presented are qualitative and quantitative. Notebook examples shared.

Getting Ready For School Success: Promoting School Readiness Through A Professional Development School Partnership

Cindy Thomas-Cary and Judy Krause, University of La Verne

Research demonstrates that parental involvement is related to children's overall school readiness. Involvement outside the home, such as extracurricular activities, is linked to children's cognitive, language, physical, and social/emotional development. A partnership via the University of La Verne and Cecilia Solorio Elementary provides school readiness activities to children 18 months – 4 years through The Little Cubs program. This program is led by University of La Verne Child Development professors and Early Childhood student teachers. Children attend the program with their parent or other special adult, similar to Mommy and Me classes. The University of La Verne and Solorio Elementary collectively work together to promote school readiness by ensuring that all of Solorio's youngest siblings are physically, emotionally, and academically ready for school from the very beginning. The Little Cubs program was created to give children an opportunity to socialize with their peers, as well as provide parents with ideas and activities to prepare children for formal schooling. Activities include storytelling, sensory experiences, science exploration, singing, hands-on art, and creative movement. Children who attend this innovative program are getting a jump start to the skills necessary for early and ongoing success.

Growing Pre-Service Teachers By Growing Collaborating Teachers Through The Practice Of Inquiry

Janine Hall, Jaclyn Roig, Anita Kollinger and Sara Cecco, Hillsborough County Schools

This presentation connects to NAPDS Essential #4 focused on innovative and reflective practices that partnerships have adopted and the impact on teaching and learning. Systematically and intentionally studying one's practice through the process of teacher inquiry is becoming a key feature of undergraduate teacher education partnerships. However, for many teachers within Pk-12 schools, the process of teacher inquiry is relatively new. As we began a partnership with our local university two years ago, we found that preservice teachers were expected to engage in inquiry and receive support from collaborating teachers. As a faculty we began to wonder how well we were supporting these preservice teachers when we were not as familiar with the teacher inquiry process. Our presentation will focus on a job-embedded professional development experience rooted in action research and professional inquiry for experienced teachers. Twenty teachers from our staff volunteered to be a part of this experience. We each designed a teacher inquiry project and are meeting throughout the year to discuss, refine and re-vision our projects. The end result will have two benefits. The teachers will share their findings with other teachers at our school, and they will learn the basics of the inquiry process so that they, in turn, can provide guidance and support for their preservice teachers. This presentation will describe our process of professional learning (including challenges and successes) and findings from how engaging in this process influenced our work with preservice teachers, as well as the students in our elementary classrooms.

Hit The Jackpot: Implementing Win-Win Math & Science Field Experiences

Miriam Siegal and Jane Strawhecker, University of Nebraska at Kearney

This session will focus on the impact that quality field experiences have upon K-5 student learning, as well as the growth of teacher candidates at the University of Nebraska Kearney (UNK). Field experiences associated with social studies and mathematics methods courses will be described. Throughout the methods courses, teacher candidates have opportunities to teach individual students, small groups of students, and provide whole class instruction. Various formative and summative assessment forms associated with the field experiences will be shared. Data will be presented to demonstrate how the field experiences have influenced the growth and learning of K-5 students and UNK teacher candidates.

Hornet Help: Teaching Students To Beat The Odds

Jude Barrineau, Jane F. Zenger and Alexandra Holland, Hand Middle School

For the past three years Hand Middle School has been preparing students for the Common Core Assessment that will be incorporated into the curriculum in our state and around the country. A number of strategies have been incorporated, but more work was needed to assure that the students and teachers were ready. A special curriculum committee worked with university liaisons and master teachers to develop an innovative program called Hornet Help. The program, named after the school mascot, uses approximately thirty mini-lessons emphasizing practical study skills and close reading of informational texts.

Hornet Help meets every other week during which all students receive the same scripted lesson. Specifying a time for high quality lessons helps assure fidelity and equal access to the critical reading skills being reinforced. Since teams of teachers and their interns contributed to the program development, there is more “buy in” across all content and grade levels. Teachers are invited to reflect on the lessons, and the handouts, articles, videos and websites are updated each semester. Several of the University of South Carolina interns that helped teach the sessions in year one have joined the faculty and have a Hornet Help class of their own. Involving all teachers and guidance counselors in the program has proved a successful way to motivate students needing help reading and organizing data for research and writing assignments. This presentation will show several Power Points and videos from recent Hornet Help sessions and allow the audience to participate in a sample session.

How A University-School District Partnership School Served As A Catalyst For Educational Innovation And Renewal

Prent Klag, Southern Utah University

Over the course of the past three years Southern Utah University, in collaboration with the College of Education and Human Development and the Iron County School District, has worked collaboratively to open a unique learning laboratory and professional development center committed to educational innovation and renewal. Opening in the fall of 2012, this distinctive Partnership School merged the best elements of Professional Development Schools, Laboratory Schools, and Public/Charter Schools into an organization that uniquely met the needs of students, teachers, parents, and the extended school community.

- Key goals of this Partnership School are to:
- Promote student achievement
- Engage in collaborative research experiences
- Provide professional development and growth
- Encourage family and community collaboration

This presentation will review the data and findings that have been collected following the school’s first year of operation. While still in its infancy, initial data has indicated that the school’s organization, structure, curriculum, and programs have significantly impacted several areas. These include:

- Teacher Professional Development and Performance
- Student Motivation and Academic Performance

- Parent and Community Motivation and Support
- School Renewal and Collaborative Opportunities

This presentation will review the successes and challenges that were faced by the Partnership School during its first year of operations. It will also explore upcoming plans and steps for ongoing renewal and growth.

iEngage: Bridging Community And Civic Education Through Professional Partnerships

Karon LeCompte and Michelle Solomon, Baylor University

George Stonikinis, Atlas Academy

Service learning offers an excellent opportunity for schools and communities to engage in the shared purpose of educating informed and active civic participants. iEngage was an endeavor involving both high quality professional development for teachers centered on best practices in civics education and a summer institute offering middle school students an opportunity to learn about ways to improve their community and become advocates of change. Local area PDS teachers along with pre-service teachers participated in a three-day professional development experience designed to equip them to engage students in meaningful civics education. Following this professional development opportunity, PDS and pre-service teachers served as camp counselors for the civics institute and implemented what they learned about teaching civics with campers. Campers learned about important civics topics through participation in a variety of hands-on activities, including playing iCivics, spending time at the Baylor Law School, participating in a moot court, skyping with our Congressman, and visiting the Poage Legislative Library to investigate historic campaign materials. In addition to these activities, student campers selected a community issue to research. They identified a problem, gathered data, and proposed possible solutions. Student findings and recommendations were presented in a student-created advocacy video and website. The institute culminated with students' sharing their digital service learning projects with family and community members. Throughout the institute, teachers had the opportunity to reflect on how to prepare students to be active civic participants and reflect on how they might implement these practices within their own classrooms.

Implementing edTPA In The PDS Setting: Telling The Story Of Four Years Of Collaboration, Reflection, And Growth

Kathy Angeletti, Susan DePlatchett, Stacy Pritchett and John Seelke, University of Maryland

Joyce Erb-Appleman, Prince George's County Public Schools

In the 2009-10 academic year, the College of Education (COE) at the University of Maryland (UM) began implementation of the edTPA in a small number of programs. Today, the edTPA is being used or piloted in all program certification areas. This journey involved PDS partners at all levels: local school system PDS liaisons, principals, mentor teachers, interns, and university PDS coordinators, supervisors, faculty, and administration.

This presentation will tell the story of how and why UM became involved with edTPA (a national teacher performance assessment tool), how agreements for video taping students in classrooms were negotiated with our four partnering school systems, how UM ensured that persons involved with edTPA received training in ethical use of human subjects, how edTPA was shared with mentors and school leaders, how PDS coordinators guided interns through the edTPA process, how edTPA has impacted program coursework, how edTPA is linking to the new teacher evaluation program in our partner school systems, how PDS partners were trained to assess and evaluate the edTPA, and how the edTPA extends to induction for beginning teachers.

The edTPA has truly enhanced reflective practice for interns as well as edTPA evaluators who report that they now reflect and examine their own practice with a more critical eye. Principals have used the experience to rethink the way they conduct hiring interviews.

Qualitative and quantitative data from the 2012-13 edTPA administration and evaluation will be shared.

Initiating And Sustaining A Co-Teaching In Student Teaching Mentoring Model To Benefit All Learners

Karen Boatright and Mary Hendricks, Rhoades Elementary School

Cresta Hancock, Southside High School

Peggy Lewis and Jill Miels, Ball State University

Educators are faced with a myriad of challenges in this day of high-stakes accountability for students, teachers, schools, and universities. Embracing and implementing the co-teaching in student teaching mentoring model provides a positive opportunity for both the university and the school partners to address some of the challenges. In order to realize a successful impact on student achievement and preservice experiences, how the message about the co-teaching model is delivered and the support maintained for implementing it must be carefully considered and executed.

Presenting this major paradigm shift for teachers, students, and other stakeholders, we focus on this as a mentoring model with benefits for learners. Most often, initial training alone is not enough to maintain fidelity to and interest in the model.

This session will define the steps that Ball State University has taken to adapt the work of St. Cloud State University to the needs of our partners and our students. We will share what we have found to be successful, what is still needed, and plans for the next steps in maintaining the model for all stakeholders.

Participation in the dialogue by others with experiences in co-teaching field placements and those who are considering the model will help shape the panel discussion. A panel consisting of a wide range of stakeholders will contribute their perspective and firsthand experiences.

Innovative Practice And How We Share It: It's Essential!

Nancy E. Neilson, New Song Academy

This session will focus on the implementation, at a small inner city “New Initiatives School,” of NAPDS Essential #4: A shared commitment to innovative and reflective practice by all participants and Essential #5: Engagement in and public sharing of the results of deliberate investigations of practice by respective participants. The presentation will focus on how all teachers, pre-kindergarten through eighth grade, implement the Common Core and Expeditionary Learning, while doing action research and including Phase I and II interns.

Participants will learn how the dedicated staff of a small charter-like public school in a large urban school district supports innovative practice while adhering to the state and district mandate of full implementation of the Common Core State Standards. This innovative practice includes reading and writing instructional models that incorporate individual student conferences, as well as Expeditionary Learning units that culminate in multidisciplinary outcomes and projects. The “Expeditions,” as the culminating activities are called, are cause for celebration and the inclusion of the students’ families and the community at large.

A description of the action research and innovative practices of each teacher will be included in the presentation, along with the method by which our learning community shares this information with staff, students and parents at the end of the school year. As a Professional Development School in partnership with a large urban university, the presenter will share how we also include our Phase I and II interns in the Expeditionary work and teachers’ action research.

Instituting A Technological Independent Summer Reading Program To Reconnect Students With Books

Chrystine Mitchell, Pennsylvania State University: Berks Campus

Michael T. Mitchell Jr., Schuylkill Valley Middle School

What happens when a teacher researcher and a school principal come together to try to cultivate a love of reading among non-proficient middle school students? A Nook Summer Reading Program was created from a need to increase independent summer reading among middle school students. Through collaboration, this vision was successfully implemented and well received among staff and students. For this session a description of the project will be discussed, including: 1) fundraising efforts to purchase the Nooks, 2) overall project organization, 3) collaboration among K-16 staff members, and 4) overall program findings.

Participants will leave this session with a full understanding of how an administrator and university-affiliated researcher can work together to encourage students' independent summer reading. The participants will gain insight into how to begin to implement this type of program, including a discussion of the pitfalls as well as tangible resources to make similar programs and collaborative endeavors successful.

As a result of this endeavor, all students involved in the summer reading program reported reading at least one eBook over the summer. The non-proficient students read from multiple genres, read challenging books, and absorbed a number of positive reading behaviors as a result of participating in the summer reading program. The program also enabled the school to integrate digital readers into classrooms and create buy-in among school staff members that helped to begin to implement other technology initiatives. Through communication and a common vision, this concrete plan to engage students in summer reading was attained.

It's A Win-Win-Win!: A School-University On-Site Tutoring Partnership In Writing To Support Preservice Teachers And Elementary Students

Yanique Vaughn and Tara Pettengill, Arbor Ridge School

Sherron Killingsworth Roberts, University of Central Florida

Since 1998, this school-university partnership has supported an on-site weekly tutoring program called Knights Write! Through hurricanes, school remodeling, sabbaticals, changing personnel, and testing changes, our partner school has invited our language arts methods course to meet on campus and to tutor little buddies. With the emphasis on high-stakes, on-demand writing samples across the academic lifetimes of our tutees, this school-university partnership formed fifteen years ago to facilitate preservice teachers in taking on the innovative role of writing teachers and to support marginal elementary students' writing growth. The goals of this session are based on the unique perspectives of the language arts professor, the principal, and two former Knights Write! tutors, now teachers at the school. Feedback from elementary tutees, preservice teachers/tutors enrolled in the associated language arts methods course, and from the school community who create this viable school-university partnership also shaped the following goals.

The goals of this session are: 1) to share the benefits of a fifteen-year, on-site tutoring program, Knights Write!, from a variety of perspectives; 2) to share obstacles and possible solutions for maintaining long-term school-university partnership relationships; 3) to share possible formats and organizational structures for tutoring partnerships; and 3) to engender conversation or suggestions, brainstorm future improvements, and explore ideas pertaining to the logistics and ingredients of successful and valuable partnerships with attending participants. With pictures, writing samples, tutoring lesson plans, and typical results, the presenters hope to share the lessons learned in this long-term partnership which we consider a win-win-win!

Leadership Studies And Career Education Transition Skills For Middle School Educators And Students

Joyce Kazoun, William Paterson University

Barbara Turco, Paterson Public Schools

The mission statement of Paterson School #7 is to “Prepare students for a successful high school experience; to assist them in making positive choices and to support goal-setting for future life experiences.” School #7 has a strong partnership with William Paterson University and is a long-standing Professional Development School. WPU plays an active role in supporting academic initiatives by placing a professor-in-residence in the school. The professor-in-residence supports the growth of the teaching staff by participating in developing programs that are innovative and seek to improve teacher practices and positive student outcomes.

The purpose of this leadership project is to increase the capacity of teacher leaders and to develop awareness for students of the skills and attitudes leaders must have in order to become productive citizens. Students understand how leaders develop as they participate in hands-on activities and make decisions in the programming options they explore throughout the year. They work step-by-step to break down projects to maximize their talents and meet with success. The 8th grade students participate with the teaching staff and the PIR. This professional development session is scheduled and completed during embedded professional development periods or vertical articulation meetings. The purpose of a PDS is to increase capacity for teaching and learning in schools. This leadership program supports the growth of the faculty involved and increases their capacity as teacher leaders to evolve and model leadership qualities of the students they serve.

Let’s Talk: The University Of North Florida’s Commitment To Reflective Practices

Susan M. Syverud, Debbie S. Reed and Brett Veneziale, University of North Florida

Christie Stevenson, Maria Ramdas and Dana Klabacka, Duval County Public Schools

The University of North Florida Urban Professional Development School formal partnership with Duval County Public Schools has received two national awards - the 2003 Distinguished Program in Teacher Education Award from the Association of Teacher Educators and the 2009 Exemplary PDS Achievement Award from NAPDS. In 2004, stakeholders were invited to participate in an NCATE-sponsored project to bring the PDS model to scale. The roles of this partnership include University and School-Based Administrators, Professors in Residence, Resident Clinical Faculty, and, more recently, Corporate Partnerships. Since the awards and invitation, our partnership has been refined and improved with the main goals of improving teacher training and retention, increasing student achievement, improving school culture, and developing and nurturing corporate partnerships. The purpose of this presentation is to inform participants of the current UNF/DCPS UPDS model and to seek constructive feedback from other PDS stakeholders on our model’s strengths and possible areas for improvement.

Love And Logic: A Positive Behavioral Support Program For Students, Parents, Faculty And Pre-Service Teachers

Edward Weber and Mary Simpson, Cleveland School of Science and Medicine

Diane Corrigan, Cleveland State University

The Campus International School (CIS) is a public elementary school in the Cleveland Metropolitan School District (CMSD). Campus International School currently serves 400 students in grades K-5. The Cleveland School of Science and Medicine is a public high school in CMSD serving 400 students in grades 9-12. Both schools represent Professional Development School (PDS) partnerships with Cleveland State University (CSU).

The school cultures of CIS and CSSM foster a respectful and responsible school environment supportive of student needs through positive relationships with faculty and staff. The faculty and administrators of both schools chose to implement the Love & Logic model of classroom management to further increase students’ positive behaviors in the classroom and assist pre-service teachers at their schools in developing their classroom management skills. This session will include the philosophy and methods of the Love & Logic model presented to all faculty members during professional development sessions, concrete strategies implemented in the classrooms at both

schools and data collected from surveys, interviews and focus groups on the impact of the program on students, faculty and parents. Participants will participate in a discussion on the Love & Logic program and receive ideas for implementation in their own classroom.

Making Inquiry An Active Part Of The Internship: Enhancing An Action Research Course In A PDS Program

Stephanie L. Dodman, Lois Groth and Audra K. Parker, George Mason University

The NAPDS Nine Essentials and the NCATE PDS Standards include inquiry as a key element of the PDS model. In George Mason University's elementary education program, candidates enroll in a capstone course on teacher research and assessment during the summer semester after they complete their student teaching. The culminating assignment for the class is a teacher research proposal that is based on an instructional topic that candidates would like to study further.

Through continuous reflection on the quality of our program, we discovered that candidates struggled to develop an inquiry stance primarily because they did not have the opportunity to carry out their proposed action research plan. Without changing the location of the capstone course in the larger program sequence, we introduced action research to candidates in front-loaded student teaching seminars. Then, with guidance from PDS university facilitators and PDS site partners, candidates engaged in the research process before they participated in their capstone summer course.

This presentation will detail our efforts to integrate formal inquiry into the PDS internship, including our successes, challenges, and next steps. We will also share the findings of a survey administered to graduates that elicited their perceptions of their action research experience. Initial data analyses indicates that 73% of participants felt that action research affected how they viewed their teaching, 92% felt ready to make changes to their instruction based on data, and 65.38% felt likely to very likely that they would participate in this type of professional development when they begin teaching.

Nature As Teacher

Shelley Goodman, Clarke County School District

Bridget Ratajczak and Anne Shenk, University of Georgia

This presentation will address NAPDS Essential #4: A shared commitment to innovative and reflective practice by all participants. We will share with the audience innovative practices from our course, Nature as Teacher, with pre-service teachers in the Birth through Kindergarten Program at the University of Georgia. This service learning course is co-taught by our Professor in Residence and the Director of Education at the State Botanical Garden of Georgia. The service portion of the course is implemented as the pre-service teachers lead weekly "Nature Explorers Club" sessions with the Head Start and Pre-K classes at the Clarke County School District's Early Learning Center. During the Nature Explorers' Club, pre-service teachers and classroom teachers work together using puppetry, literature, hands-on science explorations and vegetable gardens to teach children about nature on their school site. The seeds of an environmental ethic are planted as children develop empathy and love of nature while learning basic science concepts. This exciting program results in widespread positive impact on all participants. We will discuss the impact on the pre-service teachers, the classroom teachers, the program administrators, the children, and their families.

