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A Graduate Assistant/Veteran Teacher Supervision Model

*Kaye McCrory, Suncrest Primary Professional Development School
Sarah Steel, West Virginia University*

The Benedum Collaborative, a twelve-year-old partnership among 21 PDSs and West Virginia University, is now operating in the “Keeping House” phase of school renewal. As we work to sustain and renew our restructured climate, we’ve faced critical issues related to clinical coordination and the changing roles for higher education and K-12 faculty. This session describes Suncrest Primary PDS whose faculty has piloted, revised, and gradually institutionalized a form of site-based clinical coordination and supervision where K-12 teachers and graduate assistants assume non-traditional roles. Using an action research approach, these roles are examined and the impact of the model is assessed.

A Journey In Meaningful Staff Development And Its Affect On Professional Development Schools

Steven C. Baugh, Brigham Young University

An avalanche of school reform fell upon the American landscape following the 1983 Nation at Risk report. Two reform efforts (The Holmes Group and the National Network for Educational Renewal-NNER) eschewed the trend of focusing solely on the schools, believing that the simultaneous renewal of both schools and teacher education was needed to bring about meaningful reform. This presentation will review the formation of the NNER and one of its seventeen sites, the BYU/Public School Partnership, and conclude with an examination of a major staff development effort and its affect upon professional development schools.

A Multi-Site Professional Development School: K-16 Collaboration

Brigid Noonan, Cheryl Bowers and Karen Verbeke, University of Maryland Eastern Shore

*Paige Greenwood, Bennett Middle School
Dana Hetzler, Parkside High School*

The partnership between Wicomico County Public School System and the University of Maryland Eastern Shore (UMES) is a long-standing venture. This PDS began as a single middle school site in 1997 and this fall a feeder elementary and high school have been added, thus creating a multi-site PDS. The PDS focus is on Guidance and Counseling, Special Education, Specialty Education, and Secondary Education. This presentation will focus on the strategies, procedures, and activities that are and have been successful in developing and sustaining a multi-site PDS. Institutional inhibitors and examples of productive problem solving will also be shared.

A P-12 Professional Development School Model: An Innovative Approach To School Renewal

*Carl Grigsby, Sarah Carter and Julie Lancaster, Central Missouri State
University*

The culture of successful school renewal is fostered by collaborative partnerships that support open dialogue focused on the growth and development of students, preservice teachers and practitioners. This presentation will highlight the Professional Development School model of Central Missouri State University. This unique model for P-12 educators features participatory leadership, collaborative professional development, action research, role-reversal opportunities and on-site university classes supporting clinical training. Presenters represent all levels of this PDS model: administration, university faculty and P-12 faculty.

A Partnership For Effective Mentoring In A PDS

*Joyce Killian, Keith Hillkirk and Susan Murray, Southern Illinois University
Carbondale
Kathy Fuller and Bob Shaw, Unity Point District*

This session will address how a school/university partnership has developed a foundation of mentoring skills among K-8 teachers and university supervisors. The skills are being used with early field experience students, student teachers, teaching fellows, and colleagues.

The presentation will focus on three stages: (1) the workshop in which teachers developed the tools for reflection: the Consultancy Protocol, Reflective Observational Coaching, and Collaborative Action Research; (2) the follow-up initiative during the school year as teachers incorporated the tools into their practice; and (3) a model developed by partners for mentoring field experience students into technology integration.

More information is available on our website at <http://www.ttech.siu.edu/killian/mentoringhome.html>

A PDS Governance Model: Building Collaboration And Accountability

Mercedes Tichenor, Elizabeth Heins and Doug Maclsaac, Stetson University

This session will examine a professional development school (PDS) governance structure designed to address the unique interests and needs of the partnership schools, school district, and university involved in an educational collaboration. We will describe the evolution of the PDS governance system that began with one PDS site and expanded to a multiple site partnership. Further, we will examine the critical tasks, processes, procedures and accountability issues that a governance struc-

ture undertakes in order to support a mutual agenda of educational renewal. Finally, we will offer recommendations for other institutions that are developing PDS governance frameworks.

A School Partnership - A Work In Progress

*Maria Sudeck, Rowan University
Raymond C. Dinovi, Jr. and Christine Gehringer, Radix Elementary School*

This interactive workshop will focus on communication among school level stakeholders, of which the driving force is a school site based management team. Presenters will illustrate the utilization of a management team as a vehicle for empowering the school learning community as opposed to traditional top down administrative decision making. "Character Education," the curriculum and staff development lead theme for this elementary school, will be utilized to illustrate the school level planning process. Participants will be encouraged to share their concerns, and related experiences. You will leave this session with personalized strategies that can be immediately implemented in your school.

A Vital (And Sometimes Virtual) Community Of Learners: Using Technology To Support Communication, Learning, And Assessment In PDSs

Teresa T. Field, Paul Walsh and Betsy Lowry, Johns Hopkins University

Professional Development School partnerships require differentiated support related to the stage of partnership development. Technology can support connections, collaborations, learning, reflection and assessment. Our partnerships are using multiple technology applications to support the development of preservice teachers, inservice teachers and university faculty. These tools include an electronic learning community that supports collaboration and online learning; CaseNEx, an online case analysis program that supports critical reflection; and an electronic portfolio for student, mentor, and faculty evaluation. Together these applications support learning throughout the PDS network and are a model for communication and collaboration at the state level.

A Work In Progress: On-Site Methods/ Practicum Course And Pre-Service Student Teaching Supervision

*Beth Arentz, SUNY Oswego
Susan Fox, Chris Weisenburger, Jeanne Anderson and Mike McAuliff, Parish Elementary School*

This presentation will trace the partnership between Oswego State University and Parish Elementary School in the Altmar Parish Williamstown School District in North Central New York State. We will describe our first three years as a Professional Development School. In our first year we explored and created our Professional Development School. We will

explain how the partnership continued in years two and three, and describe changes and improvements in our Professional Development School as the partnership strengthened.

Further discussion will focus on:

- An on-site Methods/Practicum course, which is co-taught by the University and Parish Elementary Faculty.
- The creation and implementation of study groups.
- The formation of a school-wide Professional Development School Management Team

Perspectives from the school's administrator, teachers, and college staff will provide insight into the complexity of PDS work. We will talk about our successes, continuing improvements, and the future of the Parish Professional Development School.

Action Research: Collaborating To Improve Professional Practice

Cheryl Prichard, Neal Shambaugh, Sarah Steel, Jaci Webb-Dempsey, West Virginia University

This presentation will describe the structure of the Action Research sequence in The Benedum Collaborative 5-Year Teacher Education Program at West Virginia University and the impact of participation in the sequence for NANU and PDS faculty and preservice teachers. Action Research is stranded throughout the program, which is delivered in partnership by the University and 21 K-12 Professional Development Schools, and culminates in the design, implementation, and dissemination of an Action Research project by each Intern during the fifth year. Challenges have included coordination of experiences across contexts and capacity-building to enable WVU and PDS faculty to support the process.

Assessment 'Done Right': Performance-Based Evaluation For Preservice Teachers

*Sally Catoe, Ball State University
Chrisy Haltom and Sarah Russell, Rhoades Elementary School*

This presentation will model an assessment instrument based on INTASC standards developed by Ball State University and used extensively in its Professional Development Schools. This performance-based model provides for preservice teacher reflection and clear documentation in an easy format. Unambiguous rubrics are stated to provide guidance. The instrument is used to guide four benchmark conferences. Presenters will reflect university supervisor, coaching teacher, and preservice teacher perspectives on the useful points of this type of teaching assessment. Sample portfolios also based on INTASC standards will be displayed.

