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A Collaborative-Developmental Approach To The Student Teaching Experience Within A PDS Context

Adriana Medina, University of Miami

University partnerships with secondary schools are not easily forged due to the complex nature of both institutions. In addition, they pose different challenges from those that emerge with elementary school partnerships. The success with a Secondary Professional Development School has been mainly through teacher education and professional development. Collaboration is at the heart of the PDS partnership. The supervision model at our secondary school has a collaborative-developmental approach to the student teaching experience. The clinical teacher is the most influential person in the supervision model. In the clinical teacher and associate teacher relationship both people benefit. The associate teacher benefits due to the hands-on training and feedback given and the clinical teacher benefits from new ideas brought in by the associate teacher. The benefit of the collaborative-developmental approach is the support it affords the associate teacher.

A Holistic Approach To The Development Of Professional Development Schools

Claudia Balach and George Szymanski, Duquesne University

Throughout the literature, PDS work revolves around the education of the pre-service teacher. Upon graduation, the pre-service teacher becomes a K-12 teacher. However, in the school community, the K-12 teacher is one cog in the wheel of the school as a whole. Other professionals, including principals, counselors, reading specialists, school psychologists, and librarians, play a critical role in the school learning community. Thus, the PDS should also work developmentally with principals, counselors, reading specialists, school psychologists, and librarians. Learn how the Duquesne University PDS Collaborative has set the stage for a variety of individuals to become integral and actively contributing parts of their PDS sites. Discover how this holistic approach can bring together the School of Education of the University as well as provide an integrated approach to the professional development school that is too often lacking.

A PDS Success Story: How A Mentoring Program Has Enhanced Professional Growth Of Both In-Service And Pre-Service Teachers

Jane H. McHaney, University of Central Arkansas

Assigning experienced teachers to guide and support novice teachers provides valuable professional development for both new and veteran teachers. Charlotte Danielson (1999) found that mentoring helps novice

teachers face their new challenges; through reflective activities and professional conversations, they improve their teaching practices as they assume full responsibility for a class. This presentation will describe how one university has developed a collaborative mentoring program for novice teachers in multiple professional development schools grades K-12. Under the PATHWISE system, pre-service teachers are assigned to trained mentors who support the beginning teachers in their development as they transition from the university to the challenges of the classroom. Evidence will be presented to demonstrate how a focused, systematic mentoring program is having a positive influence on the performance of new teachers and is advantageous to mentors as well. Above all, this support for new teachers benefits their students.

A Subtle Reminder: The Impact Of Preservice Teacher Performance-Based Assessment On Experienced Teachers

Kaye McCrory, Suncrest Primary School
Sarah Steel and Jaci Webb-Dempsey, West Virginia University

Over the past two years, Professional Development School and university faculty involved in the Benedum Collaborative Five-Year Teacher Education Program have been developing a performance-based assessment system for documenting the teaching and professional practice of preservice teachers during their clinical experiences. The system is framed around a set of rubrics - one rubric for each of the ten guiding characteristics of the program. The rubrics were piloted in Fall 2001 and then revised for full implementation in Fall 2002. Feedback from PDS host teachers and teacher education coordinators indicates that the system has not only “raised the bar” for preservice teachers, but also that the process of implementation has served as a “subtle” form of professional development for experienced practitioners of the standards of practice articulated in the guiding characteristics. This session will describe the context and process for developing the system and report findings from surveys and focus-group discussions related to the implementation of the rubrics.

All Our Children: Programs For Growth Through School/University Partnerships

Fran Greb, Montclair State University
Rebecca Clark, Knollwood School

During the 1992 election, candidate Clinton stressed, “It’s the economy.” In a professional development school (PDS), “It’s the children.” Their educational growth is the driving force for the work of pre-service teachers, in-service teachers, and university faculty.

This two-year old PDS’ focus is the children. The presence of a cohort of junior faculty reduced the student-teacher ratio and the in-service teachers’ isolation. Within these two years junior faculty provided approximately 7,200 hours of student assistance. Pre-service teachers also

assisted with an after-school literacy program by providing approximately 640 hours of help. At the same time, in-service teachers were involved in year-long differentiated instruction and learning-style study groups facilitated by the university liaison. A large percentage of faculty participated in the study groups resulting in approximately 580 hours of professional development. Concurrently, inquiry projects on diversity, positive school environment, and emotional intelligence were in process. This workshop will describe all of these programs.