Never A Dull Moment: Certificate Changes And The PDS

Dora Almaquer, Cesar Chavez Middle School

Sheila Gloer, Madelon McCall and Randy M. Wood, Baylor University

Meeting new state certification requirements has become an issue for university teacher preparation programs and Professional Development School partners in Texas. Beginning in 2013-14, Texas secondary teacher certification changed to include seventh grade. That became a concern for the secondary pre-service teacher preparation program at Baylor University since past field experiences and pedagogy emphasized high school (9-12).

The Baylor University secondary teacher education faculty made the decision in spring 2013 to require a middle level field experience for all secondary pre-service teachers during the junior year. The decision was also made to change the accompanying two-semester general education course structure to require a one semester course with a middle level focus and another with a high school focus. The implementation of these changes began in fall 2013 with the first group of students participating in a field experience at Cesar Chavez Middle School, a school that already hosted Baylor students seeking middle level certification.

This presentation will address the pros and cons of implementing changes in an already successful teacher education program and will address campus issues that resulted from two overlapping certification program experiences occurring at the same Professional Development School.

New Challenges Need New Thinking

Jerian Brockman, Lori Moonan, and Pam Monteagudo, Brookside Place School

Lourdes Zaragoza Mitchel, Seton Hall University

Professional Development Schools are currently facing challenging times as both mentors and teacher candidates are responsible for examining teacher performance and its impact on student learning. Mentors are wondering how practical it is to give over their class to a student teacher and student teachers are worried about student learning. At the PDS we are currently piloting a co-participation model with mentor and student teachers (teacher candidates), working together with groups of students, sharing the planning, organization, delivery and assessment of instruction. This model has shown greater potential for teacher development than solo teaching, especially during the initial stages of apprenticeship. The model utilizes the co-teaching structure used by St. Cloud State University in the Teacher Quality Enhancement Center and integrates it with the district and university goals to address teacher performance. This protocol gives teacher candidates and mentors the opportunity to engage in dialogue and reflection when planning and teaching and allows the district and university to address the integration of common goals.

During this presentation participants will come away with a solid understanding of this Co-Participation Model and its impact on student learning. The presentation includes a description of the protocol, benefits and challenges experienced by partners, and discusses research findings and its impact on teacher performance and student learning.

No Need To Gamble: PDS Partnership Positive Impact On Preparing Culturally Responsive Teachers

Mary DePetris, Baltimore County Public Schools

Ocie Watson-Thompson, Towson University

As more and more students from diverse backgrounds populate 21st century classrooms, it is critical to identify effective methods to teach all students. The need for pedagogical approaches that are culturally responsive continues to intensify. Currently, teachers are to educate students varying in culture, language, abilities, and many other characteristics (Gollnick & Chinn, 2013). What knowledge, skills, attitudes and dispositions do teachers need to possess to promote the well-being as well as the academic success of diverse learners?

This session will identify the demographics of the student population in Maryland schools. The presenters will explain how PDS sites are consistent with the Maryland State Department of Education standards and the mandate Towson University has instituted requiring teaching internships to occur in settings reflective of the current demographics. The presenters will define “Culturally Responsive Pedagogy” in relation to effectively preparing teachers who are able to plan and implement culturally responsive instructional practices.

An innovative structure designed for pre-service teachers’ experiences will be identified. The focus will be on successful educational strategies that meet the needs of students from various cultures, ethnic backgrounds, and ability levels and will be supported by theoretical findings and personal experiences of the presenters.

Participants will have an understanding of Culturally Responsive Pedagogy and the collaborative efforts of the PDS partnership which ensure that future educators are prepared to provide meaningful education for all students. Participants will gain a better understanding of how the academic achievement of students is influenced when their cultural experiences are valued and used as a catalyst for instruction.

Oral Reading Fluency And The Effects Of Video Recording

Mary Guardado and Karla Arens, Campus International School

Diane Corrigan, Cleveland State University

The Campus International School (CIS) is a Professional Development School on the campus of Cleveland State University (CSU) serving as an ideal site for teacher preparation programs, interdisciplinary research, inter-professional collaboration, and professional development activities for in-service and pre-service educators and school professionals at CIS and CSU. For this project, a second-grade teacher and CSU professor collaborated on a study to measure fluency in oral reading by using available classroom technology. This action research study was developed to determine how iPad recorded readings, along with self-reflection and peer feedback, impacted oral fluency for second graders. Students were recorded via iPads while orally reading short passages. The students then watched and listened to the recordings to score themselves according to a self-reflection rubric. A student partner then followed the same procedure for scoring the student's oral reading fluency.

This presentation will include a description of the action research study, analysis of the data, guidelines for replication of the study and suggestions for future studies. Data collected during studies implanted in fall 2013 and spring 2014 will also be reported.

This presentation addresses NAPDS Essential #4 as evidence of a shared commitment to innovative and reflective practice by all participants. The data collected and analyzed by CIS and CSU faculty will further demonstrate the positive impact of the project on teaching and learning as well as the PDS relationship.

Other Voices: Opening New Doors Through PDS

Ron Siers, Joel Jenne, Star Weaver, Keith Connors and Erin Nooney, Salisbury University

Pascal Weber, University of San Diego

Ron Wainwright, Parkside High School

Debbie Wilkins, North Salisbury Elementary School

The Professional Development School literature is replete with the voices of the higher education community. Often, the voices of the P-12 stakeholders are not heard at all or mediated through the intonation of the university faculty who are connected within the PDS network. The vociferation of the Institution of Higher Education (IHE) faculty can lead to a misrepresentation of the real meaning behind the voices from those in the schools.

The intent of this session is to open the doors for the amplification of those voices often muted or distorted. The inclusion of multiple layers of PDS partners within this session will give voice to the perspectives and practices of all stakeholders in their own words. P-12 students will offer their perspectives about the impact of co-teaching on their learning outcomes. Interns will articulate their PDS journeys toward becoming professional educators. Mentors will provide their conceptualization of the role and impact of an effective pre-service mentor teacher. The idiosyncratic impact of a supervisor is oftentimes difficult to assess, yet they play a critical role in shaping the intern's pedagogy. Sharing this unique perspective within this session will provide yet another voice. Liaisons and site coordinators consistently cascade communication between the school and university partnership. This vital link will add to the cacophony of voices that make up the harmony of PDS. Only through the voices of all PDS partners can the doors for a shared commitment to innovative and reflective practice be kept open.

Perspectives On Nexus 7 Tablets And Communication Of Students With Disabilities: The Convergence Of Community Collaboration In A PDS Context

Debbie S. Reed and Ashleigh Stowers, University of North Florida

The University of North Florida Urban Professional Development School has a formal partnership with Duval County Public Schools including three elementary schools and one middle school. Teacher candidates in special education worked closely with middle school teachers, the Professor in Residence, and community partners to secure funding for sixteen Nexus 7 tablets. Student needs were identified and tablet applications were individualized to enhance communication for nonverbal students. An overview of three middle school student case studies will be presented and a Nexus 7 tablet demonstration will be provided. Discussion will include the commitment to innovative and reflective practice and the responsibility for improving educational outcomes for a marginalized group of students. The purpose of this presentation is to inform participants of the innovative use of technology within the UNF/DCPS UPDS model and to share preliminary data of the use of tablets with three nonverbal students as an effective teaching and communication strategy.

Preparing The Next Generation Of Teachers In PDS Schools To Support Inquiry-Driven Teacher Education: Preservice Teacher Insights

Yvonne Franco and Margaret Krause, University of South Florida

Preservice teachers in their last year of teacher preparation engage in a 15-week intensive teacher inquiry by selecting a felt wondering with their collaborating teacher and university supervisor. During weekly seminars held in their assigned partnership school, and the context of their internship placement, 22 preservice teachers are supported to develop as “teacher researchers.” The inquirers are led to: identify a meaningful rationale for their inquiry, read peer-reviewed literature to learn research-based strategies pertinent to their inquiry, select appropriate data collection methods to best inform their practice, analyze and interpret data, and arrive at evidence-based findings to improve their teaching practice. Using the preservice teacher’s selected data collection method, coaching observations and conferences are conducted by collaborating teachers, university supervisors and even peers, collectively compiling data that informs the preservice teacher’s specific inquiry. Data collection methods include video, digital pictures, field notes, student work, surveys, rubrics, and reflective journals. Data is analyzed in collaboration with all partnership stakeholders. This has led to immense professional growth on the part of all participants. Collaborating teachers report that the experience has allowed them to improve their teaching practice, using cutting edge research, and leading them to be more reflective and intentional about their teaching. Among preservice teachers, three preliminary themes surface in terms of their dispositions towards teaching and learning. These include: the empowered learner, unveiled practitioner, and evolving professional educator. One inquirer expressed, “I now know how to improve my teaching and overcome challenges related to reaching the needs of my learners.”

Prioritizing Depth In The Field Experience: Examining Looping With Pre-Service Teachers

Rebecca West Burns and Rebecca Powell, University of South Florida

Kristen Safara, Mort Elementary School

Audra Kondash, Witter Elementary School

PDSs are contexts for innovation. While some programs may offer a yearlong experience, our program decided to pilot two yearlong residency experiences beginning with undergraduates in their first field placement through their graduation as seniors in their final internship. Residents become knowledgeable about the school and classroom communities, and they know their students’ strengths and needs because they work with them daily, just like their collaborative teachers. These kinds of experiences recognize the value of contextually-specific knowledge and recognize that teachers and residents need this knowledge to design meaningful instruction. Because of our values and successes during their first year, three out of 23 pairs of residents and collaborating teachers asked to stay together, which made us wonder about the strengths and weaknesses of prioritizing this contextually-specific knowledge in our PDS. We wanted to explore the concept of looping with pre-service teachers by understanding more about these relationships. Using a qualitative, multiple case study approach, we sought to answer the question,

“What are the strengths and challenges of looping with pre-service teachers?” Data sources include initial interviews, field notes from observations and informal conversations, student reflections, and follow-up interviews. Initial data analysis from our inquiry reports on the rationale for staying together from both the resident and collaborating teacher perspective, but it also shares challenges that arise from this experience. In our presentation, we will share the voices from collaborating teachers and residents who are participating in this experience.

Professional Development And Community Building Through “Lunch And Learns”

Diane W. Gómez, Katherine Cunningham and JoAnne Ferrara, Manhattanville College

This session will discuss the effect of a series of “Lunch and Learn” professional development sessions on the knowledge and skills teachers found they gained in the areas of literacy and language development. As PDS liaisons, we lead teachers at two PDS sites through a series of optional, collaborative learning circles in response to changes in the curriculum as a result of the Common Core State Standards (CCSS), changes in teacher evaluation practices at the state level, as well as changes in students’ language needs due to changing demographics.

This key goal of the “Lunch and Learn” series was to build a community of intellectual engagement among the teachers. The learning series was designed to provide the teachers with the tools for how to support students in literacy and language development, but to also establish shared inquiry and investment in responding to the changes at hand. The liaisons were positioned through the partnership as guides and critical friends. The “Lunch and Learn” series was an opportunity for the liaisons to provide some answers and expertise to inform the teachers in their classroom practice.

Data support the effectiveness of the series in the teachers’ practice and the teachers’ interest in continuing their participation in future “Lunch and Learns.”

Promoting Reflective Opportunities Through The Innovative Use Of Technology

Angelia Linder, Veronica Griffin, Sarah Beal and Robert Morse, Arizona State University

The iTeachAZ Dashboard at the Mary Lou Fulton Teachers College became the plexus of discussions that grow teacher competencies by providing teacher candidates, site coordinators and mentor teachers the opportunity to view the results of the teacher candidate’s performance utilizing formative assessments and summative assessments with user-friendly visualization that supports increased student achievement.

The Dashboard, which compiles data from performance assessments, walk-throughs, progress reports and general student information, is the foundation of an integrated data system supported by secure mobile data collection tools residing on a robust data back end platform.

The teacher candidate views a summary of her/his performance assessment scores, walk-throughs and progress reports over the course of his/her Senior Year Residency.

The flexibility of the Dashboard enables the teacher candidate, her/his mentor teacher and the site coordinator to view teacher candidate data from a variety of perspectives in order to find the best approach to optimize the teacher candidate’s competency utilizing the full capital of the Teachers College, including its dedicated faculty and the considerable resources incorporated within the Professional Learning Library.

Site coordinators and college administrators are able to view data at the Student, Student Cohort, Program and College-wide levels and use it to drive strategic initiatives.

Together teacher candidates, mentor teachers and site coordinators utilize this innovative and rich mix of

data to advance and support the development of skilled educational professionals.

Reflecting And Improving Practice Through The iTeachAZ Program Review

Sarah Beal, Veronica Griffin, Angelia Linder and Robert Morse, Arizona State University

The Arizona State University Mary Lou Fulton Teachers College implements a Professional Development School model in over 25 school districts across the state of Arizona. The goal of iTeachAZ is to work interdependently with school districts to produce teachers who are effective in the classroom and can make a positive impact on student learning. Due to the fact that program delivery takes place in varied school settings that are geographically isolated from one another, the Teachers College implemented a formal measure of fidelity. The process, known as the “iTeachAZ Program Review,” is designed to define the iTeachAZ model, measure each site’s utilization and application of key program components, and identify the degree of quality of program implementation based on five proficiency levels, Unsatisfactory through Exemplary. The process is also designed to create a structure that elicits reflection, collaboration and goal setting based on evidence and to serve as a tool for measuring the effectiveness of iTeachAZ.

Reflective Practice: Arts Integrated Action Research In A Professional Development Partnership

Cally Flox, Brigham Young University

The BYU ARTS Partnership is an arts initiative that creates and delivers professional development for teachers over multiple years to build capacity in elementary teachers to integrate the arts into their daily instruction. This initiative to increase the quality and quantity of arts education in local elementary schools has been developed collaboratively between the College of Education and the Fine Arts College at Brigham Young University and five school districts within the framework of the BYU Public School Partnership.

As participants in the BYU ARTS professional development, elementary teachers build both personal and pedagogical skills in the arts and learn to develop arts integrated lesson plans for teaching language arts, math, science and social studies. As part of the professional development, in-service teacher participants conduct an arts integrated action research project in which they reflect on their own practice, incorporate arts integrated lessons in their teaching, and suggest reflective impact on teaching and learning for their students. Aligned with the benefits associated with action research, the reflective nature of action research yields greater understanding of arts integrated education but also improves practice and promotes change that supports student learning and success.

This presentation includes how the initiative started and how stakeholders work together, as well as descriptions of the content and delivery system for the professional development programs, specifically engaging participants in action research. The presentation will also include several examples of teacher research, as well as their reflections of impact on student learning and success.

Reflective Practice: Our Changes And Our Growth

Rachelle Meyer Rogers, Baylor University

Belinda Rubio and Bill Shepard, University High School PDS

While many teachers continue to work in isolation, this is not the case with mentor teachers at a large urban secondary Professional Development School who have engaged in building a partnership that supports a true learning community. Professional development opportunities often consist of a district-sponsored one-day workshop, which typically focuses on the following: curriculum and performance standards, educational technology integration, and subject area study for new instructional methods (Wang et al, 2003; Smith, 2001). This form of professional development allows for limited opportunities for teachers to share their own opinions and experiences.

Educators at University High PDS and Baylor University worked together to change the “typical” image of professional development sessions by creating a PDS learning community where educators were able to reflect

on their instructional practices, investigate innovative learning approaches, and share the effectiveness of these approaches within their established community. The presenters will share how the PDS faculty engaged in action research, a book study, and many community discussions.

This presentation will share how this university and PDS partnership worked together to form a learning community and the impact it had on faculty and students. P-12 and university educators will benefit from this presentation by discussing a new approach to professional development for university and school partnerships.

Reframing Intern Supervision: What edTPA Taught Us

Faith Hermann and Maryann Hughes, Towson University

Tim Merritt, Anne Arundel County Public Schools

Carol Ruter, Baltimore County Public Schools

When we chose to have elementary education teacher candidates complete the elementary literacy edTPA instead of portfolio, we wondered what changes that might bring to our teaching, observing, and evaluating of preservice teachers. Now we know (after two rounds), and we will share the answers we've found in this session. We'll share how and where edTPA has changed our thinking about supervisory practices with preservice teachers and describe what interns, mentors, and IHE supervisors are doing differently. Finally, we will propose several next steps in our endeavors to produce effective teachers who are also reflective practitioners.

RtI Problem Solving Teams: Results Of A Yearlong Intervention By PDS Partners On Third Grade Student Reading Achievement Scores

Lindsey West, West Elementary School

Sara R. Helfrich, Ohio University

During the 2012-2013 academic year, members of the school-university partnership team, including teachers, retired teachers, and teacher candidates, formed RtI Problem Solving Teams with the intention of identifying and offering intervention to third grade students performing at the lowest level on the Ohio Achievement Assessment (OAA). Recent research advocates for the creation of RtI Problem Solving Teams comprised of classroom teachers, teacher candidates, and a reading specialist because of the diverse experience, skills, and knowledge each member brings to the team (Abbot & Wills, 2012; Carney & Stiefel, 2008; Nellis, 2012). These individuals worked on a daily basis with eleven third grade students to help remediate issues related to the three main areas assessed on the OAA: vocabulary acquisition, interpretation of literary text, and the reading process. The results of this intervention were apparent on the Spring 2013 OAA results. Nine students (81.8%) demonstrated gains in their achievement scores; the average number of points gained on the assessment from fall to spring was 16.6 points (range of -5 to +39). This presentation will outline the work between the elementary school and university partners in developing the RtI Problem Solving Teams, the role of each team member, the intervention strategies that were used, and the positive results achieved by students as a result of this effort.

School And University Partners Preparing Reflective Practitioners: Reflecting On Reflection

Lois A. Groth, George Mason University

Jennifer Orr and Jennifer Metcalfe, Annandale Terrace Elementary School

Reflection is an educational imagination that allows candidates to look at themselves and their situation with new eyes and, in the process, become conscious of the multiple ways they can interpret, critique, challenge, confront, and reconstruct teaching (Ajayi, 2011). Van Manen (1977) describes three hierarchical levels of reflection. Technical reflection focuses on effective application of teaching skills and knowledge. Practical reflection focuses on the assumptions underlying a specific practice and its consequences on student learning. Critical reflection delves even more deeply and focuses on questioning moral and ethical dimensions of decisions related directly or indirectly to the classroom. Critical reflection on one's teaching experiences is a crucial component of teacher development, as the end result of critical reflection is cognitive change (Yost, Sentner, Forlenz-Bailey, 2011). This session will address NAPDS Essential #4 as it explores how to prepare the next generation of educators to understand, embrace, and engage in critical reflection.

In this session, a university professor who works as the university facilitator at a Professional Development School and two classroom teachers who are clinical faculty at the site will share their work to promote reflective practice in preservice teachers in a Professional Development School setting. The discussion will outline our continued work on assignments designed to foster critical reflection, with particular focus on preservice teachers' analysis of videotapes of their own teaching. Post observation oral reflections will also be examined.