Beyond The First Two Years: The Growth And Progress Of A Secondary Level Professional Development School

Liz Doster, East Carolina University

*Art Rouse, Ann Simo and Barbara Yeomans, North Pitt High School
Nancy Houston, Pitt County*

In the fall of 2000, faculty and administrators from North Pitt High School (NPHS) and East Carolina University joined efforts to create a professional development school (PDS) on the NPHS campus. With a mission of improving teaching and learning for stakeholders at both campuses, we have both realized possibilities and encountered challenges. In our presentation, ECU and NPHS faculty will explore qualitative research findings highlighting successes and failures of our journey together as a professional development school and how our experiences have shaped our future plans. Participants are invited to share in a discussion of relevant issues immediately following the presentation.

Breaking Ground In Technology Development: A School/College Partnership Focusing On The Infusion Of Standards-Based Technologies Into Practice

Corine Fitzpatrick, Manhattan College

Rose Fairweather Clunie and John Sullivan, IN-TECH School

This proposal describes a collaboration model for the infusion of technology in a school/university partnership. Manhattan College and District 10 in New York City have embarked on the development of a new 6-12 school (IN-TECH: Internet, networking and technology), which has technology at its core. The presentation focuses on collaborative "Curriculum Revision Teams" exploring infusion of technology in curriculum at college and school and technology development including: digital edited videotapes for teacher assessment; videoconferencing between college and school; on-site technology help by School of Education students; and the mentoring of IN-TECH students by College students for a technology - based robotics competition.

Breaking New Ground In Social Foundations

Cindy Johnson Cooley, Winthrop University

Gretchen Werrell, Sullivan Middle School

Winthrop University and Sullivan Middle School have taken the Professional Development School relationship to a new level. This fall, the freshman course in social foundations was taught on site at the PDS by a university faculty member and a 7th grade Language Arts teacher. This pilot project was completed in an effort to determine if students are more drawn or less drawn to the teaching profession after being in a public school for 3 hours each week for 15 weeks. Case study is the primary research method being employed, along with surveys of students and course assessment results.

Building A School-University Partnership: Creating Community

*Missy M. Bennett, Georgia Southern University
Penny Sikes, Southeast Bulloch High School*

Building a successful school-university partnership in a rural secondary school involves an understanding of the school community by university faculty, pre-service teachers, and teachers new to the school. On-going community building activities to better acquaint these newcomers with the public school community include: a bus tour of homes and businesses in the surrounding rural area, weekly morning conferences led by members of the university field associate and school faculty to introduce rural health care, special education services, post-secondary options, elective courses offered to students, extracurricular activities available to students, and conferences highlighting effective teaching strategies practiced in the school.

Building And Sustaining An Effective Holmes Scholars Program

Jennifer Platt, Michael Brooks, Judith Killjeski, Verna Okonski, Jamia Richmond, Monika Shealey, Letha Silas, Franklyn Williams, Vincent Mumford and Carolyn Walker-Hopp, University of Central Florida

Holmes Scholars, Holmes Scholars Alumni, and a University mentor describe how they have initiated and nurtured a Holmes Scholars Program at a major metropolitan university. The University of Central Florida/ Orlando Science Center Holmes Partnership has a philosophy grounded in enriching the scholarly experiences and professional connections of talented men and women of color who are underrepresented in leadership positions in our universities. Presenters will share how they have been able to participate in initiatives at various Holmes Partnership professional development schools. Information will also be provided as to how Holmes Scholars are supported and how they have been able to obtain a sense of belonging and significance as part of the University of Central Florida/ Orlando Science Center Holmes Partnership. Examples will be shared demonstrating the commitment from University administration and College of Education faculty and administration that is so essential in building and sustaining an effective Holmes Scholars Program.

Building Evaluation Capacity In PDS Schools

Gail S. Ogawa, Laura Hassler and Vivian Fueyo, Florida State University

This session presents the evaluation framework of the Southside Professional Development Schools Network, a consortium of 15 schools in Tallahassee, Florida, in partnership with Florida State University and Florida Agricultural and Mechanical University. The framework is a program logic model, adapting the PDS concept map for PDS impact assessment by Teitel and Abadl-Haqq (2000) and incorporates NCATE PDS indicators (Levine, 1998) and school-level objectives. The framework provides a visual diagram of how partnership goals and objectives connect

to intended program outcomes and gives partners a common language for discussing, monitoring, and evaluating PDS activities and results within and across school sites.

Building Partnerships For Simultaneous Renewal In The South Pacific

Barry Mitchell and John Bailey, Brigham Young University - Hawaii Campus

This partnership uniquely involves 15 South Pacific schools. It also involves retired educators in a voluntary capacity that overcomes the constraints of a wide geographical, technologically poor context with limited resources. This session would cover the system employed and then detail the symbiotic benefits to all partners. Discussion would be held regarding difficulties and solutions. Issues related to funding, trust building, development, and long term ramifications will be covered. The development of a distance degree structure using the developed network will be explored. Finally, research finding will be reported. We would anticipate a discussion-based format for this session.

Building Towers For Educational Excellence

Ola B. Lewis, Joan Schwartz and Margaret Tyrrell, Armstrong Atlantic State University

Achieving high academic standards is a national priority. To meet expectations, we must eliminate the disconnect between teacher education programs and classroom instructional delivery. Consequently, strong university/ school partnerships must be jointly developed.

Areas of need identified:

- Instruction of pre-service teachers for preparing students to take standardized tests.
- Provision for training in differentiated instruction.
- Collaboration with schools to bridge gap between educational theory and pragmatic situations.
- Implementation of on-going support for Georgia Teacher Alternative Preparation Program participants and new teachers.

The partnership initiative has been established. Presently, we are assessing and modifying the program to strengthen its effectiveness.

Choices: A Key Ingredient For True Collaboration

Dan Ezell, University of Central Florida
Theresa Lee, Enterprise Elementary School

This session will focus on the University of Central Florida/Orlando Science Center Holmes Partnership Professional Development School (UCF/OSC-PDS), Enterprise Elementary. Enterprise Elementary serves pre-kindergarten through fifth grade students in a totally inclusive environment. This presentation will highlight the use of choices to foster true collaboration and the benefits that have developed from this model.

One of the goals of this partnership effort is to produce teachers who are sensitive to the needs of students with disabilities. We use the element of choice in many projects including allowing university interns and teachers to have input in the internship placement assignments. In order to have true collaboration, there must be choices.

Classroom Instruction And Management Techniques Of Successful Teachers

Theodore J. Coker, Benedict College
Sandra Taylor, W. A. Perry Middle School
Evette Bradley, Forest Heights Elementary School

This presentation capsules the involvement of successful teachers at the elementary and middle school levels. These grade levels are the focus of special techniques by these schools to reduce the ever-growing gap between student performance and placement. A significant cause for the increased discrepancy can be attributed to the techniques, or the lack thereof, used in schooling.

The focus of the presentation is the reluctant learner. Participants can be expected to view specific illustrations of strategies in mathematics, reading, and non-instructional techniques. Since parental involvement is the keystone to increasing group achievement, activities with parents are included. All attendees will receive handouts to use in professional development activities with their home school faculty.

The presenters are teachers in Richland School District 1. The schools are Professional Development Schools for Benedict College. The schools are located in a quasi-rural and urban setting with a high minority enrollment. The school district is 78% Black, 20% White, and 2% other. 65% of the students qualify for Free and Reduced Lunch.