An Episode Of A Significant Impact On The Proficiency Assessment For The Students' Achievement

Paul Gallagher and Hy Kim, Youngstown State University

The Learning Outcome Based Mathematics Program (LOB Math) is one of the research projects currently being conducted at Youngstown State University. LOB Math is an outgrowth of a collaborative call for the university and its partner public schools to improve the teaching and learning of mathematics P-16.

The LOB Math was developed by Dr. Hy Kim, a professor of mathematics in the College of Education at Youngstown State University. This math program has been implemented in the Beaver Local School District (rural) and the Youngstown City School District (urban). In the rural setting, two teachers of grade four worked collaboratively with Dr. Kim to implement LOB Math. At the end of the first year of this study, these students in grade four scored above 75%, a first in the district's monitoring of its student achievement. The state of Ohio's cut score for passage in mathematics at grade four is at 75%.

The unique characteristics of the math program are: (1) conceptually oriented math instruction by using manipulatives to help the students understand the mathematical concepts, (2) using a cooperative learning mode to make the learning processes fun and enjoyable for the students, and (3) repeated practice in the spiral format so that the students are constantly using skills and concepts to renew and apply higher levels of learning.

An Induction Program That Works! The Teaching Fellowship

Suzanne Love, Bryant Elementary School

Susan Gerke, Skyline Elementary School

Mary Cramer, University of Missouri

The Teaching Fellowship Program through the University of Missouri - Columbia is greatly impacting the success of first-year teachers, both in the classroom and for longevity in the profession. Discover the components of the school/university partnership that joins a beginning teacher/graduate student with a master teacher/full-time mentor and a university liaison to provide support that is crucial. Learn about the

Master's Degree program, which includes Action Research, for first-year teachers, focusing on the transference of theory into classroom practice. Coursework and on-site mentoring encourage Fellows to assess their teaching, reflect as they implement strategies and develop skills allowing them to learn continuously from practice. Learn the financial aspects that allow this program to operate. "Everything in the program helps you to be a better teacher - the courses, the mentor, the liaison are all there to take you to the top of the profession." (quote from a Teaching Fellow)

An Innovative Summer Course Designed For Pre-Service And In-Service Language Arts Teachers

Scott Gwara, University of South Carolina
Francie Markham, Dreher High School

Conversations held in 2000 between in-service teachers at Dreher High School in Columbia, South Carolina, and English faculty at the University of South Carolina led to an experimental course intended to meet multiple demands of in-service and pre-service teachers. Dreher is one of two USC PDS high school sites. The innovative curriculum answered explicit needs especially in faculty renewal: intensive, spirited work with canonical texts, exposure to modern critical theories, ties established with university experts, and advanced learning rendered accessible to a range of secondary school students. These goals were formulated in direct reaction to typical university literature courses intended for a specialist often in the Ph.D. track. This partnership program was sponsored by a federal grant administered by the College of Education at USC and facilitated by the College's PDS Network.

An Integrated Assessment Model For PDS Partnerships

Thomas C. Monahan & Gini Doolittle, Rowan University

Struck by the PDS criticisms (e.g., Goodlad, 1990, 1994; Howey, 1999; Sykes, 2001) calling for the tandem development of school renewal and professional education, and as PDS partners argued for comprehensive assessment "measuring the scope of what they actually do," we began gathering baseline data about 11 schools in our University's PDS partnership network. Ultimately, this data would provide a springboard for future assessments about program and school improvement attributable to the PDS innovation (Derrington, 1995).

To achieve this purpose, we developed an assessment model, integrating NCATE standards, INTASC principles, NBTPS core propositions, and the Holmes Partnership goals. Having piloted some empirical data collection geared at strengthening PDS relationships and informing how each PDS links with the NCATE PDS standards, we believe that the data can help focus PDS efforts in more constructive ways.

While still in its formative developmental stages we shared the findings with our PDS partners and now look forward to sharing and discussing the model with other PDS stakeholders.