Start With Assessment: Using Data-Driven Instruction In The 5th Grade Writing Class

Kathleen M. Pittman, Eastern New Mexico University

This year, our university started a new Professional Development School, Pecos Elementary, in Roswell, New Mexico. Among other things, the principal requested in-depth instruction for 5th graders in writing. The first time my language arts methods class went to the three classrooms, 5th graders were asked to give a writing sample with a very simple prompt. In the university classroom, my students and I scored each writing sample and divided the scores into high, medium, and low groups for each of the three classes. The 5th graders were then assigned to my university students for instruction the next week. As professor, I quickly realized some very important things: My students would be the teachers; the 5th grade students would be in a group with a 1:2 or 1:3 teacher to student ratio; my students would be using differentiated instruction authentically; and English Language Learners and students with IEPs would not be separate from other students. Each of my students was responsible for designing the next lesson and the next writing prompt for the students under their tutelage. Every week for twelve weeks, a new lesson and new writing prompt was required. Data was taken across all groups at week six and week twelve. Reports on student progress were made to students, teachers, and the parents. An overall analysis and report was made.

Starting The Conversation: Using The Currere Process To Make The Teaching Internship Experience More Positive And Encourage Collaborative Reflection In Internship Site Schools

Leslie Moore, St. Mary's College of Maryland

Selena Seibt, Spring Ridge Middle School

The teaching internship marks the transition from novice to professional, and teaching interns find themselves navigating the in-between spaces of their concurrent roles as student and teacher. In this presentation, we show how an educational autobiography process called Currere provides the opportunity for interns to mine the in-between space of their lives as students and teachers to discover and examine the influences on their conceptions of themselves as teachers. We describe the power of this process as it allows beginning teachers to harness their new awareness and insights about their lives as students, develop a deeper understanding of their roles as teachers in creating the lived classroom curriculum, and enjoy a more productive and intentional internship experience. We also show how the Currere process is easily adapted for use with experienced teachers to start conversations about refining existing practice and improving school culture. This process is an inexpensive and highly practical way to both improve teacher preparation programs and provide meaningful professional development in school settings.

Strong Partnership Fuels Success

Stacy R. Pritchett, University of Maryland

Joyce Erb-Appleman, Greenbelt Middle School

School systems in large urban communities are faced with challenges when educating high poverty, high minority students. The University of Maryland and Greenbelt Middle School of Prince George's County Public Schools, both located in the Washington D. C. metropolitan area, have formed a Professional Development School partnership with a four-fold mission: preparation of new teachers; faculty development; inquiry directed at the improvement of practice, and enhanced achievement. In this presentation, this partnership will share their implementation of five [NCATE] standards: creating a learning community through multiple certification areas including the MSMS program, MP3 programs, and the Distinguished Fulbright Scholars; upholding a culture of accountability and quality by a mentor partnership of a seasoned PDS; collaboration through co-teaching models

and participation in leadership committees at both institutions; equity and diversity with GATE, SPED, ELL, and ELO programs; and the creation of an infrastructure that supports student learning through participation in the Race To The Top grant.

Student Teaching Across Borders: Establishing An International Partnership With Two Primary Schools In Port Elizabeth, South Africa

Donyell L. Roseboro, University of North Carolina Wilmington

This presentation will examine an ongoing partnership between the College of Education at the University of North Carolina Wilmington and Emafini Primary School in Port Elizabeth, South Africa. Since 2007 the Watson College of Education has taken students abroad to South Africa as part of an international field experience. In 2011 the Watson College of Education initiated a student teaching program in South Africa. Undergraduate students completed four weeks of their student teaching in Emafini Primary School. This collaboration also includes a study of how teachers teach about democracy in South Africa. In this study, which used grounded theory to examine South African democracy, we used 20 public policy documents from the South African government, 110 public school vision statements, 107 public school mission statements from schools in the Eastern Cape, and qualitative survey data from 45 teachers in Port Elizabeth. Analyses of the policy statements and public school documents suggested that democracy has moral and spiritual dimensions grounded in a collective hope to eliminate the vestiges of apartheid. All materials and strategies used by teachers were multimodal texts - oral, written, visual, musical - allowing students and teachers to read democracy. We concluded that translating democracy into South African public schools is a spiritual, political, and literary process. In this session we will discuss the strengths and challenges of this international collaboration and the results of the research study.

Success For The Test: Ensuring Student Success On Assessments

Wendell B. Sumter, Stephanie Barber and Rachel McAbee, Great Falls School

With so much emphasis on data-driven instruction, how can you make taking a test a fun and successful adventure for your students? Students are likely to perform better on classroom and standardized assessments when equipped with tools and strategies to help them arrive at the correct answer. In this data-driven age, students need to be able to eliminate incorrect answers, prove answers with previously learned knowledge, and search for key words in the passage. This workshop will equip educators with strategies that they can implement in their schools to help level the playing field when it comes to cultural and socioeconomic backgrounds. These strategies allow students to show teachers not only what they know, but also it helps teachers find out if there is a “disconnect” in the students’ learning.

Supporting Reflective Practice In PDS Schools Through Cross Career Learning Communities (CCLCs): A Hands-On Interactive Session

*William L. Curlette, Harley G. Granville, Susan W. Taylor, Connie Z. Parrish and Patsy Terry, Georgia State University
Crystal Jones, Beecher Hills Elementary School*

This hands-on, interactive session addresses NAPDS Essential # 4 (a shared commitment to innovative and reflective practice by all participants) by describing one PDS partnership’s ongoing efforts to provide school-centered professional development using a Critical Friends Group (CFG)-based model called Cross Career Learning Communities (CCLCs). CCLCs are professional learning communities which can include preservice, novice, and experienced K-12 teachers, administrators, district personnel, and university faculty working together with the goal of increasing student achievement within NET-Q PDS schools. CFGs have been shown to have positive impacts on teachers and schools. These impacts include increasing collegiality among teachers, increasing collaboration of group members outside of scheduled meeting times, creating a more collaborative school climate, and increasing professionalism and professional identity among preservice and inservice teachers.

This session includes two parts: The first part provides an overview of CCLC work within a large PDS partnership, followed by a discussion of key structural and procedural aspects of CCLCs by presenting a demonstrative case highlighting one urban elementary PDS’s innovative use of CCLCs to support reflective practice to improve teaching and learning within their entire school. The second part is experiential in nature, immersing participants

in CCLC work through structured dialogues designed to encourage thoughtful reflection upon their own practices as educators. The structured dialogues will be led by Nationally Certified Facilitators for the School Reform Initiative (SRI). This hands-on, interactive session is relevant for K-12 teachers, administrators, and university faculty involved with preservice and inservice teacher professional development within established PDS schools.

Tactical Teaching: A Small Scale Action For Improved Practice

Shannon C. Henderson, University of Alabama

Many educators have explored the technologies of video to represent classroom interactions, but video is not commonly used in professional development activities (Seago, Mumme, & Branca, 2004; Bowers & Doerr, 2003) to assist teachers as they reflect on teaching (Sherin, 2000; Sherin & Han, 2004; van Es & Sherin, 2008) and support their approximations of practice (Lampert & Ball, 1998; Star & Strickland, 2008).

In this session, participants will explore - through presentation and video analysis - a model for preservice and inservice teacher professional development enacted in an “at risk” emerging PDS partnership school. Drawing upon a fighter pilot training model that employs a process of brief, engage, debrief, we developed a video protocol that guides teachers to focus and reflect upon small-scale actions that achieve a larger purpose (i.e., tactical teaching).

While at first blush the term protocol may imbue a feeling of constraint or rigidity, protocols can also force transparency by segmenting elements of conversations whose boundaries may otherwise blur: talking and listening, describing and judging, proposing and giving feedback. We agree with Peter Elbow’s (1986) argument that educators must learn to temper what he refers to as methodological belief with methodological doubt - systematically subjecting ideas, plans, and output to both impulses, giving each its due. The video protocol provides an undergirding structure to examine and unpack teacher beliefs and guides teachers’ observations, discussions, and reflections of a small-scale action to improve teaching practice and student learning.

Teacher Candidates - Common Core, Co-Teaching And Coaching

Lisa Chinn, Richmond Intermediate School

Portia Downey, Northern Illinois University

Richmond Intermediate School in St. Charles, Illinois, is currently joining with Northern Illinois University in helping to prepare pre-service teachers through a variety of opportunities. St. Charles began implementing the CCSS several years ago. The current pre-service teachers are being immersed in the understandings of the CCSS through different modalities, such as the co-teaching model and cognitive coaching. Several explicit co-teaching techniques are being utilized to help support the pre-service teachers when delivering instruction in the classroom. Additionally, explicit professional development is provided to each pre-service teacher through various cognitive coaching techniques. At Richmond, the mentor teacher uses several coaching models to develop the pedagogical understandings of the CCSS. This session will discuss the various coaching models, as well as the co-teaching models, that are being utilized to help build the capacity of the pre-service teachers.

That’s Not How I Learned It! Defining PDS Pedagogy From A Perspective Of Conceptual Change

Jennifer Lyn Rasmussen, Mount Mercy University

“It’s not what you don’t know that gets you into trouble. It’s what you know for sure that isn’t so.” This quote, often attributed to Mark Twain, reflects one of the greatest challenges in teacher education. Teaching interns enter their preparation programs with many previous educational experiences. Many times these experiences do not represent the current knowledge of best practice in the field. Since many teaching interns experienced success in school environments, they come with favorable conceptions of practices that “worked” for them personally but do not match the best practices they encounter during teacher preparation.

Without conscious attention, misconceptions about learning can hinder their ability to learn in the PDS setting where experiential learning is critical. The background knowledge that interns bring can color their actions,

observations and interpretations. University faculty teaching in a PDS setting must acknowledge interns' current conceptions while intentionally designing experiences that prompt revision or expansion of these initial ideas. A pedagogy based in the conceptual change model holds the potential to unlock the power of the PDS for teaching interns.

This session will present how the model of conceptual change was applied to an integrated junior-level methods PDS focused on early literacy. Specific techniques used to build appropriate background knowledge, challenge previous conceptions and develop solid theoretical understanding will be presented. Participants will encounter many subtle shifts that can be implemented in either a PDS or non-PDS setting that could promote deeper conceptual understanding on the part of teaching interns.

The Asphalt Forest: An Inner City Science Partnership

Susan Seidenstricker, Paige Dezii, Christa Mantz, and Kelly Detweiler, Albright College

One negative effect of NCLB has been a realignment of instructional time to focus on reading and math objectives, relegating time for content learning to a secondary status and discouraging integrated instruction. The result in urban settings like Reading, Pennsylvania, has been a reduction of concept-building experiences across the curriculum. Early gaps in experiences and vocabulary are exacerbated by current practice, leaving our young adolescents without the conceptual knowledge needed to effectively access middle level texts. Therefore, our PDS reform efforts are advocating integrated science and literacy instruction with a focus on problem-based experiential learning, in-depth concept development, and scientific literacies. Our framework for effective instruction draws upon the CORI and IDEA studies (Guthrie, McRae, Coddington, Klauda, Wigfield, & Barbosa, 2009; Romance & Vitale, 2001) to guide reform efforts. Our collaborations are summarized below.

- Outdoors environmental science education areas on the Albright campus, a community garden, and access to science laboratories provide opportunities for experiential learning.
- Curriculum writing to align instruction with the PA Common Core Standards.
- 2013-14 Pilot for 5th grade: Integrated unit planning; seeking funds to purchase instructional materials and supportive technology; and creating assessment tools. 2014-2017: Grades K-4.
- Summer, 2013: Faculty training at STEM institutes. STEM trainers and education faculty will provide professional development for elementary faculty as designated by PDS needs assessments in science, literacy, and technology.
- Assessment data will be collected to track effectiveness of reform efforts on student performance on PSSA reading, writing, and science exams.

The Classroom Dance – Literacy And Learning In Action

Christine Walsh, Cathy Crary and Anne Fairbrother, SUNY Oswego

Paul Brewster, Oswego Middle School

Dr. Anne Fairbrother will speak briefly of the PDS relationships between SUNY Oswego's School of Education and seven schools/districts in Oswego County and the powerful things that happen there with teachers, pre-teachers, and P-12 students. This session will focus on two schools. The examples of innovative practices will be brought to life in the telling, and the impact on teaching and learning at the school sites will be discussed.

Dr. Christine Walsh & Mr. Paul Brewster

Dr. Walsh's Literacy and Learning in the Content Areas classes participated in a unique partnership involving the SOE, Artswego, Oswego City School District, and world-renowned dance groups - a learning experience extending far beyond typical on-campus classroom interaction. The classes first considered dance as a form of visual literacy by critically viewing dance videos and becoming familiar with the language of movement. They designed and conducted pre- and post-performance literacy lessons for 400 OCS D students. The presenters will illustrate this innovative PD experience involving pre-teachers, high school and middle school faculty and students.

Professor Cathy Crary

APW (School district in CNY) PDS is a progressive collaboration of APW faculty, administrative interns and the SUNY Oswego liaison. It has evolved from conducting the standard “study groups” model of professional development to exploring and implementing a clinically rich teaching model for pre-teachers and classroom teachers that incorporates co-teaching and relevant PD. Professor Crary will describe this transition and its positive outcomes.

The CPESI Project-Based Learning Initiative: A Framework For Improving Student Achievement And Implementing Common Core Standards

Sue S. Spencer, Winthrop University

Robin Taylor, Chester Park School of Inquiry

The CPESI Project-Based Learning Initiative was developed collaboratively in partnership with school administration, teachers, and Winthrop Faculty-in-Residence. The Initiative began as a pilot study in 2010 with two second grade teachers. Fall 2013 marked the third year CPESI implemented project-based learning school-wide with plans to train K-12 district faculty on the model. Since its inception, CPESI teachers have transformed their classrooms into project-based learning environments. Student achievement is rising steadily each year; post-assessment scores on teacher-made tests aligned with district benchmarks averaged 87% in 2013, up from 52% on 2012 pre-assessments. Math and science scores also rose on the Palmetto Assessment of State Standards (PASS) test. In Fall 2010, 34% met expectations in math and 41% met expectations in science, while during the same time period in 2010 43% met expectations in math and 43% met expectations in science. CPESI teachers participate in the delivery of PBL staff development at the local, state, and national levels. CPESI students also share their PBL research and authentic learning experiences each year with over 300 family and community members in what has become an annual Math and Science Fair. The Furman University Riley Institute has for the second year recognized the CPESI PBL Initiative for innovative practices that positively impact student achievement through collaborative learning activities using a constructivist approach to solving real world problems.

The Dilemma: Standardized Schools – What’s The Role Of Innovative Teacher Preparation Programs?

Brian Stone, Sandra Stone, Greg Prater and Emilie Rodger, Northern Arizona University

This presentation focuses on the dilemma university professors face in preparing teachers for standardized schools. Should school/university teacher preparation programs continue to encourage our students to critically analyze curriculum, standards, and expectations? If so, how do we continue to prepare interns for a school system that may not support innovation and/or critical discourse? Are we preparing our preservice teachers to be successful in today’s school culture? What is “best practice?”

First, a brief description of pre-service Professional Development School programs which encourages pre-service teachers to become part of a profession that values innovation, creativity, decision-making, risk-taking, autonomy, and facilitating learning for each child using multiple learning strategies is explored.

Next, we look at the “reality” of many teachers in our schools. Teachers give in to teaching to the test as it is the priority for teacher advancement and pay. School districts are requiring teachers to read “scripts,” sign “loyalty oaths” that they will only teach what the district mandates, and subjugate themselves to the role of teacher “technician” instead of the role of a thinking professional. Then, we examine the dilemma for professors. Do we succumb to the rigidity of a standardized approach, or do we “find a way” to embrace the “common good” for educating children? Finally, we will explore roles of advocacy and solutions, “finding a way” to offer the best for pre-service teachers and the children they will teach.

The Impact Of Online Technology Courses In Pre-Service Teachers' Developing Understandings Of Technology Integration In PDS Classrooms

Debra Sprague, George Mason University

At George Mason University, elementary education pre-service teachers enroll in a cohort-based, graduate, initial licensure teacher preparation program organized around a Professional Development School model. There are three cohort-based tracks to certification: an accelerated track, semester-long internship track, and yearlong internship track. For this presentation we focus on one cohort of 25 elementary pre-service teachers enrolled in the accelerated track. As part of their program, all students completed three one-credit online technology courses in conjunction with methods courses in social studies, math and literacy.

This presentation explores the impact of the online technology courses in pre-service teachers' developing understandings of technology integration in K-5 classrooms, specifically their ability to plan and implement technology. Data collection included lesson plans, classroom observations during independent teaching, and survey data regarding their experiences with technology integration. Preliminary data analysis indicates the pre-service teachers were able to plan effective uses of technology integration. However, their implementation demonstrated a very traditional use of technology. This occurred despite being personally adept with technology, placed in partnership classrooms that were well equipped with the latest technology and paired with cooperative teachers that demonstrated how to effectively integrate technology. This session will center on a collaborative discussion of these findings and implications for technology integration in PDS schools.

The Instructional Discourse Of Literacy: How Teachers' Language Supports Children's Reading Development

Danielle V. Dennis, University of South Florida

Sarah Hart and Sherridon Sweeney, Pizzo Elementary School

With the implementation of the Common Core State Standards, children are expected to search for answers within text at deeper levels than ever before. This requires a different approach to literacy instruction by classroom teachers, which includes that they have the ability to be responsive to children's questions and misunderstandings about text without immediately supplying answers. For teachers to engage in this type of instruction, they must shift from "giver of knowledge" to "facilitator of learning" (Johnston, 2005). In this study, we examine two teachers' instructional discourse in literacy to determine how language impacts student learning, and how focusing on instructional language provides opportunities for professional growth as teachers of reading. We employ methods of discourse analysis to determine our professional "figured worlds" (Gee, 2011), engage in reflective conversations about the way(s) figured worlds impact student learning and create (or not) equitable instructional environments for children. We then use these data to set professional goals for our literacy instruction.

This research meets NAPDS Essentials #3 & #4. The teachers involved identified the professional development opportunity, which was supported by the partnership faculty. Together, we developed an innovative approach to studying literacy instruction.

The Senior And Master's Clinical Experiences: Reinvigorating The Traditional Classroom In A PDS Partnership Network

John Henning, Marcy Keifer Kennedy, Laura Lemanski, Kristin Camara and Rebekah Rittenberg, Ohio University

Katie Holdcroft, Alexander Local Schools

The challenges that veteran teachers face due to the ever-increasing demands of today's classrooms is common knowledge. Teachers must not only contend with the rigorous demands of daily instruction, but must also manage student behaviors, communicate with parents, and address endless policy demands of the profession. Even with their demanding schedules, these educators often take on the role of mentoring pre-service teachers. The benefits of this relationship for pre-service teachers are obvious, but we have also found that these benefits extend to the mentor teacher, especially when they are paired with a clinical intern for a full year.

After a small pilot during the 2011-2012 academic year, our PDS developed the Senior and Master's Clinical Experiences to provide teaching interns with a yearlong internship with the same mentor teacher. Interns become an established presence in the classroom for the full year and are thus able to build stronger relationships with students, contribute on a consistent basis to the needs of the classroom, and work more collaboratively with their mentor teacher.

The yearlong experience not only provides more time for co-planning and co-teaching, but the intern shares in the daily responsibilities. This allows both the mentor and intern the opportunity to explore innovative instructional strategies, seek professional development, and address individual student needs, thus alleviating the ever-increasing demands on veteran teachers. This session will highlight the innumerable benefits of the mentor teacher and intern partnership, an arrangement that provides a unique opportunity to truly reinvigorate the traditional classroom.