Clinical Immersion: Beginning The Journey

*Deborah L. Broteke and Michelle Faber, Aurora University
Dan Bridges and Judy Cheatham, Fearn Elementary School*

The Aurora Partnership for Teaching is a collaborative effort between Aurora University, Waubensee Community College and School District 129. APT collaborated in the design and planning of a four section elementary school, developing a learning environment where university faculty, school faculty and preservice teachers work together to create a center of pedagogy. One aspect of the model immerses teacher candidates into the culture of the school as early as their Freshman year. Fearn Elementary School includes an Aurora University suite complete with a professional development classroom and an office for Aurora University's first scholar-in-residence. The environment mirrors that of a teaching hospital where the academic and clinical components of preparation are fused. Learn how the members of this unique environment collaborate to simultaneously renew teacher education and public schooling.

College-School Partnerships: A Winning Combination

Deana Burgess, Lyndall Warren and Martha Jones, Georgia College and State University

In response to the 1998 plan to implement the BOR Principles for the Preparation of Educators for the Schools, university faculty have taken on the challenge of establishing partner schools in support of the field-based education program. The field-based experience is invaluable to the personal growth and professional development of our future teachers.

In order to fulfill the Implementation Plan three levels of collaboration with the public schools have been adopted:

- Dispersion Model
- Partner School Model
- Professional Development School Model

Increased university/public school collaboration in pre-service education is an exciting development. Come and learn about the mutual benefits when Georgia College & State University and public schools work together.

Creating A Productive Partnership For Teacher Training

Doug Thomas, Central Missouri State University

Central Missouri State University has partnered with Clinton Middle School and Crest Ridge Middle School as professional development sites for the preparation of middle level educators. These schools provide “real life” settings for the undergraduate students to observe and work with middle level educators and students. Through their on-site experiences, teacher candidates take part in action research and classroom instruction, including skills to improve student performance on standardized assessments. This presentation will provide an overview of the PDS partnership and discuss the educational benefits as well as the problems encountered for both the public schools and the university.

Creating Rural Education Partnerships

*Joel Judd and Linda Christian, Adams State College
Kurt Cary, North Conejos RE- 1J School District*

Creating partnerships with 14 districts spread over an area the size of Connecticut presents unique challenges. This presentation details how we’ve confronted the challenges of local autonomy, student linguistic and cultural diversity, state and national accountability, pre-service teacher field placement, administrative suspicions and more to create a partnership and pursue effective collaboration among preservice and inservice teachers and college faculty. Communication technology is key in this process. Assessment of the effectiveness of our efforts derives from outputs of teacher- teacher, teacher- student, and teacher-faculty interactions, with increased student achievement the ultimate goal.

Developing The PDS “Partnership”... The Pre-Threshold Stage

*Charles M. Ivory, Monroe Township Public Schools
Carol A. Sharp, Rowan University*

In 1998, Monroe Township Public Schools and Rowan University began exploring the feasibility of establishing a deeper relationship focusing on NCATE’s *Standards for Professional Development Schools*. Representatives conducted pre-threshold planning, enabling participants to learn about the work of the respective institutions and develop trusting relationships. This led school district representatives to conclude that all schools should benefit from PDS components, thus establishing a Professional Development School District (PDD). This project took root when the Superintendent of Schools asked the College of Education what his district could do to provide the best field experiences for teacher candidates. This presentation will describe project progress, including organization and programs.

Digging Deeper: Posing Questions About Professional Development Schools, Diversity, And Change

Rebecca Goldstein and David Keiser, Montclair State University

Northern New Jersey is home to many diverse communities. Many schools in the area address issues of race, class, language, ability, and equitable access to education. In this presentation, we will address how professional development schools can empower educational communities to meet the needs of such culturally diverse student (and teacher) bodies. We will illustrate the need for ongoing professional development and examination of diversity by presenting two case studies of Professional Development Schools within the Montclair Partnership. We will engage the audience in a critical examination of diversity within PDS sites, using data from the sites to spark discussion.

Empowered Partners: Shaping And Delivering Quality Practicum Experiences: The EDUC 402 - Practicum Model

*Nancy K. Freeman, University of South Carolina
Francie Markham and Jessica Grabiner, Dreher High School
Cheryl Outlaw, Airport High School
Carol Kress, Pinckney Elementary School
Dave Dolin, Crayton Middle School*

EDUC 402-P, the Practicum of Teachers and Teaching, is the capstone of the USC's Education Minor. 402-P is implemented by an on-campus coordinator and nine school-based Practicum Instructors. All sections of 402-P are similar; they share the same assignments, evaluation rubrics and grading scale. They are also unique, for they are situated in individual schools and are shaped by their Practicum Instructors. Students invest 2 hours each week visiting classrooms and participating in on-site seminars. The 402-P team is continuously refining assignments and course procedures. From its inception 402-P has exemplified the best of our PDS network. Students' enthusiasm is testimony to its success.

Establishing The LSUS/Midway Professional Development School: A Case Study

*Ginger Williams, Midway Elementary Professional Development School
Gary Rush, David Gustavson, Charles Wilson, Charles D. Manges and Candice Bagley, Louisiana State University - Shreveport*

During the fall 2001 school year, the LSUS/Midway Elementary Professional Development School successfully began its initial year of operation. However, during the previous spring, Midway was not a PDS site. In fact, Midway School was not an elementary school. LSUS/Midway Elementary PDS was created through the collaborative efforts of faculty and administration from the Caddo Parish School District and Louisiana State University in Shreveport.

This presentation will describe the decision-making and implementation process which resulted in the closing of Midway Middle School and the selection of faculty and staff resulting in the opening of the LSUS/Midway Elementary Professional Development School.

Everyone Shines

*Martha Mobley, Carolyn Carmichael and Joan Migton, Kean University
Patricia Lightcap and Barbara Tedesco, Harrison Elementary School*

Our presentation will include the highlights of our PDS work and feature as speakers university personnel, principals, clinical instructors, faculty members and student teachers. Using a star as a central metaphor, our group will discuss the action research projects of our student teachers, the instruction that has been offered to both student teachers and PDS faculty members and the network of partnership schools established by the university. Two other programs, a school-wide quilt project and the inclusion of technology in the curriculum for students and student teachers alike, complete the five points of our star in which everyone shines.

Expanding Action Research In A PDS School

Harriette Homer and Christine Webster, J. C. Harmon High School

This session will involve two parts.

1. The development of an action research study group at a comprehensive, urban high school partnered with The University of Kansas. Presenters will describe the multi-faceted rationale that led the school to design the graduate-level course. Issues of urban educational reform and partnerships will be presented as they relate to our study group.
2. A project that has grown out of the original study group will be presented and will be open for discussion, centering on improved instruction implementation. After years of intensive professional development focusing on learner-centered instruction, the staff development team believed there was an "Implementation Gap."

Expanding The PDS Model

Robert Wolffe, Helja Robinson, Janet Jackson and Joan Sattler, Bradley University

This presentation looks at issues related to implementing a PDS model that goes beyond a partnership between teacher education programs and P-12 schools and includes preparation programs in nursing, physical therapy, counseling, family and consumer sciences, and educational leadership. By participating in this session attendees will have an opportunity to: broaden their vision of possible definitions of PDS; identify advantages of integrating several human service professions into their PDS models see the connection between human services preparation

programs and the goals for each program; and identify ways to add other groups to their PDS programs.

**General Education And Special Education:
Collaboration/Co-Teaching At The Preservice
Level**

*Kit Dameron and Nanette Fritschman, Sunset Lane Elementary School
Barbara Glaeser, California State University*

Sunset Lane Elementary School and California State University, Fullerton, have developed a unique PDS relationship that centers on a teacher training model that pairs one general and one special education preservice teacher in the same classroom. Designed in response to an increasing number of special education students who are being serviced in general education classrooms, the goal of the model is to train teachers at the preservice level to work collaboratively so that all students in a classroom will benefit. School and University faculty will present the model and three years of research data reflecting both teacher and student improvement.