Application Of Cultural-Historical Activity Theory To Research And Evaluation On An Urban Professional Development School Consortium

Part One: William E. Blanton, Lina Chiappone, and Anne Hocutt, University of Miami

Owen Roberts, Monroe County School District

Part Two: Rita Menendez, Adriana L. Medina, and Walter Fajet, University of Miami

Part Three: Walter Fajet, Anna Syrquin, and Alison C. Shook, University of Miami

Research and development on Professional Development Schools (PDSs) that is guided by sound theory and methodology is rare (Book, 1996). A few studies, (eg., Houston, Hollos, Clay & Roff, 1999; Saab, Steel, & Shivey, 1997; Stallings, 1991; Webb-Dempsey, 1997) claim that PDSs have a strong impact on the attitudes, values, and beliefs of prospective teachers; however, the claim is generally based on analyses of survey and interview data, as opposed to data that can be linked to changes in the knowledge, skills, and classroom performance. Well-designed research targeted on the impact of participation in PDSs on practicing teachers is scant (Teitel, 1998). In particular, the lack of research on the effects of participation in PDSs on the affective and cognitive development of pupils who represent a range of cultural and linguistic diversity is troublesome (eg., Abdul-Haqq, 1997; Valli, Cooper, & Franke, 1997; Zeichner & Miller, 1997).

The purpose of these three back-to-back sessions is to present work that explores Cultural-Historical Activity Theory (CHAT), developed by Vygotsky, Luria, and Leont'ev, and their contemporary, Bakhtin, as a conceptual tool for conducting research and development on a wide range of problems related to PDSs. Cultural-Historical Activity Theory proposes that human growth and development and the expansion and transformation of cultural institutions emerge from the goal-directed, practical activity of humans as they monitor and reflect on plans and progress toward the attainment of socially meaningful goals. From our point of view, PDS outcomes are primarily accomplishments of collective activity systems in which members of the collective learn, attain outcomes, and transform their identities.

In most research on PDSs, the unit of analysis for school achievement is performance on state-wide assessments. For teaching performance, measures of knowledge about teaching or observations of teaching are used. In more cases than not, the level of analysis is the individual. The collective PDS, a group of teachers engaged in professional development activity, or a school interacting with other schools or with a university are rarely considered. This is interesting, given that a list of those who make significant contributions to the attainment of a PDS's outcomes would resemble the list of credits listed for the production of a movie.

Activity systems, such as PDSs, are energized by discoordinations, breakdowns, ruptures, and disturbances. For example, participants interpret situations in different ways, changes rules coordinating activities, or fail to use appropriate tools. As disturbances become evident within and between activity systems, participants begin to address underlying issues and solve problems. In doing so, they learn to use new tools, create new rules and procedures, and assume new roles, all of which result in the transformation and expansion of the system.

Institutions, such as universities, schools, and PDS collaborations are also sites that “authorize” the lives of participants. Participants “co-author” and shape the trajectories of each other’s lives, even before they enter PDS collaborations. Their participatory signatures are affixed to the manuscript of each and every life.

The histories and “voices” that shape and occupy PDS “authoring space” are akin to the significant other who mentors a mentee. Layers of voice give public and personal shape to PDS authoring spaces. They can at once be constraining, liberatory and diverse (Skinner, & Cain, 1998). From this perspective, PDS spaces are sites for assembling coauthors who write the biographical transformation of participants’ identities by authorizing the professional activities developed for teacher preparation, activities for the professional development of teachers, and the kinds of curriculum, instruction, and divisions of labor that are developed locally or transported into PDSs. To this extent, all persons and things located within a PDS are the products of the PDS collective. In A. L. Becker’s (1995) terms, this is a “biography.”

The papers to be presented in these three back-to-back sessions apply CHAT to a wide range of problems presented by interactions among and within the sites of the PDS consortium. The papers will demonstrate the basic principles of CHAT and their explanatory power by applying them to problems of student teacher preparation, professional development, pupil achievement, and interactions with and within the participating university work.