Transformative Professional Development: A Collaborative Commitment With Innovative And Reflective Practices In The Teaching Of Literacy

Peggy S. Rice and Diane M. Bottomley, Ball State University

This session will focus on NAPDS Essential # 4 by presenting a partnership between a university and a high needs school district focused on improving student achievement. This professional development project was designed to improve the quality of the curriculum, instruction, and assessment at the classroom, school and district levels in order to boost student achievement.

The content of this program was designed to increase the subject matter knowledge of teachers to help them interpret the ELA CCSS into meaningful instruction and assessment. Teachers participating in this instructional improvement process are doing so with their colleagues over an extended period of time within the context of workshops and online professional learning communities. This structure develops the content knowledge of participants, helping them to apply that knowledge in their classroom context. The teacher change efforts are consonant and complementary to the school and district contexts including other change and improvement efforts.

A variety of data sources were collected to evaluate the impact of this professional development project (e.g., pre/post assessment of teacher curricular and assessment practices, teacher interviews, classroom observations).

Participants will gain insights regarding the effectiveness of this sustainable model of professional development. We will discuss the findings in relation to the distinct philosophies that guide this professional development project:

1. Curriculum development is a recursive and reflective process that must build upon core learning goals while complementing existing school and district curriculum frameworks.
2. Collaboration technologies can support and amplify the personal and shared process of professional change.

Using Student Voice To Inform Classroom Management Practices For Pre-Service Teachers In An Elementary Urban Classroom Setting

Jennifer Collins, Queens University of Charlotte

Preparing pre-service teachers for the intricacies of authentic classroom management in an urban setting is a challenge for teacher education programs. Through observations during clinical hours and student teaching, we have seen firsthand how well prepared pre-service teachers come to present the academic content and how quickly that content can get derailed due to inadequate experience with regards to classroom management. Instead of focusing on theories and strategies in the abstract, we provided pre-service teachers with the most relevant information available, that being through the lens of the participants themselves, the elementary classroom students. Students were asked to reflect upon their behaviors in journals to provide insight, from their perspective, as to which types of teacher-student verbal and non-verbal discourse encourage or continue disruptive/defiant behavior and which types mitigate or extinguish the behavior. Our hope is to review the journal entries and identify behavioral-discourse patterns that can be shared with pre-service teachers. These patterns, as well as the reflections and thought processes coming directly from students, can potentially help pre-service teachers in making decisions on class-

room management strategies and in building effective relationships through purposeful interactions and discourse.

What Are The Odds? Still Making It Work With PDS, 7 Habits, PBIS, RtI, And Showing Student Progress

Gina Scala, East Stroudsburg University

Covey's 7 Habits have become the foundational piece of the success of the Lincoln students...or Lincoln Leaders as we refer to them. Teachers, staff, administrators, PDS students, parents and the community have embraced the Leader in Me model.

Pennsylvania has received a waiver from the requirements of NCLB and the mandated accountability and emphasis on assessment. BUT, we still feel strongly that ALL students need to show progress within the general education curriculum. To support this, the evidenced-based practices of RtI, PBIS, full inclusion, UDL, & DI were implemented successfully across all grade levels. We have tiered the university candidate involvement within the school as Primary I, Primary II, and Student Teachers who continue to support best practices for ALL. The implementation of the school-wide Positive Behavior Support model has created an environment where academic engagement is strengthened and behavioral issues reduced. The school community has become involved in the school-wide program. The presentation will identify the steps that were developed and the outcomes, future directions, and current data supporting the success for the students. Professional development is critical to support these practices. Data on the academic and behavioral initiatives will be presented.

What Do The Data Tell Us?

Sally Yahnke, Kansas State University

Since 1989, Kansas State University's College of Education has entered into partnerships with three local school districts to establish the Kansas State University Professional Development Schools Partnership. This Partnership was established on the premise that education must be viewed as a continuum from kindergarten through university and significant improvements in one part of the system are not possible without improvements throughout. The vision of the Partnership is to collaboratively improve the College of Education's teacher preparation program while simultaneously improving P-12 education for all students and educators. To reach our vision of P-16 simultaneous renewal, the comprehensive mission of our Partnership is to promote the intellectual engagement and development of all participants through: (1) the clinical preparation of new teachers, (2) continuing professional development, (3) enhanced learning for ALL students, and (4) the support of practice-based inquiry directed toward the improvements of teaching and learning.

This presentation will focus on the fourth part of our mission: the support of practice-based inquiry directed toward the improvement of teaching and learning. We will look at the portfolio assessment used at the completion of student teaching and the data that is collected from this assessment. We also will examine the data-driven decision making process used to examine the data, the changes that were made to coursework and student teaching seminars to improve the data, and the results of our efforts to improve teaching and learning for student interns and the students they teach.

ESSENTIAL 5: SHARING RESULTS OF THE WORK

A New Model Of Collaborative Classroom Research: How Professional Development Schools Can Enhance A Research-Based, Problem-Solving Climate In Classrooms And Beyond

Anne Dichele, Quinnipiac University

Matthew Nittoly, Side By Side Charter School

Quinnipiac University students in the Master of Arts in Teaching program complete a capstone research project. In the past, these projects were based on graduate students' interests and often de-contextualized from any real classroom-based issues. This presentation will provide participants with a new design for a rich and relevant collaborative research model for teacher education that explicitly pairs graduate interns with classroom teachers. The goal of this new design is to help teacher candidates define a research topic which is authentic and based in real classroom issues and to help classroom teachers understand the value of pursuing research data and research-based models as a way to address and resolve thorny classroom problems and encourage research-based practices.

This model provides both a realistic and classroom-based action research project for the graduate student to pursue while providing the classroom teacher an opportunity to become familiar with current research based on immediate concerns that they found emanating from their practice. In addition, the model provides opportunities to implement research-based practices in current classrooms and, most importantly, sustains a strong, central research climate to the Professional Development School overall.

The presentation will provide the structure of the program design, the model of collaboration, the responses both of teachers and graduate students as to its implementation and success, and opportunities for conference participants to consider the principles of this classroom-based research model in light of their own teacher education/PDS schools.

Subsequent to this presentation, our graduate students will present their research at the Saturday poster session.

Action Research: What Do We Investigate And How Do We Share?

Rachelle Meyer Rogers and Barbara Purdum-Cassidy, Baylor University

The Baylor/Waco Independent School District Partnership was established in 2002, with a mission to prepare new teachers and other educators, support professional development, support inquiry directed at the improvement of professional practice, and improve student learning (Baylor/Waco Independent School District Partnership Council, 2002). Guskey (2000) suggested that professional development should not be an event separate from one's day-to-day professional routine. Successful professional development is ongoing and embedded in the process of developing lessons, instructional activities, and student assessments. Since teachers are the "experts" in the trenches of the classroom, it makes sense that decisions about instructional changes should come from teacher-directed professional development, of which action research is an example. In 2009, the Baylor/Waco Partnership determined that their original mission could be accomplished by implementing action research as a mandatory capstone experience for all interns in a teacher education program.

As a result of this capstone experience, several critical questions needed to be studied. This presentation will: (1) describe the areas of interest for pre-service teachers in their action research projects, (2) share the quality of action research projects, (3) discuss how results have been shared among the partnership, and (4) provide suggestions as to essential elements needed to support action research in Professional Development Schools. P-12 and university educators will benefit from this presentation by discussing the challenges of action research projects and the needed support to effectively assess theory to practice.

Action-Research Results Presented Regarding Best Practices In Parent-Teacher Conferencing With ELL Families

Michelle Gritz and Michele Argo, Sugar Creek Elementary School

Sugar Creek Elementary School (SCES) is a Professional Development School in the Winthrop University-School Partnership Network that supports 18% English Language Learners (ELL) - primarily Spanish speaking families. Last year, concerns emerged that parent conferences were not highly attended with this population of students. Several possible questions were generated regarding inconsistent attendance for scheduled parent-teacher conferences for ELL students including: Did the parents understand when the meeting was scheduled? Are translators scheduling and confirming meeting times and dates? Do parents work schedules that prohibit them from attending day time meetings? Do parents have transportation to school? Do parents have child care for siblings so they can attend the conference? Finally, do parents understand the need and importance of their involvement in these conferences?

When reviewing the primary concerns facing SCES along with best practice strategies that can be used to promote change, the goal of this project was to increase parental involvement in parent-teacher conferences by offering “choice” in conference format, including traditional school conference, phone conference, or home visit. “Choice” was used as a means to reduce barriers that may impede parental involvement with ELL population families.

This presentation outlines the steps, procedures and results in how “choice” impacts ELL parent participation during parent-teacher conferences and supports Essential #5: Engagement in and public sharing of the results of deliberate investigations of practice by respective participants.

Comparing A PDS Year-Long Field Experience With Two Traditional Field Experience Models

Cherry O. Steffen, Charlease Kelly-Jackson and Gwen McAlpine, Kennesaw State University

Research into an undergraduate program in elementary education comparing three models for student teacher field experience will be described. This study focuses on three different options for senior level field experience: 1) a grant-funded urban education experience that included a one-year internship culminating a two-year experience in a Professional Development School, 2) a traditional single-semester field experience and 3) a one-year internship as part of a traditional elementary education program. The presenters are conducting a research project in which they have interviewed university supervisors and university faculty involved in the three emphases and compared their reactions to the programs. To the extent possible, the interviews included collaborating teachers and university supervisors who have had experience in both the year-long and single semester programs, as well as experience working with student teachers in the Professional Development School option as well as the traditional program. In addition to interviews, scores on college-wide assessment instruments will be compared according to the emphasis in which each student was enrolled. The focus of the research was on the perceived success of the students in these emphases and the effects on their individual success (as preservice teachers in the field experience and in securing positions as practicing teachers) based on the type of field experience in which they were enrolled. Presenters will describe the three programs and discuss the findings. In addition the implications of this research for informing teacher-education practices moving forward will be discussed.

Developing Digital Textbooks With PDS Mentor Teachers

Elizabeth Dobler and Lawrence Lyman, Emporia State University

Collaboration with mentor teachers can improve the quality and usefulness of resources used in university classrooms. This session will focus on digital textbooks currently in use in university classes which were authored by the course instructor in cooperation with PDS teachers and administrators. These digital textbooks improve the instructional resources available to PDS interns by:

- providing examples of best instructional practices in video segments taught by PDS mentor teachers;
- demonstrating best instructional practices in familiar PDS settings with student diversity which interns will encounter in their own PDS classrooms;
- including interviews with PDS mentors and administrators offering their insights and ideas on educa-

- tional challenges which interns face in their PDS classrooms;
- providing resources shared by mentor teachers which help interns plan, implement, and assess their own instructional practices;
- utilizing a format which promotes active engagement and critical thinking by the interns; and
- being available at a lower cost than traditional textbooks.

The books which are currently in use in classes for PDS interns are:

- Dobler, E., Johnson, D. & Wolsey, T.D. (2013). *Teaching the Language Arts: Forward Thinking in Today's Classrooms*. Scottsdale, AZ: Holcomb Hathaway. Used in Language Arts methods class.
- Lyman, L., Foyle, H. C., & Lyman, A. L. (2012). *Creating Interactive Curriculum for Elementary and Middle School Students*. El Cajon, CA: National Social Science Press. Social Studies methods class.
- Lyman, L, Foyle, H. C., & Lyman, A. L. (2010). *Managing Interactive Classroom Learning Communities for Elementary and Middle School Students*. El Cajon, CA: National Social Science Press. Used in Classroom Management class.

Developing Word Consciousness Of Academic Vocabulary In Adolescents With Challenging Behaviors Through Co-Teaching

Ashlie Jack and Mandy E. Lusk, Wichita State University

The importance of all students acquiring a rich and varied academic vocabulary is a growing focus as the Common Core State Standards have been adopted resulting in an English Language Arts instructional shift requiring that students obtain strong academic vocabulary knowledge in order to access grade-level complex texts. This shift applies to all students, as federal legislation mandates that children and youth with exceptionalities are entitled to support programming under the Individuals with Disabilities Education Improvement Act (IDEIA, 2007). This presentation will focus on the results of a mixed method single-subject research design study that extended the effects of vocabulary instruction for students with challenging behaviors through a co-teaching approach. This interactive session will be of primary interest to all those involved in PDS partnerships. Participants will gain knowledge on how to implement supportive, parallel, complementary, and team co-teaching approaches in the classroom between the special education and regular education teacher; cooperating teacher and PDS intern; or support personnel and classroom teacher.

Encouraging And Supporting A Culture Of Scholarly Research In Your PDS Program

Nanette I. Marcum-Dietrich, Oliver Dreon, Ellen Long, Ashley Miller and Tim Mahoney, Millersville University

In this presentation we will discuss how we used the PDS program as a vehicle to develop a vibrant research community at our institution. Working as a collaborative group, PDS faculty investigate a myriad of PDS-related research questions using a collection of shared data, instruments, and literature. This allows faculty the autonomy to pursue research questions tailored to his/her interests while involving the wider research community in a collaborative role. Developing a vibrant culture of combined research allows PDS faculty the ability to develop and maintain a robust and meaningful research agenda.

Executing Quality School Culture And Instruction Through Observation And Feedback Cycles

Michelle Adams and Kim Swoboda, Petersen Professional Development School

Two PDS principals share roadmaps for creating and sustaining positive school culture that center on improving teaching and learning. The cycle of observation and feedback sessions can change the culture of a school, as it increases the visibility of the leader and positively affects school culture. Participants will examine classroom observation and teacher feedback cycles utilizing various process tools.

“Going All In” For Students Success: The Interplay Of Multiple Initiatives Within A Secondary Professional Development School

Cathy Siebert, Ball State University

Ellen Finney Pickett, Anderson High School

Anderson High School in Anderson, Indiana, has been a Professional Development School (Holmes, 1986; NAPDS, 2008) in collaboration with Ball State University since 1999. As a Professional Development School, administration and faculty have participated in a variety of research projects and been integral in strengthening our preservice education program, especially in the area of field experiences. Our work as a PDS has always focused on identifying problems or issues confronting each partner and finding ways to leverage the resources of both parties (university and school) to address the challenges.

As is true for schools nationwide, one of the biggest challenges facing Anderson High School concerns raising student achievement. The ways in which states and school corporations address this goal often result in attempting to implement multiple initiatives. In Anderson High School’s case, they continue implementation of an 8-Step Model (Davenport & Anderson, 2002), are transitioning to Common Core State Standards, and have begun to promote a Reading Apprenticeship model (WestEd, 2013).

There is no question that there are a lot of “moving parts” at Anderson Professional Development High School. Unless these initiatives all come together in ways that teachers experience as integrated, the success of any of the initiatives becomes questionable. This presentation proposes to share how these multiple initiatives, all aimed at improving student achievement, are working together to support one another in achieving that goal.

Inquiry And Sharing Through Technology Through Links That Impact The Partnership School And The Preservice Teacher Program

Margaret M. Ferrara and Casey Everheart, University of Nevada Reno

Russell Hunter, Sparks Middle School

In the first year project, seven middle school teachers from all content areas used a team collaborative approach to develop and share student learning engagement strategies - both in their course and beyond - in their team meetings. The project, DIVA, was named from another project that uses student organizations skills. The steps in the inquiry project are as follows:

- All teachers maintained a file of their activities in a common dropbox that other inquiry teachers could access;
- Teachers met after school on three Fridays, during their preparation time and in fall meetings with the university faculty member who is the coordinator for the school;
- All projects were posted on a Weebly so that other teachers in the school could see the project outcomes;
- DIVA teachers are sharing their projects in the fall in their team meetings, school-wide meetings, and in preservice teacher preparation courses in the College of Education; and
- Specific examples from the course include these outcomes: student team leaders for questioning and close reading, story boards and writing summaries, Cornell notes, interactive composition book and student-centered rubrics for notebook analysis, interactive hall review, weebly development, interactive computer programs (e.g., socrative.com), and text analysis.

The research currently is centered on using a case study method. The data include teacher journalling, teacher reports, student work analysis, and university professor notes. All data are housed on a DIVA dropbox account. Analysis is done through qualitative methods - and is on-going at this time.

Teachers engaged in the DIVA project report that they have gained a richer understanding of the PDS as a way to support their teaching process . They have used their inquiry course as a way to share their strategies in notetaking, literacy and text decontextualization, interactive hallway learning, and formative and summative learning techniques, not only with the DIVA team but with their content teams at the school.

Introduction To Student Impact Studies: Merging Action Research Principles With Student Learning Objectives

Kim McCormick, Stacie Siers, Gray Jack, Jennifer Beamer, Adrienne Buffington and Kara Tolson, Salisbury University

Today's teachers are faced with numerous educational changes, one of which is incorporating student learning objectives (SLOs) into classroom assessment practices. It is essential that interns are exposed to these practices as well so they are prepared for the realities they will face in their future classrooms.

In an effort to continue to support interns and foster the PDS relationship with mentor teachers, Salisbury University interns are charged with a new project called a "Student Impact Study." This project combines the practices of action research with the assessment strategies of SLOs. Through collaboration with his/her mentor teacher, each intern focuses on an academic problem seen in his/her internship, develops a plan for action, collects and analyzes student assessment data, and ultimately shares findings with his/her school and the greater Salisbury University PDS community.

This session supports NAPDS Essential #5 (engagement in and public sharing of results of deliberate investigations of practice by respective participants) and session participants will leave with:

- a rationale for the Student Impact Study project,
- a clear breakdown of the project components and how to introduce the project to interns and mentors,
- strategies and suggestions for implementing the Student Impact Study in your own PDS sites, and
- first-hand intern examples of Student Impact Studies that were conducted in the Fall of 2013.

Investigating The Quality Of A Proposed Instrument For Tracking Data Literacy Skills Throughout Teacher Preparation And Beyond

Bob Ives and Melissa Burnham, University of Nevada, Reno

Tommie Lukensmeyer and Sandra Ortiz, Alice Maxwell Elementary School

As we comply with CAEP expectations, the School-University Partnership for Education and Research between the College of Education and the University of Nevada, Reno, and Washoe County School District is developing tools for tracking pre-service teacher progress throughout their programs and in-service teachers through professional development. We are identifying skills and dispositions that transcend specific courses and trainings, such as data literacy. Means, Padilla, DeBarger, and Bakia (2009) described data literacy in terms of five components: Question Posing, Data Location, Data Comprehension, Data Interpretation, and Data Use. Teachers tend to use data in superficial ways (Athanasios, Bennett, & Wahleithner, 2013; Gottheiner & Siegel, 2012), and teacher education programs provide little targeted training (Athanasios et. al., 2013; Greenberg & Walsh, 2012; McCann & Cohen Kabaker, 2013). Means et. al. (2009) developed a series of scenarios to probe teachers' data literacy. These scenarios were administered to a nationwide sample of teachers in an interview format. We have revised this instrument into an electronic instrument that can be completed individually. We then collected data from pre-service teachers and in-service teachers over a five-month period. In this presentation we will 1) share evidence for the reliability of our results, 2) compare the reliability of our results to that of the nationwide sample from the interview instrument, 3) compare results for the five components of data literacy from our sample to those of the nationwide sample, and 4) report on how the results for pre-service teachers changed over the five-month interval.