**Getting Started: Finding Our Purpose,
Combining Our Strengths, And Assessing Our
Progress**

*Rachel Collopy, Winthrop University
Patsy Bowman, Fort Mill School District*

What are key principles in laying a foundation for a successful PDS partnership? They include developing relationships, identifying goals based on documented student needs, building consensus, drawing on the different perspectives and strengths of the partners, and assessing progress. We will draw on our experience in the Fort Mill Elementary School / Winthrop University PDS partnership to illustrate these principles. Our PDS collaboration focused on improving student writing. We built consensus among school and district constituents, wrote and received a grant, designed long-term professional development, and assessed our progress through observations, interviews, and surveys. In our presentation, we will also encourage workshop participants to consider how the principles apply to their own setting.

**Hammer And Nails, Bricks And Mortar:
Strengthening Partnerships Through Dynamic
Linkages**

Pamela J. Farris, Laurie Elish-Piper and Portia Downey, Northern Illinois University

Strengthening School-University Partnerships requires developing numerous strong, dynamic linkages on behalf of both the school district and the university. While moving toward common partnership goals, consideration must be given to the stakeholders' respective needs.

NCATE and state teacher certification at the university level as well as teacher recertification and community expectations of the school district are some basic considerations all School-University Partnerships encounter. This session will describe how university and school district personnel team together in a variety of roles, including working together as part of NIU's recent NCATE reaccreditation, to continually construct an exemplary School-University Partnership program.

Holmes Partnership Report Cards: How Partnerships Measure Up To The Six Big Ideas

Jennifer Platt, University of Central Florida
Darrell Barringer, Southeastern Holmes Partnership
Jim Shirley, University of South Carolina

The 2001 Southeast Regional Holmes Partnership Conference addressed the theme, "High Pressure, High Stakes, High Hopes: Partnerships Meet the Challenge." Eight partnerships met the challenge and completed a self-assessment activity using a Report Card containing the Holmes Partnership's Big Ideas. Members of these eight Holmes Partnerships reflected on their local partnership's accomplishments, set goals for 2001-2002, and identified how they would assess their progress toward those goals. The results of this introspection will be presented, patterns and trends will be examined, and future directions will be explored. Implications can be drawn for new partnerships, for those that are rebuilding, as well as for those that have been in operation for an extended period of time.

Housekeeping: Oswego County Professional Development Schools And SUNY-Oswego Examine Grounds, Foundations, Resources, Activities And Plans For The Future

Tania Ramalho and Kathleen Cullen, SUNY - Oswego

In this presentation, a PDS coordinator and a faculty member will discuss the history, strengths, challenges, and emerging models of collaboration between Oswego County school districts and SUNY Oswego that have resulted in ongoing changes in PDS sites as well as at the university. Last spring we undertook a self-study at the end of our third year of PDS operations (2000-2001). We find the timing of our presentation apt because we are in a good place to keep house and to examine grounds, foundations, activities, resources, and our plans for the future. We hope that our experience is valuable to other PDS initiatives.

How Do You Start A PDS When Everyone Doesn't Want To Play?

Cathy Seymour, Northwestern State University of Louisiana

In 2000, the Louisiana Board of Regents for Higher Education mandated that each university offering a degree in education establish a minimum of one Professional Development School. This presentation will focus on the initial stages of the partnership between one College of Education and a low-performing K-6 elementary school. It will further address how methods students and student teachers can serve to address school needs in unique ways. Logistical questions that must first be addressed will be identified along with issues resulting in the greatest student gains, initiating performance assessment as a process for improving student achievement and “best practices.” Finally, ideas for “winning them over” will be outlined.

How To Say PDS In Farsi, Urdu, Spanish, Mandarin, Polish And Russian: A Diverse Community's Role In A PDS Partnership

Fran Greb, Montclair State University

When the decision to build a home is made, a person breaks ground, builds the foundation and meets the neighbors in the community. Getting to know the ‘neighbors’ in the school community can increase understanding and tolerance. The population of this new PDS includes ‘neighbors’ from Afghanistan, India, South America, Russia and elsewhere. To understand the represented cultures and increase parental involvement, an inquiry project gathered information and utilized it to develop a more inclusive community. Methods utilized were information dissemination, parental cultural chats, surveys, monthly school-wide cultural celebrations, and staff in-service focusing on cultural awareness and students diversity.

In The Beginning

Paulette Moore and Anita Sanders, Winthrop University

Winthrop University and its six Professional Development Schools aim to strengthen teacher preparation and development by serving as exemplary sites of instruction, focusing on NCATE PDS standards and providing mentoring opportunities for beginning and veteran teachers. Both the university and the school share a commitment to provide significant resources to support the unique activities of the PDS site. Winthrop and PDS faculties are dedicated to pragmatic scholarship that requires inquiry and evaluation of educational practices.

The presenters will share practical methods for establishing a PDS. A common sense, user friendly approach to a PDS for increasing student performance, teacher preparation, and connecting IHE and the public school. Participants in the seminar will leave with specific strategies to

utilize in creating an environment within the school that promotes the NCATE PDS standards.

Institutionalization: An Essential For The Life Of A PDS Partnership

Pamela K. Ford, Brentwood School District

Institutionalization will sustain PDS partnerships though a multitude of changes as they develop and mature, by providing necessary ongoing resources and structure. This session focuses on the process and benefits of institutionalization. The following successful initiatives for the institutionalization of the Brentwood-Fontbonne partnership would be discussed:

- University vouchers/incentives for partnership participants
- School district incentives for partnership participants
- School board endorsement
- District budgeting
- Ongoing partnership programs
- District professional development planning
- Student achievement and academic programs
- Teacher preparation program and internships

Time will be reserved for questions and answers.

Issues Of PDS Sustainability

Peggy Yehl Burke and Carol Anne Pierson, St. Bonaventure University

The presenters will discuss the difficulties in maintaining a professional development school in small, rural partner schools. Strategies for site maintenance, both successful and unsuccessful, will be shared. Job intensification for university and clinical faculty will be examined. In the initial phases of a PDS there is tremendous energy and excitement among all parties. Over time the novelty wears off and the issues shift from site development to site maintenance and renewal. Discussion will focus on the issues and some of the potential solutions.

Johnstone School and Rowan University: Multiple Perspectives

*Donna Hathaway and Sharon Davis-Bianco, Rowan University
Louise Karwowski and Nancy Farrell, Johnstone School*

Johnstone School and Rowan University are in the second year of a formal Professional Development School Partnership. Johnstone is a large urban bilingual school, grades K-4. Unique features of this PDS will be presented by those who have been involved with the partnership since the initial planning phase. Some of the innovative components that will be

presented include: the full time reassignment of a Rowan University faculty member to the Johnstone School, graduate courses taught on site to Johnstone teachers each semester, weekly seminars for student teachers taught by Johnstone staff, the role of a Johnstone teacher assigned to the PDS for one quarter of her teaching load, a before school research forum called Brew University held monthly for all Johnstone staff, and Rowan graduate students training as education diagnosticians testing at-risk children in an after school program and providing teachers and parents with strategies and recommendations. Numerous other initiatives will be discussed.

Joining A Community Of PDS

Diane Calhoun and Patti Tyndall, University of North Carolina at Wilmington

Our PDS partnership of 10 school districts and 75 schools uses a learner-centered process for indoctrinating teachers who work as site coordinators (liaisons) and those who host and supervise interns. This presentation will share how we “train” our partners and how the partnership works across schools and districts to build consistency and scaffold growth opportunities for school and university partners. Extensive facilitation before, during and after our placements insures a “big picture” view of the continuum of experiences for all partners. Specific materials used in the process will be highlighted.