Bridge Builders: Small Private University And Professional Development Schools

Marlene F. Rotter and Patricia Bower, Charleston Southern University

Lynn Foes, Howe Hall Elementary School

Rudell Burch, Gregg Middle School

Providing teacher candidates with rich and varied experiences at Professional Development Schools can be a challenging adventure for institutions which have few faculty members in their school of education. The two areas of concern expressed by faculty in Professional Development Schools are the lack of time to devote to the relationship and ineffective communication. Charleston Southern University school of education faculty echoed these concerns and saw them as focal points of their model for building bridges between the faculty and teacher candidates and the faculty, administration, and students in the Professional Development Schools. Through a creative use of time and expertise, including teaching courses on-site, joint planning of meetings, revolving

leadership of a PDS Committee, and involvement in an EvenStart center, close and lasting relationships are being developed.

The presenters will share some creative ways they are building professional relationships that benefit all parties. Included in the presentation will be several models of governance and communication that reflect the culture of schools and the university representatives.

Bridging The Gap Between University Student And Professional Educator

*Elaine Lewis and Sandra Todd, Claxton Elementary School
Victoria Zwald, Georgia Southern University*

Georgia Southern University and Claxton Elementary School share a common vision of bridging the gap from university student to professional educator. Many Claxton Elementary teachers are graduates of Georgia Southern and in an effort to ease the transition from student to professional, a collaborative team guides first and second year teachers through the mentoring process. The team consists of a public school administrator, a veteran teacher, and a field associate from the university. They plan together to provide strong support for first and second year teachers. The following components have been utilized to strengthen the effectiveness of beginning teachers:

- Monthly support group meeting
- Survey of major first year teacher concerns
- Professional goal setting
- Mentor/protégé observations
- Utilization of community and university resource people

These new teachers are also given the opportunity to observe veteran teachers in order to observe classroom management, student time on task and use of materials, teaching strategies, and behavior management. The partnership provides support that assists the teachers and ultimately the students.

Building A Community Of Learners Within A PDS Partnership: An Analysis Of Teacher Candidate, Public School Teacher & Administrator, & University Faculty Perceptions Of An Early Clinical Experience

*Heidi Henschel Pellett and Sandra Mullins, Minnesota State University
Jill Louters, Faribault Middle School*

Professional development school (PDS) partnerships help foster collaborative communities dedicated to P-16 student learning. The purpose of this presentation is to describe the creation process of two secondary PDS partnership communities and participant perceptions of communication, collaboration, and implementation success. The creation process included informal contact, school visits, faculty in-service activi-

ties, and formalized training for teacher candidates and public school teachers. Questionnaire and focus group results will be discussed in relation to the perceptions of various participants represented in the partnership.

Building Policy Support For PDS Partnerships

Van Dempsey, West Virginia University

In West Virginia, a major initiative is underway to help all public institutions develop, with their local K-12 schools, a partnership focused on teacher quality through teacher education and professional development. The West Virginia Legislature, the Governor’s Office, and a private foundation jointly fund the Partnerships for Teacher Quality initiative. One of the most important tasks of building PDS partnerships is ensuring their longevity as well as their success given the short-term nature of most education reform initiatives. This presentation will focus on issues related to the initiation and support of these partnerships, including: 1) cost analysis to project the fiscal needs of the statewide initiative; 2) the information dissemination efforts to support the concept with policymakers; 3) the political work with policymakers to build support; and 4) the teams and networks that must be built to support such an initiative for the long term.

Building Strength, Connectedness, And Growth Through Partnerships

Lucy G. Begnaud and Marlene Beard, University of Louisiana at Lafayette

What a difference the PDS has made in the three years since its inception. The partnership has grown from three to ten schools in this short period. Presenters will discuss challenges and accomplishments at the various sites as we work to promote strength, connectedness, and growth.

Changing The World One Teacher At A Time

*Michele Vosberg, Joyce Meier, and Dana Gurney, Clarke College
Lori Apel, Holy Family Catholic School*

Anthropologist Margaret Mead once said, “Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” In our fourth year of our PDS partnership we have decided to validate our experience and our existence. Has our PDS made a difference in the education of our future teachers? Has our PDS made a difference in the professional development of teachers in our PDS schools and at our college? Most importantly, has our PDS made a difference in the education of children in our PDS schools? In this inspirational and informative multimedia session we will share specific examples of how several of us at one small Midwestern college are changing the world of education, one teacher at a time. Join us as we share

stories of children, college students, teachers, and college faculty members who recognize the difference that our PDS makes.