Jackpot Or Bust? Implementing A Co-Teaching Model Within Secondary Professional Development Schools

Cathy J. Siebert, Ball State University

Vanessa L. Wyss, Ferris State University

Although originally used primarily in situations involving general education and special education teachers teaching together in a general education classroom, co-teaching strategies in student teaching experiences have gained prominence in the last several years for a number of reasons. Research has shown that implementing co-teaching strategies has a positive impact on P-12 student achievement (Friend & Book, 1996) and keeping the veteran teacher in the classroom increases modeling by the cooperating teacher and enables more timely feedback for student teachers (Bacharach & Washut Heck, 2011). Additionally, an emphasis on co-teaching as opposed to

traditional models of student teaching that included large chunks of instructional time with the cooperating teacher absent from the classroom speaks to school administrators' and teachers' concerns about the possible effect of hosting student teachers in their classrooms on merit-based pay systems and state-mandated accountability measures.

In 2011, Ball State University's teacher preparation program began to emphasize co-teaching strategies during the student teaching experience. In the spring of 2013, research was conducted at Highland Middle School and Anderson High School, secondary Professional Development Schools in collaboration with BSU since 1999. Of particular interest were cooperating teachers' and student teachers' perceptions of the implementation of co-teaching within the student teaching experience. This presentation will overview the results of this research, including the perceived benefits and obstacles experienced in implementing co-teaching strategies, and will consider next steps not only in the research but in implementing co-teaching strategies into field experiences.

Lingering Questions About Co-Teaching Internships

Stacie Siers, Ron Siers, Keith Connors, Paul Gasior, Kara Tolson, Adrienne Buffington, Laura Devlin, and Erin Nooney, Salisbury University

Beth Shockley-Lynch, Snow Hill Elementary School

At the 2007 PDS National Conference in Las Vegas, Salisbury University presenters attracted an audience that threatened the session room's fire code capacity. Following a repeat performance, a total of more than 160 conferees had attended the session featuring rapid-fire demonstrations of interns and mentors collaborating during instruction.

Co-teaching by interns and mentors has become a more widely adopted approach to internships in recent years. In the Salisbury University PDS network, co-teaching is the standard of practice in all of its MOUs with seven partnering school districts. More than 800 local teachers have been formally trained in co-teaching tactics. Three important questions seem to surface regularly whenever co-teaching is introduced to teacher candidates or to school partners joining the SU network. In this session, we hope to address these questions by sharing data, insights from our collective co-teaching experiences, and audience-participation demonstrations.

- First-year teachers may face a rude awakening when they discover that they don't have a full-time collaborator in the room all day. How can one be sure that a co-teaching internship will prepare a candidate for solo teaching upon employment?
- Many of our teachers are skeptical about co-teaching, especially our secondary folks. What evidence do you have that it's beneficial for interns, mentor-teachers and, most importantly, the kids in the seats?
- Co-teaching requires lots of planning time, and there is never enough of that available in schools today.
- What are some strategies that can be implemented without elaborate advance planning?

Literature Circles: Best Practices For Reading

Cynthia Stunkard, Paradise Professional Development School

During the literature block, the basal is a commonly used method of reading instruction. However, combining basal reading and literature circles allows for more flexibility in presenting a variety of material, introducing new genres, and giving students the freedom to self-select a novel of interest and, with the teacher's assistance, have students engage in discourse with other students. This session will examine the data from the literature circles and scores attained by the students before and after participation in the literature circles, as well as the structure and outcome of the individual groups, including making connections, providing extended productive discourse between the teacher and students, and allowing collaboration among students.

Math Methods Course Collaboration

David R. Snow, Montana State University Billings

This session addresses NAPDS Essential #5: Engagement in and public sharing of the results of deliberate investigations of practice by respective participants. One aspect of this agreement is to share information outside a given PDS "as a way of contributing to the educational dialogue" (p.6) which, as stated in What It Means to Be a Professional Development School, includes conferences. Therefore, the purpose of this session is to pub-

licly share results of mathematics methods course design. Our collaboration began as a result of Tracy's work developing her elementary math methods course, which she shared through the 2013 PDS National Conference with David. In the months that followed, Tracy shared resources with David for his development of elementary, middle, and high school PDS math methods courses. This session will share the results of our course designs and be a public sharing of resources and discussion of considerations for other math educators and those involved with math methods courses. This session will focus on mathematics methods courses and will be appropriate for math educators across a variety of settings.

Outcome Data For Students With Special Needs

Belinda Karge, California State University, Fullerton

Gabriela Aguirre and Erika Olivas, Santiago Elementary School

Brenda Chino, Washington Elementary School

This presentation will provide participants with research-based strategies and smarter balance suggestions. The information presented includes data from studies conducted by teachers. NAPDS Essential #5 discusses the importance of engagement in and public sharing of the results of deliberate investigations of practice; therefore this presentation on outcomes reflects Essential Five.

Study one focused on supporting the attainment of curriculum expectations for students with disabilities from diverse cultural and socioeconomic backgrounds. Through examination of Universal Design for Learning (UDL), the data indications suggested strategies for enhanced academic success of Latino students. The focus is on implementing instructional supports that foster students' engagement and academic gains.

Study two provided data promoting descriptive writing through the use of Self-Regulated Strategies (SRSD) for students with learning disabilities (LD). It was determined that the most defining challenges of writing for children with LD are in the areas of planning, drafting, motivation and revising strategies. The study focuses on SRSD strategies for delivering descriptive writing instruction, post instruction and maintenance.

The disproportionate number of English Language Learners (ELL) in special education is due to the limited referral and testing processes. In study three, psychologists from diverse backgrounds were interviewed about experiences and determination of the identification process. The results indicate that students are increasingly likely to be identified as having a learning disability and are less likely to be served in the least restrictive environment. Suggestions for formative and summative assessment will be provided, as well as outcomes of findings from the literature.

PDS Methods Course Design Interactive

David R. Snow, Montana State University Billings

Shannon C. Henderson, The University of Alabama

This session is designed as an opportunity for methods course instructors to meet and share course design strategies as well as content information. An initial presentation will be provided by Shannon Henderson who has an established PDS partnership through which she delivers methods course instruction in literacy education at a local elementary school. This presentation will be followed by an extended conversation among all attendees facilitated by David Snow. David has been working with Shannon in the development of his own elementary, middle, and high school PDS methods courses. Shannon and David also hope that this session will be an instrumental step in building a network of PDS methods course instructors.

PDS Research Convergence

David R. Snow and Katie Whisenand, Montana State University Billings

Under a theme of PDS Research, this session has five goals:

- 1) to reveal a new website that will serve as a clearinghouse for PDS research,

- 2) to discuss the current landscape of PDS research and its potential for synthesis (meta-analysis and/or review),
- 3) to provide information to those looking to support PDS program implementation and publications,
- 4) to provide research design suggestions for future studies, and
- 5) to enlist the help of those willing to assist in the coding of further PDS research.

PDSs And The High School To College Transition: A New Partnership's Efforts To Support Students' Writing And Life Success

Kristien Zenkov, Amanda Bush and Christine DeGregory, George Mason University

Research suggests that writing skills are reliable predictors of student success in college. Alarming, there is a trend toward phasing out developmental writing curricula at the post-secondary level in spite of research that suggests that an increasing number of college students are not prepared to meet the demands of their writing courses. With these realities in mind, the school- and university-based teachers, doctoral students, and teacher educators involved with a new PDS partnership between George Mason University and T.C. Williams High School determined that its first collaborative project would focus on helping high school English teachers and college composition instructors develop a clearer understanding of the writing strengths and needs of recently matriculated university students. Based on Virginia state writing rubrics, the team developed a web-based survey that assessed university instructors' perceptions of students' writing strengths and needs. The findings will eventually be shared with the high school's English teachers, the university's writing instructors, and in presentations and publications. It is also anticipated that the study will become part of a larger examination of issues impacting high school students' transitions to college - a natural focus of PDS partnerships.

This presentation addresses NAPDS Essential #5, concentrating on the "engagement in and sharing of the results of deliberate investigations of practice." The presentation will describe the results of the survey, the process through which the school-to-college transition concern became a focus, how the partners envision sharing the results of this research, and the next steps in the development of our PDS.

Perceptions From PDS Alumni Regarding Their Experiences In Their Preservice Training Programs

Emilie Rodger and Greg Prater, Northern Arizona University

During this presentation, the results of a study involving alumni from three school/university programs at Northern Arizona University will be discussed. A Partnership Alumni Survey was created and administered to determine whether the former teacher candidates believed that their program beneficially prepared them in terms of professional knowledge, skills, marketability, continuing reflective practice and, ultimately, being change agents within their school culture. Although it was a relatively small sample, we feel that the information provided will be valuable to individuals in PDS programs. Survey results indicated that over 90% of the respondents believed that their program did prepare them for their chosen profession. Additionally, 50% responded that they believed that they had become change agents. The results of the survey also generated additional questions for further research.

Planting The Seeds For Candidate Growth Through Action Research

Krystal Goree, Baylor University

Karen Hassell, Consultant

One of the goals of the Baylor University-Waco ISD PDS Partnership is to insure that teacher education candidates are not only ready to step into their first classrooms, but also that they are well-prepared to be thoughtful, careful practitioners who are contributing to the research base of our profession. At the same time, the partnership encourages its mentor teachers to lead by example, as well as improve their own research base.

Using NAPDS Essential #5 as our guide and understanding that educational research can take many forms,

we set out to refine our vision of this critical aspect of candidate development and then create a process that would allow all stakeholders to be successful within it.

Come grow with us as we share with you our definition of action research, how it differs from institutional research and why we believe this is so important to our candidates, mentors, and the partnership as a whole. You will learn what we've learned as the partnership completes its sixth year of action research: from helping the candidate develop a "wondering" to presentation of their research findings at our annual symposium. We will also share the forms, rubrics and other tools we've developed that help insure the success and improvement of action research.

Respect, Trust, And Obligation: The Ingredients Of Quality Interactions

Ron Siers, Joel Jenne and Erin Nooney, Salisbury University

Prince Attoh, Delaware State University

Pascal Weber, University of San Diego

Ron Wainwright, Parkside High School

The capstone or culminating field experience for student interns is the internship practicum. Research has confirmed that the internship experience has been the culminating experience for student interns in teacher preparation programs for nearly one hundred years. Researchers have consistently noted that mentor teachers receive very little or no preparation for their role in the eight to sixteen week internship practicum. Our previous research has focused on the impact of mentor teacher's leadership skills and behaviors (transformational and authentic) on student intern efficacy. The focus of this research study, during the spring semester of 2013, was to assess the impact of the dyadic relationship between mentors and interns (Northouse, 2013) during the internship in Professional Development Schools. Leader-member exchange (LMX) theory is centered around the specific levels of interaction between leaders and followers (Graen & Uhl-Bien, 1995). Of particular interest was the examination of mentor-intern interaction variables. Subjects were selected from 35 PDSs. The data collection drew on multiple sources of information, including direct observations, focus groups, and survey instruments. This mixed-methodology approach afforded the researchers an opportunity to assess the value and impact of reciprocal trust, mutual respect, and obligation on the efficacious beliefs of student interns (Creswell, 2003). The results of the research will be utilized to better inform our mentors and interns in our PDS network prior to the beginning of the internship experience.

Social Justice And Equity: Unintended Outcomes Of Classroom-Based Research

Ronald S. Beebe, University of Houston-Downtown

Sonya Monreal, Dodson Elementary School

In a climate of increasing emphasis placed on accountability, it would seem exploring the impact of teachers who reflect on their practice in a systematic manner is a critical need. Engaging in classroom-based research provides a critical avenue not only for effective and meaningful professional development but also for addressing inequities in the classroom and educational practices. Classroom-based research provides teachers an opportunity to systematically engage in critically reflective practice focused on enhancing teaching practice and improving student learning. Within urban school settings, findings often direct teachers beyond the classroom to issues of equity and social justice. This presentation analyzes findings from 19 classroom-based research assignments that were focused on teaching and learning outcomes in urban schools engaged in school-university partnerships with the University of Houston-Downtown. The results indicate teachers implicitly recognize the impact of curricular and policy directives on student outcomes and instructional practice related to issues of equity and social justice. This suggests teacher education programs need to assist preservice and inservice teachers in making explicit these tacit notions in the implications of classroom-based research in order to address inequities in urban schools. Teacher educators and classroom teachers need to continue to develop and design rigorous research to explore and investigate not only the learning outcomes of students, but the impact that current educational practices evolving from an overemphasis on high-stakes testing has on the development and learning of diverse, urban students.

Spaghetti And Marshmallows: The Delicate Structure Between Regular And Special Education Through Hands-On Collaborative Learning

Keri Haley, Beth Wilt and David Hoppey, University of South Florida

A strong partnership between colleges, a need for hands-on learning, and a solid understanding of the needs of exceptional students in inclusive classrooms all helped to guide us in creating a hands-on course for elementary education majors. This course, which is facilitated by the special education department, allows elementary education majors to complete long-term collaborative projects, participate in hands-on activities, and make meaning of the strategies that are needed to include exceptional students in their classrooms. Teacher candidates are asked to step outside of their comfort zones and participate in professional development that allows them to see teaching from a variety of perspectives. This lecture-style course was strategically redesigned with multiple learning styles and a need for collaboration in mind. Students in this course engage in investigations of information about specific disabilities and strategies that will aide both these students and their peers. Current beginning teachers have stated that this class changed their way of thinking about teaching and their role in including all students in their classrooms.

This presentation will allow the participants to get firsthand experience with a few activities that are part of our interactive and collaborative course. We will guide the audience through the major components of the course and activities which help to guide student thinking, as well as present students' thoughts on how the course has changed their attitudes about teaching exceptional students.

Student Learning: The Core Of The Profession

Cynthia Coler and Marilyn Buchanan, California State University Channel Islands

Michael Cosenza, California Lutheran University

In this presentation, participants will learn about issues related to student learning in a Professional Development School partnership. Student learning is the central core of Professional Development School partnerships and was further investigated in this study which is part of a larger doctoral dissertation. Findings highlighted by the voices of students, cooperating teachers, teacher candidates, university supervisors, and school administrators during face-to-face interviews will be presented and discussed.

Teacher Self-Efficacy In Three Cohorts Of Early Childhood Unified Residents: A Tool To Understand And Further Develop Teacher Confidence For Impacting Change

Kimberly McDowell, Wichita State University

In the current climate of educational accountability, the inequitable distribution of teachers and the "failure" of teacher education programs have become focal points in the discussion of how to provide a quality education to all students (Duncan, 2009). Teacher efficacy, a concept common in educational psychology literature, measures a teacher's perception of his or her capacity as a teacher (Tschannen-Moran, Hoy & Hoy, 1998). Teacher efficacy impacts teacher behavior in a number of different ways. For example, Gibson and Dembo (1984) reported that teachers with higher levels of teacher efficacy were less likely to give up on a failing student, more likely to divide students into small groups for instruction, and less likely to criticize incorrect responses. In the current study, teacher efficacy is used as a tool to examine developing and novice teacher qualification, in order to construct an even richer understanding of how perceived and actual qualifications are distributed (e.g., Achinstein, Ogawa & Spiegleman, 2004). It fosters engagement in and public sharing of the results of deliberate investigations of practice by respective participants. Three cohorts of graduate level, initial licensure residents who were part of a PDS program completed a demographic and self-efficacy survey. Results will be examined by cohort, with each cohort being in a different stage of teacher development (i.e., first internship, final internship, and second year of teaching). Ways to support development of self-efficacy within developing teachers will be discussed as well.

The Maryland edTPA Collaborative: Serving As Critical Friends While Engaging Our Regional P-16 PDS Partners

Evelyn Perry, Northwood Appold Community Academy

Kathleen Ann Angeletti, Susan DePlatchett and John Louis Seelke, University of Maryland

Ann M. Eustis and Elizabeth H. Wynkoop, Towson University

For the last four years, university colleagues from Morgan State University, the University of Maryland, and Towson University (all metropolitan institutions in the D.C./Baltimore area with PDS programs) have met monthly to collaborate and share results and best practices as we participated in scaling up the implementation of edTPA at each of our sites. Joined by colleagues from the Maryland State Department of Education, a group of about 12 professors, associate/assistant deans, university PDS liaisons, and program coordinators has persevered as this new preservice teacher performance assessment has moved through the stages of a pilot and field test to full operational phase. Motivated by a belief that sharing our successes and challenges only improves our own implementation, this consortium has addressed issues such as the importance of curriculum-mapping, ways to engage our faculties (both IHE and PDS) in the new assessment process, and the potential of this assessment for overall program improvement and new teacher development. Furthermore, the collaborative has become part of the national conversation in the edTPA initiative, having hosted a Mid-Atlantic edTPA Conference in June 2013 and with plans to host a second conference this upcoming May.

This presentation will demonstrate how institutions in a PDS state can work together to bring both individual program improvement and overall collaborative success across institutions. It will also share how edTPA has played a role in that improvement.

Three Generations Of Mentoring: Support For Faculty Within A Professional Development School Model

Kimberly McDowell and Ashlie Jack, Wichita State University

The concept of quality improvement has been incorporated into higher education within the last decade. Incumbent with this concept is the empowerment of college and university faculty to harness their unique talents and skills and promote their professional growth. Not only does mentoring develop the profession, but “by not mentoring, we are wasting talent. We educate, and train, but don’t nurture” (Wright & Wright, 1987, p. 207). The literature overwhelmingly points to benefits for the organization, the mentor, and the mentee. Mentoring is useful and powerful in understanding and advancing organizational culture, providing access to informal and formal networks of communication, and offering professional stimulation to both junior and senior faculty members. Mentoring is a continuation of one’s development as defined by life cycle and human development theorists in terms of life sequences or stages, personality development, and the concept and value of care (Erikson, 1963; Levinson et al., 1978). Although traditionally thought to involve a single person, current perspectives of mentoring more often value group approaches and multiple mentors as viable alternatives as well. Mentors may also serve a variety of roles that encompass professional, personal and social growth. This presentation will describe the systematic and informal methods used for mentoring within three generations of mentor/mentees. In particular, how to marry teaching and scholarship within a PDS teacher preparation program for a successful or “on target” tenure and promotion journey will be discussed.

Using Teacher Performance Assessment And Rubrics To Measure Effective Classroom Teaching: A Collaborative PDS Action Research Study

Linda A. Catelli, Dowling College

In 2013 New York State, as well as other states around the nation, instituted edTPA as an integral part of the state’s process for certifying new teachers. The edTPA package was developed by the Stanford Center for Assessment, Learning and Equity (SCALE). It has been endorsed by the Teacher Performance Assessment Consortium (TPAC) which represents 28 states. The major thrust of edTPA is to ensure a reliable measure of a candidate’s readiness to teach and his or her ability to favorably impact student learning. The purpose of this session is two-fold: One, it is to briefly describe a PDS partnership’s collaborative research agenda for investigating effective classroom teaching directed at student growth and achievement; and, two, it is to present a study involving Teacher

Performance Assessment (TPA) rubrics to measure effective classroom teaching conducted by PDS personnel. Preliminary findings of the study will be presented and explained. The session also includes a brief overview of the video-based action research studies that were conducted over the years of the PDS partnership and how findings were used to institute change and improvement.