“Keeping House” In A Strong PDS: Sharing School Renewal Across Programs And Levels

Katharine E. Cummings, Suzanne Timmer, and Van Cooley, Western Michigan University

Western Michigan University’s School-University Partnership Team (SUPT) has provided professional development for teacher candidates and PK- 12 teachers for over ten years. Partnering with both urban and rural schools, SUPT’s structure encourages teachers to become teacher leaders and teacher educators. Support from district administration is essential for sustaining effective partnerships. The session will highlight the structures that have enabled the partnership to grow and have provided opportunities for teachers to serve as leaders within their own schools and in the university teacher preparation program. Joint efforts by teacher preparation and educational leadership programs have resulted in improved communications and shared perspectives to inform programs. The presenters will discuss examples of shared processes in long-term partnership development and maintenance.

Keeping House - The Continuing Story Of Middle/Secondary PDS Partnerships In Vermont: How Do You Know If It's Working?

Lia Cravedi-Cheng, Russell M. Agne and Mary Lou Razza, The University of Vermont

The University of Vermont has built and currently maintains six PDS partnerships in various stages of development. Anecdotal evidence of the effects of these partnerships indicates benefits for all. Graduate and undergraduate level preservice teachers are better prepared as a result of PDS partnerships, and field-based professionals also report positive outcomes. Continued growth and development is reliant on a strong research agenda that examines these outcomes in measurable ways over time. Issues of governance, resource acquisition and allocation and accountability in the partnerships may be better mediated through such an agenda.

This presentation focuses on our current and future research agenda.

Leadership For All, Revisioning The University And Public School Partnership

*Teri Keas, Wichita Public Schools
Twyla Sherman, Wichita State University
Cindy Womack, John Marshall Middle School
Sheryl Hudson and Steve Alexander, North High School
Jody McArther, Irving Elementary School
Staci Martin, Horace Mann Elementary School
Richard Wirtz, Park Elementary School*

Wichita State University (WSU) created a 2-year professional development school program with the Wichita Public Schools (WPS). This partnership focuses on improving student and candidate learning in urban settings and has proven to be an exciting challenge. In the summer of 2000, through a grant from the Kansas Department of Education, school and university faculty met to clarify the vision of the partnership. The goals were to create cohesiveness and commonality among secondary, middle school and elementary programs. We were also to clarify the roles and responsibilities of all stakeholders. We created a 3-level governing structure and resources and tools for all levels.

Meeting The Needs Of Children Of Poverty

*Mark Dewalt, Winthrop University
Richard Pringle, Lancaster High School
Matt Brown, Cotton Belt Elementary School*

This presentation will explore how Lancaster High School, Cotton Belt Elementary School and Winthrop University worked together to meet the needs of 9 children of poverty. The presenters will discuss how the PDS sites used standardized test data and a needs assessment to build on-site graduate level courses. These courses were specifically designed

to meet the needs of teachers, counselors, and administrative staff as they modified classroom instruction and school climate to better meet the needs of all learners. The presenters will outline the key steps that public schools and a university should utilize when planning on-site courses.

Mentoring Interns In A PDS: Motivations, Challenges And Promises

*Barbara Beniek, St. Cloud State University
Nancy Farb and Carla Reeck, Talahi Elementary School*

As teachers and faculty in a PDS, one of our major roles is to mentor our interns. Our joint professional growth this year focuses on the challenges, as well as the rewards, in being mentor teachers. Questions included in this study are: Why do I want to be a mentor? How do I know whether I am challenging or pressuring my intern? What times and curricular areas of the teaching day are the easiest to share with my intern? What are the most difficult? In our presentation, mentor teachers will share what they have discovered through this reflection.

A PDS Grows Up: Moving Beyond Clinical Experiences

*Debra Touchton, Stetson University
Cynthia Hutchinson, University of Central Florida
Delores Salvo, Don Salvo, Frank Gonzalez and Susan Petrek, Celebration School*

When the PDS Partnership Committee met in spring 2001 to discuss the focus for the coming school year, the participants determined that their PDS was ready to “grow up.” Having established itself as a community of learners by providing a solid infrastructure for clinical experiences, they now wanted to begin a field-based inquiry approach to thinking about best practices. The presenters will share how they structured a learning opportunity for participants to study their practice and the resultant action research projects. They will discuss the challenges encountered and ideas for improvement.

New Directions, New Hopes, And New Vision: New Practices For The New Millennium

*Cynthia Cash-Greene and Derrick Morgan, Forest Heights Elementary School
Nicholas Gillcrese and Edward Hill, Benedict College*

Forest Heights Elementary School and the Call Me Mister Initiative at Benedict College are serious about the quality of our children’s education. In the current maelstrom of education debate, the need to improve the quality of our teachers’ preparation and professional development deserves a central place. Teaching quality, teaching effectiveness, and teacher recruitment and retention are important building blocks of our new partnership. As Forest Heights Elementary embarks on the new journey of year-round schooling, the partnership is working to improve student achievement, research new ideas associated with year-round school, and

find ways to help pre-service students and in-service educators view teacher education as a career-long process that allows teachers of science, mathematics, and technology to acquire and regularly update the content knowledge and pedagogical tools needed to teach in ways that enhance student learning and achievement.

New House On The Block: Early Childhood PDS Partnerships

Patricia Clark, Linda Huber, James Stroud and Donna Williams, Ball State University

While many universities have been involved in the Professional Development School (PDS) movement for several years, there have been few attempts to establish partnerships between universities and early childhood centers. This presentation will begin by describing the establishment of PDS partnerships between two early childhood centers and a university. These partnerships have been strengthened over the past three years as we have explored opportunities and addressed challenges. At this point, we are seeking ways to enrich and maintain the partnerships through 1) action research efforts, and 2) involving early childhood program staff in presentations at state and national conferences.

Nor For The “Weak Of Heart” - Supporting Collaborative Risk Taking: What is Really Needed to Transform The Instructional Delivery System!!!

*Cora James, Sumner School
Roseann Cialella, Rowan University*

The presenters of this workshop will share, analyze, and reflect on their experiences creating and implementing a professional development school partnership at Sumner School. The City of Camden School District is one of NJ’s “Urban 30/Abbott” districts and is considered very much “at risk.” This Title II supported PDS project between Rowan University and Sumner School is providing a positive “work in progress” framework for the transformation of practice and development of new “habits of mind” for all stakeholders (students, pre service teachers, in service teachers, administrators, and parents). A number of the strategies have been implemented in other NJ schools allowing the presenters to give both a pragmatic and theoretical perspective.

PDS Assessment: “The Faint Of Heart Need Not Apply”

*Rina Chittooran, St. Louis University
Wayne Walker, St. Louis Professional Development Schools Collaborative*

One of the greatest challenges of professional development schools’ assessments is to demonstrate an impact on student achievement. The St. Louis Professional Development Schools Collaborative (PDSC), which

includes nine universities and colleges and 20 PDSs, uses the “balanced scorecard” format and the NCATE standards for PDSs to improve PDS assessments. Collaborative members have worked together to develop an evaluation manual and to share practices. As a result, students’ achievement scores in communication arts, mathematics and science have improved. The presenters will focus on one partnership’s success and address with participants a range of evaluation issues common to PDSs.

Presbyterian College/Martha Dendy Sixth Grade Center: Partners In Collaboration Making A Difference

*Anita Dutrow, Presbyterian College
Wanda Isaac, Martha Dendy Sixth Grade Center*

This PDS is located in a rural area with 78.5% of the sixth graders scoring in the Basic or Below Basic categories of the South Carolina PACT test. MAT 7 scores reflected national percentile ranks in reading at 32%. The goal of the Martha Dendy Sixth Grade - Presbyterian College PDS is to raise both the reading and math scores. This first year PDS began by coordinating the college elementary education methods courses with the computer lab schedule at the school. Pre-service teachers coordinate with teachers and students to enhance and document student learning.