College Simulation: Discovery And Collaboration

*Helja Robinson and Robert Wolffe, Bradley University
Sandford Farkash and Stefanie Long, Manual High School*

This session addresses a Professional Development School project of College Simulation in which the PDS partnership promotes both student learning and faculty collaboration. The college simulation is a two-year learning-cycle which has been developed over the last four years. The program provides students a week-long chance to experience aspects of being a college student and of college life. On alternate days students attend lectures and participate in study groups, and take an examination. The simulation culminates in a day-long shadowing experience with a university student. Students predict and reflect on their experiences in a 'college class' prior to and after the simulation. Benefits of the program will be discussed, including smoother transition from high school to college, focus on study skills, responsibility and student learning and for the faculty opportunities to explore new roles, to cross disciplinary lines and to collaborate with the university faculty.

Conducting Research On Novice Teachers' Experiences With Child Abuse/Neglect And Exceptionalities In Professional Development Schools

Lesley A. Quast and Shirley A. Ritter, Furman University

Objectives:

- 1) Participants will learn about a teacher preparation model that places faculty in mentoring-style supervisory roles in the induction year classroom and, subsequently, in a rich environment for applied faculty research.
- 2) Participants will learn about a model for faculty to conduct research on novice teachers' experiences with student challenges in partner school settings, specifically, abuse/neglect and exceptionalities.
- 3) The effects of the research conducted by the presenters on one teacher preparation program will be shared.

Narrative:

Two faculty members focused their sabbatical leave research with novice teachers involved in the Teacher to Teacher Program, an integrated and extended certification program collaboratively supported by Furman University and local school districts. Based on two years of induction teacher mentoring/supervising in partner schools, questions arose regarding the adequacy of preparation of teacher candidates for experiences with issues of child abuse/neglect and students with exceptionalities. While coursework and clinical experiences were offered in the Teacher to

Teacher Program, the preparation did not appear to realistically prepare induction year teachers for the challenges of students who were suspected victims of abuse or neglect, or those with identified or suspected needs for special education services.

Both faculty conversed with novice teachers who identified abuse/neglect or exceptionalities as challenges, conducted surveys to document specific cases, observed identified challenging students and how the teachers interacted/taught/managed them. Interviews with district personnel pertaining to district level training, procedures and support were also conducted.

Results indicate a need for collaborative preparation of teacher candidates and novice teachers by district and university personnel. The creation of case studies from actual classroom experiences are under development for use as real-life examples candidates/novice teachers may confront.

The ability of faculty to focus research on those they have prepared as novice teachers presents opportunities to not only positively affect the ability of those teachers to deal more effectively with challenges of abuse/neglect and exceptionalities, but to also document the need for changes in the teacher preparation program.

Contrasts In Partnership Evaluation: Two Contrasting Approaches

Nancy Yoder and Walter Harris, University of Maine

Bruce E. Field, University of South Carolina

Pamela Kimball, State Street School (Brewer, Maine)

The Penobscot River Educational Partnership: Professional Development Network (PREP:PDN) and the University of South Carolina Professional Development School Network are two very different partnership networks developing PDSs. PRE: PDN is a new, rural, small district/school network connected to one university campus located in central Maine. The South Carolina Network is an older network involving seventeen sites. PREP:PDN has one PDS-like situation; South Carolina has seventeen. PREP:PDN began its systematic evaluation with a network-wide assessment of the strength of the partnership. South Carolina has done a self-study using the NCATE guidelines for PDSs. Come to talk with partners from both networks about their different approaches to assessment and evaluation.

Coteaching For Deep Understanding: Discovering Core Beliefs About Our Craft

Bernard J. Badiali, Miami University of Ohio

Working in a school/university partnership for the past ten years has taught us much about the potential for professional growth among veteran and pre service teachers in a junior and senior high school. Using critical

reflection and inquiry as foundational components of our work together, we continue to explore and question traditional arrangements for preparing student teachers for successfully entering the world of secondary education. We prize “local” discoveries in the partnership. Coteaching has transformed the nature of student teaching and professional development in the Madeira-Miami Partnership. This session will provide a first hand account of coteaching using four classroom episodes to illustrate the power of this approach. The presenters will invite discussion about narrative inquiry, cogenerative dialogue, and principles to keep in mind while using this approach.