Vocabulary Instruction: Investigating Best Practices For Young English Learners In The United States And Zambia

Katarina N. Silvestri, SUNY Buffalo State

Effective vocabulary instruction begins when a teacher recognizes that no single method works for teaching such a broad and multifaceted aspect of reading. Since vocabulary size has been inextricably linked to reading comprehension, it is critical that teachers become aware of best practices and reflection upon their own practices involving this particular foundation of reading. When considering building the vocabularies of young English learners, a growing demographic in the United States, teachers must be especially cognizant of what is considered effective practice for these children.

Through comparative research, three teachers from two schools, one located in the United States and one Professional Development School in Zambia, were able to engage in deep reflection about their vocabulary practices with primary grade English learners. Semi-structured interviews conducted involved discussion about best practices, vocabulary instructional strategies implemented in their own classrooms, and how their personal beliefs about teaching vocabulary shaped their instruction. Observation of classroom instruction also revealed that many of these best practices are in place and utilized with flexibility. Though there are differences between each culture, each participating teacher brought their instructional experiences, views, and anecdotes about teaching vocabulary to the forefront in this comparative investigation about best vocabulary instructional practices for young English learners.

What Classroom Observations Reveal About Comprehension Instruction In Partnership And Non-Partnership Elementary Schools

Scott R. Popplewell and Diane M. Bottomley, Ball State University

This session will focus on NAPDS Essential #5 by providing the results of an observational comprehension instruction investigation in both partnership and non-partnership elementary schools. The research questions for this study were:

1. How does reading comprehension instruction vary in partnership and non-partnership elementary schools?
2. How are the English Language Arts Common Core Standards being taught in partnership and non-partnership elementary schools?

The focus was on how teachers were implementing the English Language Arts Common Core Reading Comprehension Standards in their classrooms. Although many schools are just in the initial phases of implementation of these standards, this study will also reveal which of the ten anchor common core reading standards teachers are incorporating.

The results of this study reveal that little comprehension instruction occurs in non-partnership elementary classrooms. Participants will benefit by learning information pertaining to the implementation of best practices in reading comprehension instruction. This session will provide recommendations about revising both reading instruction preparation for preservice candidates and professional development for inservice teachers.

ESSENTIAL 6: ARTICULATION AGREEMENT

21st Century PDS Initial Field Experience Model

Lori Piowlski, Minnesota State University, Mankato

Scott Lusk, Saint Peter Public Schools

Darin Doherty, South Elementary School

A school-university partnership has been created between Minnesota State University, Mankato, and South Elementary Early Learning Center, St. Peter Public Schools. The partnership is based on the shared commitment to directly impact the development of quality teacher candidates during initial field experience and ultimately the achievement of elementary students. The common vision, continuing to evolve, began three years ago; the partnership has transformed into a joint venture with clear outcomes and responsibilities guided by an investment in one another's educational needs and outcomes. By identifying three critical components (the partnership needs and vision; developing a roadmap that specifically outlined pre-field experience components and identified shared support systems during implementation; and engagement in collaborative, innovative and reflective practice from beginning to end), the partnership was refined and honed to create a new model of field experience that has been identified by district administrators as having a significant impact on student growth.

Articulate WHAT? Defining Something That Everyone Defines Differently...How We Reached Agreement

Sandra Hamar, Dave Trewitt and Scott Huddleston, Graceland University

The biggest challenge in developing articulation agreements with our partnering districts was not only meeting organizational needs of district office personnel but also making sure information and systems were clear at the building/mentor level. Bringing all stakeholders together to agree on the roles and responsibilities seemed daunting, but it turned out to be a win-win situation for our program! Everything from identifying mentors, placing students, and collecting program data has worked smoother, and the continuity of our PDS program has increased at the district office, building and university levels.

Our presentation will walk you through the steps we used to develop, edit, and produce an articulation agreement that is understandable, well defined, and provides a solid foundation for running your PDS program. Be prepared to leave with a copy of an articulation agreement and a plan as to how you can "define the undefinable" and develop that firm foundation for a successful PDS program.

Double Down Or Fold: Compatibility Of A New PDS Partnership

Michael N. Cosenza, Michael McCambridge and Jeanne Ricci, California Lutheran University

Emily Shoemaker, Weise Partnership Group

Patt Ensey, Jackie Allen and Thierry Kolpin, University of La Verne

This session will explore a university's attempt to evaluate partnership readiness with a middle school in suburban southern California. The partnership used the Professional Development School Exploration and Assessment (PDSEA) protocols during its pilot year in an effort to determine compatibility for a long-term partnership. In the PDSEA process, surveys, focus groups and scanning instruments are used to gather data from the partnering institutions. Through the process, the partners identify key characteristics of their institutions, resource availability and their willingness to collaborate with each other to pursue innovative practices that will define their vision of an innovative PDS. The discussion during this session will provide an overview of how the PDSEA process was used, the practicality of the process itself, and a presentation of the data gathered during the pilot year that will be used to determine whether or not to continue the partnership.

Drafting vs. Enacting An Articulation Agreement: Challenges In Launching An Elementary PDS

Patricia J. Norman, Trinity University

Brian Sparks, Lamar Elementary School

In spring, 2009, Trinity University ended its nearly 20-year PDS partnership with an elementary school in the San Antonio Independent School District. When the district's new superintendent reached out to Trinity University four years later with the hope of the university partnering with a different, significantly under-enrolled elementary campus, we were cautiously optimistic. After meetings between university and district representatives, the district asked the university to draft an articulation agreement that they made few changes to before it was ratified by the school board in May, 2013.

Although the articulation agreement stated that the district agreed to reconstitute the school once a new principal was selected (the then current principal was retiring at the end of the school year), when school board members raised questions about reconstitution, the superintendent assured them that 2013-14 was a "pilot" year and that reconstitution was not up for consideration until 2014. Thus, even though the written agreement clearly stated that the school would be reconstituted last spring, both the district and university administrators who signed off on the agreement informally understood that reconstitution would not occur for at least one year, if at all.

Now that a new principal has been hired at the elementary PDS campus, both he and the university clinical faculty have faced significant district- and school-based challenges in enacting the articulation agreement. This presentation identifies the benefits and limitations of an articulation agreement to help PDS partners develop shared understandings of their new roles and responsibilities.

ESSENTIAL 7: PARTNERSHIP STRUCTURES

Changing Focus: Innovative Ways To Revitalize Established Partnerships

Kevin Bolinger and Kandi Hill-Clarke, Indiana State University

Professional Development School partnerships of a decade or more can become stagnant if established roles and functions are not challenged. A well-working partnership has little incentive to seek innovative and divergent new ways to collaborate and grow. In such partnerships it is not uncommon for stakeholders to lose enthusiasm with no new ideas or directions to challenge them. This presentation will explore innovative ideas for new partnership roles generated at a stakeholders meeting where teachers, administrators and university personnel were challenged to think divergently about possibilities within the partnership. Discussion topics will include the role of the liaison, pooling development money, generating professional growth points, providing induction support, clinical faculty members and developing master teacher “strike” teams for intensive focused support.

Dealing Out The Possibilities: PDS Partnerships Collaborating And Reflecting To Create New Internship Models In Special Education

Stacey Brown-Hobbs and Laura Frazier, Mount St. Mary's University

Program improvement is the heart and soul of any PDS relationship. In order to plan and implement new, innovative structures within a PDS, collaboration between schools and university is essential. This session examines how a PDS partnership used collaboration to develop varied special education internship models based upon needs of teacher candidates and schools.

The session will lead participants through effective collaboration practices that ultimately led to a shift in thinking about ways in which to prepare dual certification candidates in elementary and special education to meet the demands of the profession. Participants will learn about the history of the dual certification program which has undergone multiple changes based on collaborative efforts. There will be a discussion about the formation of a committee comprised of the university's PDS liaison, the special education professor, school system special education mentors and administrators, as well as current candidates and recent graduates.

Participants will be given the opportunity to examine the process for developing new models which are grounded in the premise of preparing new teachers for strong co-planning and co-teaching experiences in a variety of special education settings. Participants will learn how the committee developed an assessment of experiences that candidates now complete. This assessment was an unexpected outcome of the work of the committee, resulting from the belief that special education can look different from program to program, but there is a common set of professional experiences all special education candidates must have practiced in order to be effective teachers.

Essentials In Developing A Collaborative Split-Rotation Partnership

Amy Comberiate and Michael Gorleski, Mt. Hebron High School

LeAnn Rice, Patapsco Middle School

This session will focus on developing the collaborative components of a successful split rotation partnership model between university (University of Maryland, Baltimore County – UMBC), middle school (Patapsco Middle School, Howard County, MD), and high school (Mt. Hebron High School, Howard County, MD) personnel. When this partnership began in the 2012-2013 school year, the stakeholders discovered that communication and collaboration were essential to developing a successful partnership. Cooperative initiatives will be explored, such as methods in creating strategic planning, developing professional development to include the staff from both schools, creating the intern interview screening process, selecting the mentor teachers, improving the school/university relationships, developing mock teacher interviews, and cooperating with new teacher support initiatives. Roles, expectations, challenges, growth opportunities and success stories will be shared from the perspectives of the middle school and high school stakeholders. Tips and lessons learned will be shared. Opportunities for reflective discussion will be encouraged.

Expanding The Professional Development School Model: Developing Collaborating Partnerships With School Counselors

Patricia A. Goslee and Gretchen E. Foust, University of Maryland Eastern Shore

The purpose of this presentation is to explore the rationale, opportunities and feasibility of expanding the PDS model to include school counselors and to describe initial efforts at one university to integrate school counselor interns, school counselor mentors/on-site supervisors, and counselor education university faculty into the PDS partnership. By including school counselors in the PDS model and increasing awareness of the transformed role of the school counselor among teachers, teacher educators, and administrators, school counselors will be in a better position to advocate for school counseling programs that focus on academic, college and career readiness and personal/social development, data-driven best practices, closing achievement gaps, and systemic solutions to school-wide goals. The Annual Summer Institute and Teacher/Counselor intern workshop currently serves as a public forum for continued reflection and collaboration. Participants are able to collaborate on the information presented from various disciplines. Professional development is an enriched atmosphere that is continuously filled with tools to aid the teachers, counselors, and teacher and counselor educators. The use of technology can provide a variety of venues to create informative sessions as well as webinars to expand this model.

Interns' Soapbox: Our Future In PDS

Adrienne Buffington, Laura Devlin, Erin Nooney, and Kara Tolson, Salisbury University

Maddie Otero, Richard Hoey, Danielle Jarosz, and Kaitlyn Gardner, SUNY Buffalo State

As interns from two NAPDS member institutions, we have seen some of the benefits of PDS through our experience in schools as teacher candidates and interns. Attending this conference will surely expand our perspective. We understand that NAPDS seeks feedback on current issues and future initiatives, and we'd like our voices - and those of fellow interns we meet in Las Vegas - to be heard. We believe this opportunity resonates with NAPDS Essentials #2, #4 and #7.

We recognize that there may be a hiatus in our PDS involvement as we seek employment, pursue graduate degrees, and reach a point in our careers where we can participate more fully in the PDS agenda as mentors, site leaders, and research partners. Despite this hiatus, we believe that our generation must play a key role in the growth of the PDS movement. Therefore, we ask for 45 minutes in a session room with chart paper and a figurative soapbox. Ideally, this session would be scheduled some time after the poster session on Saturday so we can recruit some of our peers from other institutions to join us.

Among the questions we hope to address are:

- What are some of the “take-away” ideas that we learned in Las Vegas?
- How can we remain engaged in the PDS movement during the early years of our careers?
- What can NAPDS do to facilitate pre-service teacher involvement at the national level?

Partnership For English Language Learner Success

Frank Lucido, Texas A&M University-Corpus Christi

Susan Galvan-Luis and Gina Reynolds, Corpus Christi Independent School District

Texas A&M University-Corpus Christi and the Corpus Christi Independent School District have joined in a PK-20 partnership that has provided success for English language learners. The presentation will examine and identify several promising practices evident at the Early Childhood Development Center located on the Texas A&M University-Corpus Christi campus. The Pre-Kinder three year old to sixth grade 50-50 model dual language school has provided not only a center for pre-service training for bilingual and ESL teachers, but has also served the school's English learner population well. Students are selected for the school through a lottery system, which ensures that the school serves not just the university community but the Corpus Christi community as a whole. The school has been listed as “exemplary” by the state education agency for several years because of the performance of the students on state accountability assessments. Perspectives on the successes and challenges and the specific roles of the partners in this Professional Development School will be discussed from the higher education side, the school administration side, and also by a teacher giving the classroom perspective. All of the involved educators and pre-service educators have worked together to ensure English learner success.

Patient Persistence: Getting Your First PDS Off The Ground

Kelly A. Donnell and Sheila R. McGraw, Roger Williams University

Just starting out in developing a new PDS? So were we! Unclear about how to start or where to begin? So were we! Determined to make it work? So were we! It takes patient persistence.

In this session we will outline the specific steps and strategies we used in creating “a structure that allows all participants a forum for ongoing governance, reflection, and collaboration” (NAPDS Essential #7) during the initial phase of developing two PDS partnerships. We focus in this session on investigation and initiation tasks (Teitel, 2003). For each start-up task, we will explore the features of “patient persistence” needed for successful accomplishment. At times we needed patience, which often required restraint, grit, and/or equanimity. At other times we had to enlist persistence, or stamina, tenacity, and/or pluck. Oftentimes we needed both!

The specific investigation and initiation tasks which required our patient persistence include:

- fact-finding through reviewing the literature,
- attendance at last year’s PDS National Conference,
- visit to a peer university with a well-established set of PDSs,
- faculty vetting of the PDS model,
- initial meetings with schools and school districts,
- defining and refining our collective mission in alignment with the Nine Essentials of PDS collaborations,
- establishing roles and developing a Professional Learning Community, and
- presentation to our university president, provost, and dean.

We are delighted to help you learn from our mistakes, missteps, frustrations, and ultimately – with patient persistence – our successes.

Returning To The Beginning: Remembering Who We Are To Become Who We Want To Be

Sharon B. Hayes, John E. Stallings, Jr., and Harrison Oonge, West Virginia University

Cochran-Smith and Lytle (2009) suggest that educators are living in trying times characterized by a policy and political climate that links education to national economic status, privileges standardized tests as the primary tool for accountability and elevates the “science,” rather than the art, of education. In addition, there is a focus on ends, not means, and transmission methods of teaching and learning, as well as exclusionary views of knowers and knowledge, have re-emerged. We believe that Professional Development Schools, as they were/are conceptualized, are positioned to push back against these constraints and transform the educational institutions in which they are situated in order to enhance the learning and life chances of all stakeholders. Therefore, we wish to engage in self assessment and re-visioning, using the foundational principles of PDS developed by the Holmes Group, NAPDS, and others.

In this presentation, we will share our work in returning to the initial conceptions of PDS and re-imagining our partnerships and creating spaces [NAPDS Essential #6 and #7] in which we can engage learning communities in thoughtful long-term inquiry that results in ambitious teaching and learning and positions teachers as intellectuals who are active in transforming our policies and institutions so that the learning and life chances of all are enhanced. We will also share some of the ways in which we are working with our partners to question and research our contexts, curriculum, and practices [NAPDS Essential #5] so we are teaching and learning for understanding for everyone’s children in public school classrooms and at the university.

Seven Strategies To Cultivate Strategic & Sustainable PDS Partnerships

Bradley V. Balch, Indiana State University

Effective teaching remains a highly charged public debate and is at the center of larger education reform initiatives. Often, a negative narrative is associated with teacher effectiveness. Similarly, university-based teacher preparation programs have been criticized for graduating teachers who are unprepared for the realities of diverse students and the authentic needs of the schools they serve. These persistent criticisms compel educator preparation programs to reflect on current approaches to teaching and assess impact on P-12 conditions of practice. Efforts such as FHI 360's (2013) Teachers for a New Era Learning Network illustrate how universities and P-12 schools partner together for improved alignment between teacher preparation and P-12 teaching and learning needs. These partnerships are anchored in extended clinical experiences in which there is a value-added benefit for educator preparation programs as well as P-12 schools.

Dailey (2013), with the support of FHI 360, recently released an issue brief focused on clinically-based educator preparation that yielded seven elements of effective partnering. These include:

1. clear commitments and shared financing,
2. a common vision of good teaching and mutual responsibility for preparing good teachers,
3. dedicated time in schools for university faculty and staff,
4. P-12 influence in university teacher preparation programs,
5. stronger programs through complementary knowledge from research and practice,
6. inclusion of teacher candidates as professionals in school communities, and
7. collaboration to improve programs using data.

The presenters will discuss the preceding elements, share a handout and include ample time for Q & A.

The Evolving Role Of A Resident Clinical Faculty Member: Impacting Teacher Training And Retention, Cultivating Meaningful Corporate Partnerships, And Increasing Student Achievement

Christie Stevenson and Dana Klabacka, Duval County Public Schools

Susan M. Syverud, University of North Florida

One of goals of the University of North Florida/Duval County Public Schools Urban Professional Development School partnership is to prepare UNF students to be effective teachers in urban schools, while a companion goal is to prepare students into teachers who want to teach in urban schools. This partnership has been very successful in meeting both goals. At one of our UPDSs, approximately 50% of current teachers are former UPDS interns and 80% of the last five Teacher of the Year candidates are former UPDS interns. In 2009, the partnership expanded to include a corporate partner. The success of this partnership inspired the Chair of the Jacksonville Chamber of Commerce to make school-business partnerships a strategic focus of the Chamber. In this session, participants will learn the critical role that a Resident Clinical Faculty member played to ensure these positive outcomes and how this position has evolved over the years.

Using Evidenced Based Planning To Improve Professional Development School Partnerships

Stephanie L. Savick and Juliann Dupuis, Notre Dame of Maryland University

This presentation will discuss the efforts of one university to improve upon the governance structure of a PDS network consisting of 19 schools across four school systems. Focusing on Strand #7, building a "structure that allows all participants a forum for ongoing governance, reflection, and collaboration," the presenters will share their systematic effort to increase reflection, collaboration, and effectiveness between the university and local partnerships using an evidenced-based approach to continued improvement. Using the NAPDS Essentials and Maryland's Standards for Professional Schools as guiding documents, presenters will share a historical look of their journey initiated in the form of a self-study. Relying on evidence such as stakeholder questionnaires, school

artifact box reviews, PDS status determination evaluations, and school-based quarterly reports, presenters will discuss how this information was synthesized to create a strategic plan to focus on improving the effectiveness of the network as a whole. Presenters will conclude with a summary of the changes that have occurred in the PDS governance structure as a result of this evidence. This presentation will be meaningful to school and university partners who are interested in becoming more familiar with the ways in which individual school partnerships can be strengthened through intentional, documented, strategic efforts.