Professional Development Schools: Identifying And Addressing Issues Of Disproportionate Representation

Laurel M. Garrick Duhaney and Devon C. Duhaney, State University of New York at New Paltz

University partnerships and professional development schools (PDS) are important structures that promote best practices in schools and universities. An important issue that must be addressed in this partnership is the disproportionate representation of students from culturally and linguistically diverse (CLD) backgrounds in special education. Reasons for the disproportionate representation of students from CLD backgrounds in special education are multifaceted and shaped by the cultural experiences of students and professionals. With this perspective in mind, this presentation highlights a comprehensive approach to identifying and addressing issues of disproportionate representation. Specifically, a list of questions that can be used to examine the extent to which issues and factors of disproportionality exist in schools is presented as well as strategies to address the needs of students from culturally and linguistically diverse backgrounds.

Professional Development Training Utilizing Toolkits

Janet Crescenzi, Debbie Johnson and Donna Hoylman Peduto, East Dale Elementary School

Our presentation highlights the development of professional development toolkits designed collaboratively by K-12 educators and higher education faculty. East Dale Elementary has developed three professional toolkits that feature exemplary initiatives. The titles are “Step-by-Step: Site Based Teacher Education Coordination,” “Staying in Step: A Teaming Approach,” and “A Step Outside the Classroom: An Integrated Approach to Environmental Learning.” They were created to provide documentation and detail for reproducing innovative examples of professional development training in other schools and partnerships. The evolution of these toolkits exemplifies the changing professional roles within collaboratives, as well as participatory leadership and site-based governance.

Project WINning TEAM: A School University Partnership Meeting The Needs Of All Learners.

*Michaela D'Aquanni, Kennesaw State University
Joya Carta, University of Georgia*

Project WINning TEAM is a collaborative effort between the Georgia Department of Education, Kennesaw State University, and thirteen local schools. The project is designed to meet the needs of all learners, including students with disabilities and students who are at risk, within the general education classroom through co-teaching. This co-teaching model is developed through creating a professional development structure that provides select general education teachers certification in interrelated special education and provides administrators, teachers, and paraprofessionals training in best practices in co-teaching and appropriate instructional strategies. Particular focus is placed on access to the general education curriculum and accountability.

Promoting Student Achievement In An Urban Professional Development School

*Linda J. Bufkin and Ann M. Rule, Saint Louis University
Peggy Lewis, Wyman Elementary School*

Wyman Elementary School, a Saint Louis Public School, and Saint Louis University formed a Professional Development School Partnership in 1992. Wyman provides a diverse, multilingual urban setting which benefits the Education majors by developing their teaching skills and their overall understanding of children. Wyman students also benefit from an integrated services model which includes other university departments for the purpose of supporting development of the whole child.

An ongoing goal of the partnership has been to improve student achievement through University faculty and preservice teacher involvement with Wyman students. This presentation will focus on sharing methods and outcomes related to documented achievement gains in the Wyman students.

Recruitment And Retention: Building And Maintaining A PDS Alliance In Higher Education

Ed Paradis, Peggy Cooney, Linda Hutchison, Francisco Rios, Kelly Carroll, Sherry Palmer, Carol Bryant and Rodney McConnell, University of Wyoming

The University of Wyoming's College of Education is currently in the beginning stages of PDS work with three Wyoming school districts. This interactive presentation focuses on the building and maintenance of critical intra-college relationships and understandings necessary for successful PDS work. As program directors, department heads, and PDS faculty, members of this panel will articulate personal concerns, philosophical conflicts, and professional opportunities brought about by the college's early experimentation with the PDS concept.

Redefinition Through Collaboration: Professional Development Schools Faculties Changing Practices

*Dava O'Connor, Melissa Standley and Harold Dabel, Lander University
Virginia Gay McHugh, Emerald High School*

Lander University's Professional Development Schools Initiative is in its third year of implementation. Collaborative teaching models, based in the PDS sites, are being developed across sites involving public school teachers and administrators in coordination with education and arts & sciences university faculty. The purpose of this presentation will be to share the challenges, benefits, and initial results of this "immersion" model with a focus on the changing professional roles for IHE and K-12 faculties. In addition, plans for sustainability and the longitudinal collection of data related to affective and educational outcomes for all participants will be shared.

Reflective Practice: Building A Foundation Towards Professional Renewal And Self-Development

Jeffrey S. Kaplan, University of Central Florida

Creating a professional partnership between public schools and university teacher education programs requires a commitment on behalf of both classroom teachers and teacher educators towards self-renewal. All involved parties must be actively involved in understanding themselves in relationship to their teaching, learning, and professional goals. This

presentation will discuss the nature of true reflective practice and self-study of teaching beliefs and practices in the creation of meaningful partnerships between and across public schools and teacher education programs. In particular, the nature of self-study and autobiographical research will be reviewed as an inherent dynamic in improving teacher educator partnerships among institutions. The format of the program will be presentation, simulated practice, and discussion, followed by requisite handouts.

Retaining Quality Teachers: PDSs Can Help

Carol A. Sharp, Rowan University
Louise Karwowski, Johnstone School

This presentation will provide information about a PDS clinic designed for one-three year teachers to examine the relationship between dispositions, practice, and teaching. The purpose of the clinic is to nurture appropriate disposition behavior for one-three year teachers. The components of the clinic focus on issues of poverty, diversity, whole school reform, parental involvement, and teacher/school culture. Each component is studied bi-weekly for a two-month period. During the two-month period, teacher participants engage in practices supporting their dispositions regarding the issue under study. At the end of this time frame, teachers reflect on their enhanced knowledge and how their dispositions impact and inform their practice.

“Retreat” To Move Forward - A Planning Model For A Professional Development District (PDD)

Dorothy Realdine, Williamstown High School
Donna Sichta, Whitehall Elementary School

This seminar will demonstrate how a *Planning Retreat* can be used as a dynamic start up mechanism to initiate a professional development partnership. This workshop will be beneficial for institutions in the early stages of developing a professional relationship. Collaboratively, Monroe Township Public Schools and Rowan University stake holders will address: recruitment, incentives, community awareness, public relations, and assessment. Participants will be engaged in developing practical applications on: staff development, preservice teacher preparation, research, and to support student learning. This seminar will provide an opportunity to develop the knowledge and skills required for planning and delivering an effective retreat.

School- and University-Based Faculty Development Through PDS

Irma J. Van Scoy, University of South Carolina
Cheryl Outlaw, Airport High School
Melissa Klostermann, Pontiac Elementary School

This presentation focuses on the effects of school-university partnerships on the roles and professional development of P-12 and university faculty. The presenters will describe school-university collaborations in the USC Professional Development School Network including shared governance, establishing a school-university community, school-university action research projects, shared supervision of pre-service students, on-site courses, and role “reversals.” The effects of these collaborations will be described including increased knowledge-base, curricular decisions in schools and teacher education, leadership roles, and educational/career goals. Presenters will reference their personal experiences as well as data from the broader Network.

School/University Partnerships: Making The Marriage Work

Debbie Smith and Pam Yandle, Yarbrough Elementary School
Pamela Boyd, Auburn University

The Yarbrough Elementary School/Auburn University PDS, created to initiate and sustain meaningful change in education, is in the fourth year of implementation. We constantly seek to produce responsible ways of introducing innovative teaching/learning methods to preservice and inservice faculty. This partnership has redefined teaching and learning for all members of the profession and school community. Just as a good marriage is built on a solid relationship that requires constant attention and nurturing, so does a successful PDS. This session will discuss the efforts involved in building and sustaining a healthy PDS relationship that supports best practices in schools and universities.

Shared Leadership Roles In PDS Schools: Enhancing The Clinical Environment Through K-12 Research Teams

Jane Zenger, University of South Carolina
Charlene Chapman, Sally Short and Kay Ratliff, Meadowfield Elementary School

The PDS vision is one of shared leadership for the instruction and mentoring of preservice teachers. In South Carolina, a leadership/research team model has been implemented and is based on a decade of collaboration between the University of South Carolina and seventeen culturally diverse partner schools. The context teams, initially developed through a Title II Teacher Quality Partners Project, have become a conduit for redefining leadership roles, supporting classroom inquiry research, creating a “Corps of Mentor Teachers” and involving more master teachers in PDS

work. The presentation includes sample inquiry projects, strategies for
conduction “rounds” and a guidebook for developing context teams.

**Strategies That Work: Meeting The Needs Of
All Learners Through The Development And
Support Of Public School Partnership
Programs**

*Phyllis Agness, John R. Cochren, Kathleen Murphey, Joe Nichols and James
Beard, Indiana University - Purdue University Fort Wayne Indiana
R. Kay Wells, East Allen County School Corporation*

This presentation will address a School of Education’s effort to
undergo an extended restructuring of its pre-service teacher-training
program. We will discuss several aspects of this evolution including the
recent systematic efforts to begin a collaborative partnership with a local
school corporation that included the successful pursuit of a grant made
available through the Indiana Professional Standards Board. This partner-
ship will assist us with early pre-service teacher mentoring and our
development of teacher portfolios and assessment rubrics. We are in the
preliminary, on-going stages, of school partnership development and seek
to share our initial experiences throughout this collaborative “construc-
tion period”.

**Strengthening Learning Opportunities For All
Stakeholders: One University’s Partnerships**

*Elaine Clift Gore, Judith F. Robbins, Amy R. Heaston and Denise
Huddleston, Georgia Southern University*

Though recognized as an excellent teacher preparation program,
until recently Early Childhood Education at Georgia Southern University
was based on a traditional model. Planned conversion from quarters to
semesters and the closing of the on-campus lab school in 1998 provided
the impetus for a program review that led to stronger collaboration between
the University and area schools. With the assistance of a grant from the
Georgia P-16 Initiative, these collaborations led to formalized partnerships
with four P-5 schools that now address issues significant to both partners.

Our experience has shown that these partnerships provide unique
learning opportunities for all: children, pre-service teachers, in-service
teachers, as well as university faculty. Our current areas of emphasis
include professional development that focuses on meeting individual
needs of diverse learners and applying instructional best practices, both
of which lead to empowerment for pre- and in-service educators.

The presentation will chronicle our past development and share our
current reflections on the strengthening of these partnerships.

Taking One-Step Back To Ensure Two Steps Forward: Looking At Ourselves Critically For Program Improvement

Karen Robertson, Towson University
Juliann Dibble, Howard County Public School Systems
Donna Culan, Hollifield Station Elementary School
Charles Kelly, St. John's Lane Elementary
Michelle Dunkle and Cheri Whittman, Maryland State Department of Education

This two-year old partnership has co-developed along with a set of statewide standards that assess the components of pre-service education, in-service professional development, and student achievement, all accomplished within a framework of active inquiry and assessment, involving all stakeholders.

This partnership was identified to participate in a pilot self-study project that assessed partnership efficacy based on the standards mentioned above. This presentation will focus on the process and results of the self-study using multiple perspectives from school, district, and university partners.

Teacher Education For Emergency Permit Teachers: The Evolution Of A Professional Development School For Emerging Professionals

James S. Cantor and Sue Schaar, California State University - Dominguez Hills
Noni Paris, Los Angeles Educational Partnership
Karol Mills-Marbury, 52nd Street Elementary School

Description of the PDS's Activities: This presentation seeks to share understandings and experiences from the first three years of a collaboration initiative of three entities: a school district, a university, and a non-profit school reform agency. While most Professional Development Schools, PDS, are designed to improve the quality of preparation for pre-service teachers, the Local District G Professional Development School is unique because it is centered on the professional development of *in-service*, minimally trained, non-credentialed, beginning teachers, working full-time in hard-to-staff urban elementary classrooms on Emergency Permits. The discussants in this presentation represent leaders from the three partnering institutions. They will tell the story of how problems are addressed from the perspectives of each organization -- each different from the others with its own philosophical stance and its own ways of operating.

The Alliance Of Educators: Maintaining The Partnership

James C. Lane and Lynne S. Noble, Columbia College

An important element in the partnership of Columbia College and its 12 Professional Development Schools is The Alliance of Educators. This organization is comprised of Columbia College Education faculty, Columbia College Arts and Sciences faculty and administrators and faculty from the public schools. The Alliance functions as an information sharing mechanism, a staff development opportunity, a hub for school and college based research and program development and a partner in accreditation endeavors.

The workshop will acquaint participants with the historical development of, the structure and function of, and the potential of the Alliance to be effective in school reform.

The Butcher, The Baker, And The Candlestick Maker: Service Learning As A Preservice Teaching Experience

*Sally Catoe, Ball State University
Chrisy Haltom and Sarah Russell, Rhoades Elementary*

Experienced teachers understand the value of hand-on activities and the importance of linking curriculum to real-life activities. This presentation extends the concept to encourage preservice teachers to link those "real life" activities to actual community needs. Examples will be documented in a PowerPoint format, and a professor, a coaching teacher, and a student teacher will discuss the preparation and details of classroom projects. Funding, follow-up, and outcomes are other key concepts that will be addressed. The comments of teachers, preservice teachers, students, and community members will be shared, and there will be time allotted for questions and answers.

The Effects Of Internship In Professional Development Schools On Teacher Efficacy

Irvin G. Esters, Hunter Beasley and Lucy Begnaud, The University of Louisiana at Lafayette

The presentation will be an account of one partnership's efforts to collect and analyze teacher efficacy data from interns in eight professional development schools. Data were collected from intern teachers (n = 96) assigned to PDSs and to non-PDSs. Teacher efficacy scales were administered before the internship and again upon completion. Focus groups were also conducted. Results of the study will be discussed in terms of differential effects of internship placement on teacher efficacy and on general effects of internship on teacher efficacy. Descriptive data and results of predictive techniques will also be presented.

The Evolution Of A Professional Development School: A Collaborative Action Research Approach

Rosemary Murray and Rebecca Awald, Canisius College
Fran Wilson, Hamlin Park School # 74
Robert Miller, D'Youville College
Kathleen Miller, Buffalo State College

Educational reform must be participatory and collaborative; it envisages a form of educational research that is conducted by those involved in education themselves. (Carr and Kemmis, 1986)

Mutual need provided the impetus for this authentic partnership. Canisius College and Hamlin Park School occupy the same inner city neighborhood and share a similar educational vision and mission. Canisius sought field placements to enable teacher education students to become acculturated into an urban school environment. Hamlin Park, identified by the State Education Department as one in critical need of improvement, benefits from the support of the college.

The PDS Partnership is evolving naturally. All members; university personnel, the school administrators and classroom teachers, graduate and undergraduate students, and the elementary students have a significant role to play.

The partners collaborate in planning, implementing, evaluating, and replanning to improve educational practice. We are experiencing and documenting significant positive results with the expectation that this project will become a viable Professional Development School model.