ESSENTIAL 8: FORMAL ROLES

Albany State University Teacher Residents “BURST” Into Learning With Mobile Learning

Gwendolyn Williams, Susan Ogletree and Gwendolyn Benson, Georgia State University

Kimberly Fields, LaQuindia LaMar and Kalya Avery, Albany State University

Georgia State University and Albany State University have partnered to build teacher capacity with mobile devices. The institutions collaborated with the National Commission on Teaching and America’s Futures with their initiative Teachers Learning in Network Communities (TLINC). TLINC’s goals are to “encourage collaboration in teacher preparation by bringing student teachers, mentor teachers, and university faculty together in a meaningful way, improve connections between teacher preparation programs and the districts they serve by analyzing ‘problems of practice’ in online or face-to-face collaboration and create feedback loops that connect graduates with their teacher preparation programs.” (NCTAF 2012) Within this partnership, strong models were designed that promoted teachers’ learning blended with technology.

In this session, the presenters will describe how the teacher residents were trained, demonstrate apps used to improve instruction and provide a road map for other college and K-12 institutions. Resources will be shared that demonstrate how the two institutions, Georgia State University and Albany State University, guided the teacher mentors in appropriate strategies used with the teacher residents, such as the mentor modules designed at Georgia State University. Albany State University will share snippets of demonstrations used in guiding the teacher residents to use the mobile technology in their classrooms, the curriculum designed, and the appropriate activities. Also, teacher residents will share their formal projects that will demonstrate their formative and summative learning.

Asking To Dance - Taking The First Steps In Negotiating A University/School District Partnership To Develop A Sustained High Quality PDS Collaboration

Carole K. Roberts and David S. Bender, Penn State University - Berks

The presentation will explore how a university and school district first began to address the Essential Elements of a Professional Development School with the goal of developing a long-term partnership. We will discuss the challenges that professionals from two different organizational cultures need to resolve in order to invest themselves in a collaborative mission with the common goal of improving student learning. Strangers need to build trust in the initial process of making commitments despite institutional differences, as they move toward establishing a mission and maintain focus on how the change process will ultimately benefit children.

How do individuals from the college and P-12 settings recognize and then resolve different perspectives based on different educational philosophies, formulate a governance board that represents all parties, identify financial and personnel resources in a context of economic constraints, and plan for sustainability? A three-year “action plan” will be presented as an example of how activities can be prioritized and commitments made among the university and school partners to ensure the growth of the partnership and maintain focus on the Essential Elements beginning with creating a vision for the PDS, generating formal agreements, and organizing a joint board of governance; followed by the developmental stages of more complete collaboration and then on to full implementation and further expansion of the successful initiatives; as well modification of the original intentions based on continuous feedback and evaluation. The presentation will discuss approaches to these issues and how to develop a multiyear plan of growth and development.

Building Trust In Beginning PDS Relationships: The Role Of College Faculty As Classroom Coaches

Muriel K. Rand and Frances Levin, New Jersey City University

Our PDS partnership includes three urban charter elementary schools in Jersey City, New Jersey, along with New Jersey City University and Hudson County Community College. Three college faculty members are serving as classroom coaches and, in addition to this formal role, they are building a sense of trust and community between the schools and colleges.

In this session, we will share our experiences in the beginning stages of our PDS in trying to bridge the cultures between the schools and higher education (Stoddart, 1993). Our overarching goal was to develop the perception of mutual interdependence: “We are all in this together” (Tietel, 2003). We used three strategies:

1. Listening to Build Trust. The coaches met with all teachers individually in their classrooms. They listened carefully to the teacher’s concerns, perceptions, and feelings, getting to know the context of the teachers’ work and their past history with professional development.
2. Sharing Goals. The coaches initiated setting professional development goals, exploring issues of reciprocity and power, especially dispelling the idea that college faculty were there to “fix” the school. They emphasized how the college learned from the teachers as much as the teachers benefited from the collaboration.
3. Establishing Personal Relationships. We developed personal connections and relationships - both between coaches and teachers and among teachers themselves through classroom visits, team meetings, and seminars which feature community-building activities.

We will discuss challenges we’ve faced and identify successes that might be helpful to others who are in the beginning stages of developing their PDS.

Content-Focused Coaching: Conceptualizing Structures, Roles, And Supervisory Practices For Supporting Preservice Teacher Education In The Content Areas

Rebecca West Burns, Rebecca Powell, Wendy Baker, Margaret Robertson and Samantha Ortiz, University of South Florida

Yobanec Reyes, Mort Elementary School

Audra Kondash, Witter Elementary School

Supervisors struggle to enact supervisory strategies that cross disciplines because there might be content-specific strategies (Cook, 1998). This struggle is prevalent with supervisors who work with preservice and/or inservice teachers and is particularly a struggle in teacher preparation. Resource allocation also complicates this issue, as faculty with content-specific expertise are not usually assigned time to supervise teacher candidates in the field. Clift & Brady (2005) stated, “The supervisor is seldom the methods instructor and may or may not know what occurred in the methods course” (p. 313). Drawing upon the tasks of supervision (Burns & Badiali, 2012; Glickman, Gordon, & Ross-Gordon, 2010), we present a model that aims to address this issue in supervision and shows how PDSs can facilitate this process.

Our model contains two groups of supervisors engaging primarily in two different tasks of supervision with two different foci of supervision. The first group contains individuals with content-specific expertise whose task is direct assistance with a focus on content-specific knowledge, pedagogy, and pedagogical content knowledge. The second group contains individuals with generalized knowledge about pedagogy and intimate knowledge of the school contexts whose primary task is community development with a focus on building and sustaining relationships across the quad. The quad is composed of the content coach (member from group 1), Partnership Resource Teacher (member from group 2), collaborating teacher, and preservice teacher engaged in a two-year residency experience. This presentation will share the structures, roles, practices, and stakeholders’ perceptions of engaging in content-focused coaching.

Cooperating Teachers' Competencies In Making Student Teachers' Field-Based Experiences Successful

Ibtesam A. Yassin Hussain, University of Dammam - Saudi Arabia

The Saudi National Public Education Development Project has initiated an ambitious strategy for reforming early childhood education. The success of such a strategy, however, is strongly tied to having knowledgeable, capable, well-prepared educators in all key academic and administrative positions in schools. The preparation of such a cadre of educators represents a challenge to teacher preparation programs; yet, it is a golden opportunity to create a real collaboration between teacher preparation institutes and Pre-K-12 schools. Fortunately, a group of teacher educators has considered the PDS model as a framework to facilitate such collaboration.

This presentation represents a step in the direction of defining the roles of a key player in the PDS model. Through understanding the most important competencies cooperating teachers (CTs) use while supervising student teachers (STs) undergoing field-based experience (FBE), I am hoping to have more clarity on the different roles CTs contribute to the success of STs and their classroom students.

I conducted a study in which I constructed a survey tool - based upon the review of the literature - of the different roles CTs can provide while working in collaboration with STs during FBE. In this study I gained the perceptions of a group of key educators involved in the FBE: university faculty members, university supervisors, student teachers, and cooperating teachers in two preschool teacher preparation programs in Saudi Arabia.

By sharing the study I conducted, I wish to create a professional interactive dialogue with the audience with more experience in the PDS model. I also hope to get some suggestions to move forward in adapting a version of the PDS model that could work with the educational reform in Saudi Arabia.

Creating And Supporting New Roles In PDS Settings

*Carolyn Crisplip-Tacy, Barbara Owens, Kristi Kiefer, and Diane Burnside, Fairmont State University
Joann Gilbert, Nutter Fort Primary School*

There is a variety of leadership roles called for in PDSs. Some roles are needed for making change in an organization, others are needed for managing the day-to-day details, and still others are needed for working across boundaries. PDS partnerships are created and sustained by people who look outside the boundaries of their own school and see that the benefits of collaboration with others outweigh the costs. The effectiveness of the partnership depends on the degree of ownership. To be effective, any partnership has to develop new roles and responsibilities for all stakeholders.

The roles of a university liaison, PDS coordinator and school administrator in a school/university partnership are often crafted to simultaneously support the major goals of the partnership: the improvement of teacher preparation and the renewal of schools. Liaison responsibilities typically involve some form of clinical supervision of teacher candidates, some form of participation in professional development for and/or with PDS faculty, or a combination of both. The "job description" for FSU liaisons explicitly requires faculty, regardless of experience with public schools or field of expertise, to support both supervision and professional development while building an authentic relationship with a PDS community.

The public school roles of PDS coordinator and principal are also very specific to working and supporting teacher education candidates, as well as blending partnership PD initiatives with PDS strategic plans. Changing and supporting the responsibilities of these two roles has been crucial to the success structure of the PDS partnership at Fairmont State University.

The partnership has developed a model which supports building the capacity of liaisons and their school counterparts, the PDS coordinator and the building administrator. This session will: (1) describe how these roles were developed at the beginning of the PDS partnership, (2) share the strategies used to support and sustain these roles, and (3) provide a forum for participants to share their experiences and explore possibilities to use within

their PDS structure.

Developing A Middle And High School Secondary PDS Yearlong Internship Partnership: The Bowie State University Maryland Race To The Top Grant Experience

Julius Davis, Eva Garin and Lynne G. Long, Bowie State University

Sarah Green, James Hargraves and Denise Swan, Bowie High School

Robyn Jones and Robin Ellicott, Benjamin Tasker Middle School

This presentation will describe how a university, middle school and high school collaborated to form a secondary PDS partnership through a Maryland Race to the Top Grant. The funded grant is titled Preparing Secondary Education Teachers to Meet the Needs of Diverse Learners in High Minority Schools (PSET). This project is a part of a larger consortium of K-12 schools and universities that form that Maryland Teaching Consortium (MTC). The PSET project intends to increase student achievement by supporting pre-service and in-service teachers and administrators. In this presentation, project partners will share how: 1) the partnership formed; 2) collaboration and professional development occurred at MTC meetings and summer institute and 3) collaboration occurred at the Bowie State University PDS Network summer strategic planning meetings. The presentation will also provide an overview of the professional development survey administered to secondary teachers at both schools and the results of the survey and how partners used the information. The presentation will provide an overview of the collaborative internship placement and professional development plan developed by PDS partners to prepare pre-service teachers for their role as secondary teachers. The presentation will describe professional development activities that occurred at both schools over the summer, along with other activities that occurred through the partnership.

Different Vocabulary, Common Hurdles: Multiple Venues For Enhancing The PDS Relationship

Roy Blakeney, Dreher High School

Kim Smoak, University of South Carolina

Essential #8 of the Nine Essentials addresses work done, in formal roles, across institutional settings. However, defining those formal roles can be a challenge. Attendees will participate in an open and active discussion of their own challenges, successes and advice for navigating the universal hurdles faced in our PDS efforts while identifying multiple venues for enhancing the P-12/university relationship. Conversation will focus on defining the roles of key players in the PDS relationship, as well as common hurdles faced in defining those roles and utilizing these key players in successful ways. Veteran PDS network members and those new to the PDS relationship are encouraged to attend and engage in the conversation.

Educator Preparation: Mississippi State University And The Louisville Municipal School District Professional Development School

Leigh Ann Hailey, Fair Elementary School

Angela J. Mulkana, Teresa B. Jayroe, Donna Shea, Rebecca Robichaux and Shane Davis, Mississippi State University

Ken McMullan, Louisville Municipal School District

Belinda Swart, Louisville Elementary School

College of Education (COE) faculty at Mississippi State University (MSU) collaborate with administrators and classroom teachers in the Louisville Municipal School District (LMSD) PDS. Faculty in the COE serve as principal investigators on grants with the PDS that enhance professional development opportunities and collaboration in the PDS and that promote academic achievement. Since COE and LMSD faculties believe that teaching is a profession of practice, they also agree to share the responsibility of teacher preparation that will impact student learning.

In order to facilitate the PDS, the LMSD superintendent and school board agreed to support a faculty member in the COE. This faculty member works with COE faculty and LMSD personnel to place teacher candidates and interns and to mentor new teachers. In addition to this faculty member, three other COE faculty mentor new teachers in the LMSD. The COE also supports an office associate who works in the school district to provide

support for the PDS.

School district administrators and classroom teachers serve on COE committees such as the Box Council, Teacher Education Council, External Advisory Board, Office of Clinical Field-based Instruction, Licensure, and Outreach Advisory Committee, and the COE National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation Committee.

COE teacher candidates and interns have opportunities to work in the CAPPS - Changing Academic Performance and Promoting Success - program and in the DREAMS - Dillard's Reading, Enrichment, Mathematics, and Science - program which are 21st Century Community Learning Centers grants in the LMSD.

Fifteen Years As A Site Professor: Sustaining And Growing The School-University Partnership

Martin Ward, Texas A&M University-Corpus Christi

This session is centered on the 15-year experience of a site professor leading the school-university partnership between Roy Miller High School (MHS) and Texas A&M University-Corpus Christi (TAMU-CC). The semester-long Planning, Teaching, Assessment and Technology teacher education course that meets all day Tuesdays and Thursdays on the MHS campus is taught by this TAMU-CC professor. University preservice teachers enrolled in this course benefit from real-world experiences on an urban high school campus prior to their student teaching semester. The on-going success of this school-university partnership is evidenced by the current MHS faculty roster's inclusion of 10 TAMU-CC graduates who were once preservice teachers at MHS.

Challenges and changes that have occurred over the years of this partnership will be shared. The session will provide opportunities for discussion of issues related to sustaining and growing the partnership. The goal of this session is to facilitate a useful exchange of information and ideas that are essential in effective functioning of Professional Development Schools.

Formal And Informal Roles For Teachers In A Well-Established Urban PDS Relationship

Jill Miels, Ball State University

Mary Hendricks, Marcy Schuck, Karen Boatright and Shatara Smith, Rhoades Elementary School

Ball State University has a long history of working successfully with schools throughout the state of Indiana to prepare future teachers. After twelve years of working in the Professional Development Schools arena, Rhoades Elementary has successfully established both formal and informal roles and responsibilities for university faculty and school staff. Some roles have remained unchanged, while others have been refined to respond to a variety of external and internal factors.

This session is an examination of assigned roles and emerging roles of adjunct, liaison, administration, and clinical faculty.

From Solo To Symphony: Orchestration Of The Roles In The Professional Development School Partnership

David Allen, Kansas State University

Twyla Sprouse, Amanda Arnold Elementary School

The Professional Development School Partnership is dependent on constant communication and collaboration by all involved. The presenters, members of the team of professionals, will share experiences related to specific roles within the partnership. Changes in educational practices over time at the national, state, and district level have impacted the way student interns are supported. The Multi-Tier System of Supports (MTSS) implemented in Kansas public schools has proven to be beneficial for the success of student interns. The goal is to meet the needs of individual learners and provide necessary support for successful completion of the program, which aligns

with Goal 1 of the Kansas State Board of Education Strategic Agenda. Also aligned with the Nine Essentials to Enhance Educational Growth, the presenters will focus on Essential #8 and highlight specific roles of university faculty and P-12 faculty. Kansas State University provides collaboration guidelines and strategies along with clear expectations to support roles within the partnership. Since 1989, Kansas State University and local school districts have made a concerted effort to improve education. Reflection of professional instructional practices at all levels is encouraged in order to document effectiveness of the program. The team will reflect on experiences and struggles, share perspectives on roles and the vision for the next 25 years of the Professional Development School Partnership.

Growing Our Own: College Of Education Partners With Three High School Education Magnet Academies

Beverly Keepers and Jennifer Mangeot, Spalding University

Diane Mackenzie, Jefferson County Public Schools

The Jefferson County Public Schools (JCPS) in Louisville, Kentucky, is a large urban school system of approximately 100,000 students and 161 schools. In 2001, the JCPS superintendent mandated the district's School-to-Career Office to develop and implement a program for a four-year career education magnet academy. Students in three high school education magnet academies are now "majoring" in a preparation program for university credit in preparation for becoming teachers in a four-year program. Our presentation will address NAPDS Essential #1: The work by Spalding University faculty in formal roles across the three schools supports the partnership of preparing high school students with basic knowledge of the teaching profession and access to university teacher preparation programs. A grant pays for the course release of one Spalding professor who co-teaches courses (Principles of Teaching, etc.) in the high schools and provides opportunities to prepare for admissions to teacher preparation colleges and universities (Praxis I: Pre-Professional Skills Test).

Curriculum maps and syllabi will be provided.

Intern Portfolio Assessment In The Secondary Schools: Meeting The State Requirement And Beyond

Lou Ann Getz and Adrian Walker, Manhattan-Ogden USD 383

New teachers in Kansas must document their readiness to teach and align with the standards of CAEP through the completion of the Kansas Performance Teaching Portfolio. This authentic assessment can be completed during the first years of teaching or during the 16-week student internship within the PDS prior to graduation. Colleges may use the state document or an approved university version to meet the requirements of that particular program. Kansas State University PDS has expanded upon this assessment and will share that expansion in this session. The requirements of the portfolio are aligned with the conceptual framework for the College of Education, INTASC Standards and the Framework for Teaching (Danielson 2013). The focus of this session will be entry 3, which is the development of a unit plan in which the candidates assess prior student knowledge; create a learning plan that includes technology, community resources, implementation, and reflection; and document and analyze student learning. Specifically, the two presenters will share their roles in the partnership as "on site" clinical support for approximately 75 interns per year and the progression of and techniques for guiding interns through the unit development and evaluation of this portfolio. Examples of supports and guiding documents will be shared.

New Faculty Struggles To Develop A Partnership School Into A PDS...And Other Growing Pains

Melanie N. Woods and Michelle A. Fleming, Wright State University

New faculty members in higher education are often bombarded with opportunities to learn about existing programs and initiatives within their college and department. The unstated expectation is that new faculty members will jump on board and pick up where others left off and/or failed (shhh!). While these learning opportunities are certainly an important part of the process, and required of all on-the-job training, there are bound to be struggles to learn how to fit in and carry the torch.

One area in higher education where new faculty members may struggle is establishing Professional Development Schools from the ground up. This proposal centers on NAPDS Essential #8 and presents both a “year-in-review” of the struggles new faculty members have had with growing partnership schools into Professional Development Schools and a “Where are they now?” perspective. Also, the presentation will address considerations of PDS site principals, and some options to bridge the struggle gap.

During informal conversations with faculty members, some of the struggles focused on 1) partnership schools versus Professional Development Schools, 2) first steps, 3) new faculty members’ role, 4) expectations of P-12 teachers, and 5) worthwhile research opportunities. All of the struggles are significant, but the one that presents the most concern is research opportunities. Understandably, research for untenured faculty is critical to longevity in higher education.

P-12 teachers, tenured and untenured faculty, and site principals are welcome to share their struggles and suggest ways to establish successful PDS sites.

PDS Year 2: Avoiding The Sophomore Slump!

Jenny Parker and James Ressler, Northern Illinois University

Jennifer Montavon, Clinton Rosette Middle School

This presentation will describe the second year of a collaborative Professional Development School model between the Physical Education Teacher Education (PETE) program at Northern Illinois University and Clinton Rosette Middle School (CRMS) in DeKalb District 428.