The Grand Celebration: Innovations And Best Practice In Professional Development Schools

Barbara Burns and Suzanne D'Amato, Canisius College

Canisius College and City Honor School of Buffalo, New York, have created a professional development model to enhance and to continuously renew the quality of teaching and learning at both institutions that may well be replicated in other urban centers.

The School of Education and Human Services at Canisius College offers undergraduate and graduate degrees in all aspects of elementary and secondary education. All programs include extensive field-based experiences that enable the student to begin putting into practice the theory and skills learned in the college classroom.

City Honors is a multicultural magnet school in the inner city of Buffalo. It enrolls 900 students in grades 5-12. The environment promotes academic achievement, aesthetic apperception, social and emotional well

being, and community service. The schools, aligned in proximity, philosophy and harmony are a dynamic duet!

During our “construction period,” we conceptualized activities that would meet and surpass project goals of community, accountability, quality, parity, and diversity. Further, activities would be on going from year-to-year, self-sustaining, and replicable.

We would be honored to share our stories and some of our successful strategies at the PDS National Conference. Best practices include: Annual Summer Science Camp, Teacher Exchange, Pre-service Teacher Service, Future Teacher Clinic, Advanced Placement Chemistry Class, and Architectural Investigation and Preservation. The power of our partnership is in the Grand Celebration that we host alternately at tile schools to innovate and associate. Yes, we celebrate our connections, and we would like to celebrate them with you!

The Power Of And Necessity For Using Inquiry In A PDS

Bernard J. Badiali, Miami University

DJ Hammond, Madeira Junior/Senior High School

We believe that Professional Development Schools are the cornerstone of educational renewal, but also that the process of inquiry is a cornerstone of any successful Professional Development School. For the past five years the Madeira/Miami University Partnership has created a program focused on teacher research for both interns and mentors. The results have been exceptional. We believe that inquiry has been at the very foundation of the partnership’s success. This interactive session will describe how the process is structured using examples and illustrations of interns’ and teachers’ work. It will also relate how we have studied our own inquiry.

The Role Of PDS In School Counselor Education

Irvin G. Esters, The University of Louisiana at Lafayette

Robin Olivier and Kenneth P. Douet, Lafayette Charter High School

The partnership between Lafayette Charter High School and The University of Louisiana at Lafayette Program in School Counseling will be described. The partnership, which features onsite classes and in-depth clinical experiences, is dedicated to the education of pre-service counselors and the improvement of counseling services at Charter High. The partnership represents a modification of teacher-training oriented PDS practices to train school counselors. Presenters are the school counselor, school principal, and university liaison.

**The Role Of Sustained University Faculty
Involvement in Sprouting Viable,
Performance-Improving Innovations In
Teaching And Learning**

Robin Haskell McBee, Rowan University

This session examines how sustained university faculty involvement in a 10-year PDS leads to unique professional development perspectives, openness to experimentation, and multiple opportunities for collaboration. Regular, multi-year involvement results in professors viewed as insiders and multiple planned and unplanned opportunities to provide expertise and support. The presenter will chronicle - through stories and slide presentation - the evolution of three teaching-learning initiatives - cross-grade buddying, creative responses to testing pressures, and thematic instruction- to exemplify the university's integral school presence, resulting shared journeys and experiments, and emerging synergy of mutual respect, collaborative innovation, and improved student attitude and achievement.

**The Voice Of The Elementary School Teacher:
How Does Membership In An Action Research
Cohort Influence Professional Identity?**

Jane P. Nagle, Westfield State College

This paper examines the issue of teacher's voice within a school community and how voice was influenced by membership in a teacher researcher cohort. The teachers were part of a school community that was a participant in a professional school network. The PDS Network consisted of five elementary schools and a Massachusetts state college. The cohort was a two-semester three-credit graduate course offered on site by the college in appreciation for the professional generosity of the teachers to the pre-service teachers who completed pre-practica and practica within their school. The focus of the course was the development of a professional identity as teacher researcher. Seven teachers registered for the course and met biweekly at 7:00 am until the 9:00 am start of school from September to May. Using in-depth phenomenological interviewing, the participants identified and explored research agendas related to their professional identities and the impact of those agendas on issues of equity in teaching and learning. The focus of the paper is the effect that the research had on the professional identities of the teacher researchers.

Using A Conceptual Framework As A Foundation For Building Successful Urban Professional Development Schools

Jo Anne Juncker and Jo-Anne Mecca, New Jersey City University

How effective are professional development schools in urban environments? This session will compare and contrast three urban NJCU College of Education professional development schools. The College of Education's Reflective Urban Practitioner conceptual framework provided a blueprint for the initial foundation work and getting established. How this framework supports the direction of the three professional development schools will be emphasized in this session. How we have built relationships with colleagues and focused on common goals will be shared. Most importantly, we will demonstrate how our Reflective Urban Practitioner framework provides mission and vision for our work in urban professional development schools.

Using Professional Development Schools To Support Literacy Across The Curriculum

Jesse C. Moore, Patricia Pinciotti and Diane Cavanagh, East Stroudsburg University of Pennsylvania

Danielle A. Albert and Sara DiLauro, Pocono Mountain School District Intermediate School-North Campus

A major component of East Stroudsburg University's Professional Development School initiative at both the elementary and secondary levels focuses on enhancing learning across the curriculum through reading, writing, speaking, listening, and the visual arts. Pennsylvania regulations require that all teachers help students meet the state's language arts standards by employing currently recognized best practices. The PDS partnerships provide professional development opportunities for all constituencies. This presentation will demonstrate the strategy instruction regularly modeled by university and school district teachers for PDS students and their mentors in the content areas. Procedures for accommodating students with special needs will also be presented.

Using The PDS Standards To Rethink A Partnership

Karen Wetherill, Diane Calhoun, MaryAnn Davies and John Fischetti, University of North Carolina at Wilmington

The Watson School of Education facilitates a 10-school district PDS partnership in our region of southeastern North Carolina. As part of our next round of contract negotiations, we are using the NCATE PDS standards as a framework for rethinking and reframing the possibilities of our work. This presentation will share the newly devised application process and the connection of our joint work to improving the lives and learning of all students, enhancing the professional development of all of the educators involved in the work, preparing new teachers and adminis-

trators in a positive learning community and in studying and reflecting upon our work.

**Welcome To The Big Room: Action Research
In A Learner-Active/Technology-Infused
Professional Development School**

*Mary Ellen Levin and Virginia Papadopoulo, Fairleigh Dickinson University
Mary Mysliwiec and Davie Weber, Brookside Elementary School
Gregory P. Sherman, Innovative Designs in Education*

Action research has become an important way for teachers to investigate aspects of classroom life, and for university faculty members to link theory with practice as they work and learn in the public school. We have added student teachers to the mix, who complete a project that is a graduation requirement for their Master of Arts in Teaching as they student teach.

Our development school, Brookside Upper Elementary School in Westwood, NJ, is a learneractive, technology-infused environment that uses action research to address issues at three levels: the individual classroom, the teaching team, and the school at large. During this school year we have 16 projects under development, with the assistance of the principal, university faculty, and educational consultants. Topics range from teaching analogies to fifth and sixth graders, to making inclusion work better, to improving the school report card. Our dual goals are on-site school growth and the development of knowledge applicable beyond this school; a bonus for school and university faculty is the opportunity to publish in The Journal of Action Research in Education, a new publication of Fairleigh Dickinson University.

We plan to discuss the development of the action research projects through an on-site teacher workshop and university coursework, and the ongoing support of various projects by the principal and university faculty, giving concrete examples of various academic, enrichment, and guidance programs under way. Each of the participants will describe the process from her/his point of view and illustrate the research with hands-on examples.

The presentation will include a multi-media component that communicates the school culture and the role of the action research projects within that culture.

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