During the first year of the PDS, two PETE faculty co-taught one 7th grade class daily. After each class, the collaborative team met to reflect and discuss changes to further enhance student learning. The PE teacher then re-taught the lesson to all of her classes the following day (with modifications according to grade level that still maintained the integrity of the instructional model) and the cycle continued. During the second year, the PDS relationship expanded on various levels with support from the district and university administration. First, an additional physical educator was involved from the middle school, and he introduced the model-based instruction to his 6th grade class with ongoing support from PETE faculty. Second, university involvement continued on a daily basis, but the focus changed from leading to sharing planning and teaching classes. Third, some of the initiatives introduced during the first year were expanded to the whole school, and faculty were invited to conduct professional development opportunities districtwide at the middle school level. Finally, the PDS initiative impacted a broader middle school population including the Student Empowerment Program, and team building activities and field trips were conducted throughout the school year. In our presentation we will share our reflections about teaching, learning, continued successful collaboration, and future PDS directions.

Perspectives Of Effective Collaboration Across Institutional Settings

Vicki Sherbert and Amanda Lickteig, Kansas State University

Key to the successful support of student interns within the PDS partnership is effective collaboration between university and P-12 faculty across institutional settings (NAPDS Essential #8). In this presentation, two teacher educators will share their perspectives of the various roles through which they serve student interns and ways in which they collaborate with P-12 faculty to offer the guidance and support necessary for successful internship experiences.

Having experiences within the PDS partnership ranging from several years to two semesters, presenters will share reflections and insights gained while serving in formal roles in university and P-12 classrooms. As new faculty have joined the partnership, the design of these existing roles has been important in sustaining support for interns. The presenters will share thoughts on successful collaboration and ways in which their collaborative roles support student intern success within the PDS partnership.

Promoting Simultaneous Renewal By Establishing A Lead Teacher/Site Coordinator Role

Robin E. Hands, University of Connecticut

The idea for creating a Lead Teacher/Site Coordinator position evolved out of many conversations with K-12 school personnel, Neag School of Education faculty members, pre-service teacher candidates in the Integrated Bachelor's/Master's (IB/M) program, members of the Schools as Clinics Committee (one of the governing structures for our Professional Development Schools partnerships), as well as information gathered by PDC coordinators at the 2011 Professional Development Schools National Conference. This compilation of ideas and information has led to the pilot of identifying a Lead Teacher/Site Coordinator in each of thirty-four partnership schools, with the goal of strengthening the "feedback loop," improving the quality of clinical and student teaching experiences for IB/M pre-service teacher candidates and creating a forum for including the voice of the practitioner in IB/M program revisions and current programming practices. The Teacher Leader Model Standards were used to define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student learning. The roles and responsibilities of the Lead Teacher/Site Coordinator will be discussed during this session. We will also examine some of the data that have been generated by this group since its inception last year and the impact this information has had on our program.

Reciprocal Engagement Across Institutions

Elizabeth Brown, William Paterson University

Denise Fitzpatrick, William B. Cruise Memorial School #11

As we examine the 15-year evolution of our PDS partnership, we recognize that we adhere, at some level, to each of the NAPDS Nine Essentials. What makes our partnership strongest is the reciprocal engaged involvement of university and school faculty in formal and informal roles across institutions. In our partnership, we employ Essential 8 on many levels. University faculty hold school-centered positions as "Professors in Residence," working at the school to provide ongoing, needs-based professional development. School faculty serve as university instructors, co-teaching the field-based literacy course on-site at the PDS, alongside university faculty. They serve as mentors to teacher candidates, provide classrooms for student teachers, and take part in instructional events at the university. The school's Parent Liaison provides professional development for teacher candidates by participating in the school-site-based initial certification literacy course and by presenting methods for engaging families to teacher candidates and university faculty on campus.

These roles for faculty across institutions emerged organically. With the implementation of the school-based literacy course, teachers who were graduates of the university's teacher preparation program became course co-instructors. Thereafter, a course co-instructor took over as a lead instructor and now serves as both university and school faculty member; a newer school faculty member moved into her previous role as co-teacher. Recognizing the need for strategies to engage families, the Parent Liaison began participating in the course.

In this presentation, we will discuss the evolution of roles across institutions and look forward at additional ways faculty may become reciprocally engaged.

Rethinking Partnerships And Collaboration In An Urban PDS

Tim Mahoney, Millersville University

While there is abundant evidence that Professional Development School models typically result in increased collaboration between school partners and university certification programs, the particular models of such collaboration in urban PDS programs have not received as much attention. In 1993, Kathleen Cushman described a small number of public school-university partnerships that had been particularly effective in preparing beginning teachers to work in urban schools. Although Cushman's work has a long history of influence and success in specific educational programs (such as the Coalition of Essential Schools), her conception of school-university partnerships has not garnered more wide-scale application, despite the remarkable record of success within these smaller programs. This presentation will focus on how the urban strand of a secondary PDS program used Cushman's model to rethink how mentor teachers and university faculty prepared PDS students to work effectively in urban schools.

The conclusions for this presentation are informed by research on seven triads of an experienced urban teacher, a student teacher from the urban PDS and the university supervisor. The most significant change revealed through Cushman's framework involved shifting the focus of student teaching and supervision from the development of effective teaching in the student intern toward having a positive impact on student learning in the classrooms. That shift required supervisors and mentors to interact and support the interns in new ways that involved more collaborative relationships and less use of objective checklists and observational structures that described effective teaching practice. The consequences of this shift will be described and analyzed in the presentation.

Role Perspectives On International PDS Developments

Ruud Gorter, Inholland Hogeschool - The Netherlands

Diane Yendol-Hoppey, University of South Florida

Patricia Parsons, Georgia Southern University

Leslie Day, SUNY Buffalo State

Lavern Samuels, Durban University of Technology - South Africa

Gwendolyn Benson and Susan Ogletree, Georgia State University

Jon Yoshioka, Deberah Zuercher and Aaron Levine, University of Hawai'i at Manoa

Lut De Jaegher, Artevelde Hogeschool - Belgium

Dorothy Feola, William Paterson University

Wim Schut, School District of Delft - The Netherlands

Marlies Rijbroek and Lex Stomp, Windesheim University of Applied Sciences - The Netherlands

Comprehensive missions and visions on establishing and sustaining Professional Development Schools are dependent on contexts in which PDS are operating and on institutional and personal commitment. During this session, we will explore constraints and opportunities from the different role perspectives of an emerging international PDS Community. Forum participants will have international PDS experience and/or have engaged in global research.

Participants will introduce their work by sharing their mission, greatest success and most significant challenges (for example, to enlarge the outreach of PDS, to develop a PDS into an Integrated Centre for Youth Care in the community, integrating institutions into one governmental structure, including research activities in PDS settings, using PDS as a tool for school improvement, or exchanging professionals between K-12 and teacher training institutions).

Panel participants will share with us their insights from PDS sites in different states and countries.

Scardy Squirrel And The Magic Grant Tree - How Collaborative Design Between Math, Literacy Standards And The Visual Arts Brings Students To A New Level Of Understanding And Skills Demonstration

Cynthia Ayon and Michael Henry, Paradise Professional Development School

This is a mentorship collaboration with the university (UNLV) and a literacy professor utilizing a grant specifically to integrate math, literacy and art disciplines. By taking advantage of metacognitive opportunities, students developed project-based experiences, data analysis and applications. These skills foster reflection, imagination and real world connections. It is this meaning-construct that children need to apply higher level thinking within the learning process.

One of the main objectives of this presentation is to entice specialist teachers to interconnect with classroom teachers in a team effort exposing students to mathematical, literary and artistic elements within other disciplines of learning.

STEM To STEM Leonardo's Workshop And Project Based Inquiry - How The Visual Arts Can Add The Missing Link In STEM Education

Michael Henry, Paradise Professional Development School

Katie Ott, Peterson Professional Development School

21st century skills demand an educational approach which is interdisciplinary, project-based, and creates a learning atmosphere of creative problem solving. These skills foster imagination, curiosity and adaptability, while utilizing the unique relationship between the university and Professional Development Schools. Collaboration of STEM subjects with the visual arts address these skills, while exploring exciting interdisciplinary projects in music literacy, math, science, engineering and physics.

The goal of this presentation is to give teachers information and strategies to help them integrate art into their STEM curriculum, enabling students to increase their depth of knowledge of core concepts. Teachers will learn how the arts can help introduce a topic to students, reinforce new knowledge, and/or help them review information they have already been studying.

Instructors without the benefit of an art specialist can also easily utilize these lesson plans and strategies in their classrooms.

Strengthening Your Co-Teaching Partnerships

Teresa Washut Heck and Nancy Bacharach, St. Cloud State University

With the support of a United States Department of Education Teacher Quality Enhancement Partnership grant, St. Cloud State University developed a research-based model of student teaching that applies the strategies of co-teaching to clinical settings. This innovative co-teaching model of student teaching dramatically enhanced St. Cloud States ability to place teacher candidates, significantly increased the number and quality of cooperating teachers interested in hosting a teacher candidate, and demonstrated enhanced learner outcomes (Bacharach, Heck & Dahlberg, 2010). Since the conclusion of the grant, Heck and Bacharach have worked with over 200 teacher preparation institutions and their school partners in 37 states sharing the co-teaching model. The train the trainer program assists programs as they move to a co-teaching model of student teaching.

However, implementing a co-teaching in student teaching model is more than just changing your language and encouraging co-teaching. Supporting a co-teaching environment and allowing it to flourish is critical to the success of not only the P-12 students, but teacher candidates and cooperating teachers.

This session will focus on the support necessary to strengthen a co-teaching model of student teaching. Those who have adopted the co-teaching model of student teaching, as well as those who are moving in that direction, will find this session advantageous. Discussions will include: how to keep the momentum of co-teaching going, support for university faculty as they incorporate co-teaching into their course work, aligning field experience with co-teaching, supporting university supervisors in supporting co-teaching teams, and improving and strengthening school partnerships through co-teaching.

Studying The Complex Lives Of Hybrid Educators Within The PDS

Context

Jim Nolan and Marion Wheland, Penn State University

Andrea de Carle and Linda Margusity, State College Area School District

Our presentation focuses directly on NAPDS Essential #8 with its strong focus on faculty from both higher education and basic education working in cross-institutional roles. We are presently engaged in an ongoing research study that examines the transitions into and out of these cross-institutional roles by three distinct but interrelated groups of hybrid educators: 1) reassigned teachers who assume supervisory and teaching roles within the PDS for a three-year period and eventually return to their classroom teaching assignments, 2) university faculty who assume teaching and supervisory roles as Professional Development Associates within PDS schools, and 3) doctoral

students who were once successful classroom teachers who serve temporarily as instructors and supervisors within the PDS context in the hopes of becoming university faculty who lead PDS efforts in other settings.

The major focus of our study is on the perspectives of these diverse individuals concerning their transitions into the hybrid role within the PDS context and then their transition out of the PDS hybrid role into either their former roles or into new roles in a different context. Our primary source of data collection is a three-interview sequence that focuses on life before the hybrid role, life during the hybrid role, and life after the hybrid role. Our goals are to portray the nature of the transition into and out of the hybrid role, with particular emphasis on both personal and organizational factors that make the transitions more difficult and those that facilitate the transition.

The Plan In The Van—20 Years Of Learning In The PDS (r)Evolution

Richard Strot, Baylor University

Victoria Ward, Waco Independent School District

Baylor University and Waco Independent School District administrators began planning their first Professional Development School while returning from a Holmes Group meeting at which the PDS model had been highlighted. The story of how an idea became reality and some lessons learned during the continuing (r)evolution of the PDS model is told by two participants in the 20-year journey. It is a tale of theory meeting reality, the creation of PDS standards, high stakes issues, and the challenges of public school/university partnerships. The presentation will center around the following topics: 1) roles and responsibilities in PDS schools, 2) lessons learned about cultural differences and partnership dynamics, and 3) the rewards of working with teacher candidates in PDS classrooms.

What Are The Exemplary Practices Of PDS Principals In The Area Of Instructional Leadership?

Joan Accardi, Eastern New Mexico University

This presentation concerns research involving 25 PDS principals in 14 states. The research identifies the exemplary practices of PDS principals in the area of instructional leadership. The PDS principals represent 20 elementary schools, 2 high schools and 3 middle schools. An inadequate pool of research exists on PDS principal practices and there remains a limited representation in the literature on functional aspects of PDS principal practices. This research used the PIMRS (Hallinger & Murphy, 1985) survey, Wallace Foundation five effective practices of successful principals, and interviews with PDS principals to identify the exemplary practices of PDS principals. Not only will this presentation identify eight exemplary practices of PDS principals in the area of instructional leadership; it will also identify hindrances to adequately accomplishing those exemplary practices. Suggestions will be made for future research. Additionally, hear Dr. Accardi who served as a PDS principal in Roswell, New Mexico for five years, intersperse her personal experiences as a PDS instructional leader. Currently, Dr. Accardi teaches educational leadership courses at the graduate level for those becoming school administrators.

Who Are ‘We’ And What Are We Doing Here? Co-Creating Sustainable Roles, Rules And Relationships In A Long-Term PDS

Karen J. Riem, Central Connecticut State University

The presenter has served as the University Facilitator for a single dynamic urban PDS since 1996, through 7 Principals, 5 Deans, 3 School Facilitators, and an assortment of Department Chairs, University Presidents, Education Commissioners, and District Superintendents. Out of an entire network of original PDSs, this one is still standing, growing and - on most days - thriving. Undergraduate and graduate students and faculty from every program in the School of Education and Professional Studies and from every school in the university are engaged and embedded at the Naylor/CCSU Leadership Academy (NCLA), a neighborhood PK-8 school and a sort of ‘PDS+’ in Hartford, Connecticut. Programs and practices in both the school and the university have been altered and boundaries blurred. There must be a reason and there must be some lessons learned. This presentation will identify critical roles, rules and relationships and describe the organic and strategic processes that built and bolster our partnership.

Reflecting upon a career in teacher education, PDS and partnership work and reflecting specifically on 17

years as Facilitator of NCLA, the presenter will draw some conclusions about sustainability and essential institutional infrastructures, identify some “things we wish we’d known and/or done sooner,” and separate the unique characteristics and wishes from the “must-haves” in a successful boundary-crossing relationship.

ESSENTIAL 9: RESOURCES, REWARDS, AND RECOGNITION

A PDS On Steroids!

Berni Carmack, Kim Kettering and Dave Knuckey, Longfellow Liberal Arts Elementary School

Charles Hyser, Augustana College

The Board of Directors of Augustana College chose to give back to the local community by establishing a partnership with Longfellow Elementary School which borders our campus. Rather than a one-time gift, the board established an initial budget line that has been maintained since 2007. What makes this PDS partnership unique is that it is between the college as a whole and the school. Any and all departments are encouraged to participate. Through the Center for Community Engagement, the partnership also encourages volunteerism of individual students, clubs, athletics, Greek groups, and any employee. The Education Department uses the school, renamed Longfellow Liberal Arts in recognition of the liberal arts tradition of the college, as an elementary PDS. We believe that this campus-wide partnership is unique and offers advantages and opportunities to the faculties and students of both the elementary school and the college.

We will provide a brief overview of our history and share the ways in which the current budget (\$50,000) is used to support teaching and learning at Longfellow Liberal Arts. Main items include professional development available to individual teachers; curricular materials and programs; financial support for seminar, workshop, and conference attendance; stipends for clinical teachers; and release time for the education faculty member who serves as liaison between Longfellow and the entire campus. In addition to Education, other departments offering support and services have included: Art, Art History, Astronomy, Biology, Chemistry, English, Geology, Music, Physics, Psychology, Sociology, Spanish, and Theatre Arts.

Collective Impact & Community Partnerships

Bernard Oliver and Jasmine Ulmer, University of Florida

Throughout the literature on educational leadership, considerable attention is focused on leader communication, community partnerships, collaboratives, parental engagement, and partnerships. The evidence from this work suggests that in schools where we find more community and parental engagement, student achievement seems to be higher (Leithwood & Louis, 2012). In addition, as one looks at the leadership standards at the national and state levels, community engagement and partnerships is clearly indicated as one of the standards of leadership effectiveness. For example in the ISLLC Standard #4, one of the indicators state, “a school administrator is an educational leaders who promotes the success of all students by collaborating with families, community members, responding to diverse community interests and needs, and mobilizing community resources.”

Given the clear mandates indicated in the educational leadership standards and research on effective school leadership and community partnerships, how do we provide aspiring leaders with the necessary skills and knowledge’s to enhance “collective impact” relative to improving school performance and student achievement. What should these collective impacts look like? And how do school leaders go about setting the design for effective collective collaborative structures that enhance student achievement? In this presentation, the authors explore the utility of designing “collective impact” structures that enhance school effectiveness.

To understand the complexity of educational systems relative to collaboratives, the presenters explore the five conditions of collective impact and their relationship to effective school leadership and enhanced student and teacher performance. To accomplish this, the presenters provide the participants with the opportunity to explore the five conditions through protocols and examples from the public sector. This understanding of establishing a common agenda, having shared measurement, implementing mutually reinforcing activities, providing continuous communication, and what researchers call backbone support represent the necessary steps for educational leaders to improve teaching, learning and schooling as we know it today. The participants will have the opportunity to participate in a “walkthrough” of a collective impact effort and apply their learning to developing collective impact strategies for school/district improvement focused on student achievement.

#ESUPDS: Using Social Media To Recognize, Reflect, And Share PDS Work

Terry Barry and Patricia Pinciotti, East Stroudsburg University

This presentation will demonstrate how East Stroudsburg University (ESU) routinely uses social media to publicly share “stories” of our PDS partnership work and recognize individuals who contribute to them. At ESU we celebrate every PDS partner’s unique story, but we needed a more ongoing, public forum for recognition and exchange of ideas with all stakeholders. In the fall of 2012 we began our PDS social media campaign with the College of Education Facebook page where our PDS partners and our collaborative work could be acknowledged and shared. Our Facebook followers grew so rapidly that during the summer of 2013 we started a twitter account to further increase our audience, which grew even more rapidly. ESU’s new president, ESU student organizations, PDS partner schools, mentors and cooperating teachers, superintendents and curriculum directors of PDS schools, community colleges, students and parents now follow us on Twitter. To give a more comprehensive picture of our PDS work across campus and in the field, we designed an online magazine using flipbook called Stories from the Field. Stories from the Field documents specific investigations, professional development, and the collaborative work that our K-12 PDS partners and ESU College of Education faculty and students engage in as part of our continuous dialogue about student success in the field. Our Facebook page, Twitter account, and online magazine are now being used as a marketing strategy to share our stories with prospective students and the larger education community worldwide.

Give A Lot And Get Much More Back!

Patricia Schmidt, Five Towns College

In an environment of local, state and federal funding cuts to education, changes to P-12 curriculum based on the Common Core requirements, an increase in high stakes testing for P-12 students linked to teacher evaluations, and more rigorous state teacher candidate certification requirements, many local schools are becoming reluctant to take on the demands of mentoring student teachers. One of the ways we have avoided this challenge is to provide as many resources to our partnering districts as we can, and they in turn have been warmly welcoming to our candidates.

Our institution, well known locally for its performing arts programs and music education programs, has a small elementary education program that has capitalized on the college performing arts resources to provide electronic keyboard laboratories to our partner schools, fund after-school music programs, provide tutors in elementary grade subjects, open the college campus for school district events, provide advanced level courses at no tuition to district teachers, and arrange gratis field trips for K-12 students for theatrical and musical performances.

The session would cover how the relationships were initially established and what it takes to sustain and improve the momentum.