“Creating A Passion For The Craft”: A PDS Model For Mentoring Undergraduate Education Majors Through Service Learning

Linda Pincham, Roosevelt University

Marla Wolf, Pulaski Community Academy

In 1999, the College of Education of Roosevelt University in Chicago, Illinois, created a scholarship program to attract traditional-aged students, particularly minority students or students who are the first generation in their family to attend a four-year university. Scholars Teach and Reach, or S.T.A.R., is a scholarship program that seeks graduating students from Chicago Public Schools (CPS) who are academically strong, have a desire to teach, and who want to attend Roosevelt University.

Sophomore, junior, and senior S.T.A.R. students are matched with two mentors: a College of Education or College of Performing Arts faculty member from the student’s targeted program area of interest (i.e., early childhood, elementary, secondary, music or theater arts) and a teacher from a K - 8 Chicago public grammar school, namely Pulaski Community Academy, which is one of Roosevelt University’s professional development schools.

As a cohort, S.T.A.R. sophomores, during the fall semester, are placed in Pulaski Community Academy to volunteer 30 clock hours (three hours a week for ten weeks) as part of a service-learning project and early pre-service teacher preparation. They are matched with a teacher from the school who serves both as a cooperating teacher and mentor. Mentor teachers are assigned to the sophomores according to the sophomore’s grade- level interest. During their service learning experience, S.T.A.R. sophomores maintain a portfolio composed of the following:

- Reflective journal
- Collection of pictures/snapshots illustrating their work with children
- A summary of four education-related activities they attended with their mentor teacher(i.e., staff development, field trips, department meetings). Upon completion of their 30 hours, S.T.A.R. students have the option to stay at Pulaski as a classroom assistant and get paid a stipend.

Because the S.T.A.R. students are undergraduates mainly concentrating on their general education coursework, and unlike their upperclass-

men peers, they enter this classroom and school setting without any prior field observations where they are directly exposed to children in a real classroom environment. However, with the guidance and nurturing of the cooperating-mentor teacher, the S.T.A.R. students have ample opportunities to observe their cooperating-mentor teacher, tutor students individually or in small groups, and teach mini lessons. The S.T.A.R. students have reported that with their cooperating-mentor teacher they have planned lessons, written lesson plans, graded papers, attended field trips, co-taught lessons, taught micro lessons on their own, and observed other students. Their experiences working closely with their cooperating-mentor teacher supports Freedman's position, "Mutual learning occurs in mentoring projects when teacher and learner interact in ways that prompt new insights and growth" (Freedman 1993, p. 102). Both S.T.A.R students and teachers commented that through the service-learning experience, they learned from each other from co-planning and working closely together. Mutual learning was a positive outcome.

Linda Pincham, Assistant Professor at Roosevelt University, and Maria Wolf, Coordinator of Media Education and Partnership Coordinator at Pulaski Community Academy, will discuss the model as a whole and how, in its third year, it has strengthened the relationship between the teaching faculties of Roosevelt University and Pulaski Community Academy and its overall impact on teaching and learning.

Cross-Campus Collaboration; How To Involve Arts And Sciences Faculty In The PDS Mission

Robert Ciscell, University of Evansville

Historically, one of the challenges confronting teacher education has been the active involvement of Arts and Sciences departments in teacher preparation. This session will describe a collaborative model utilized by the University of Evansville's School of Education where Arts and Sciences faculty play a key role in the PDS program. Junior-level secondary education majors complete teaching internships in a PDS. Each intern's academic department has developed requirements for completion during the internship. Arts and Sciences, PDS, and Education faculty collaborate with interns to monitor completion of these expectations, as well as on-site observations and other assessments of interns' performances. These and other aspects of this collaboration between the PDS program, Arts and Sciences departments, and the School of Education will be described during this session. A handout illustrating the model and its various components will be distributed.

Diversity: Knowledge And Skills Of Education Students and PDS Implications

Monica Tate, Lanie Crump, Kelley Morrow, Tiffany Brewer, Vivian Larkin and Renee Middleton, Auburn University

Given the changes in the overall population of our nation, higher education is currently challenged with meeting the needs of a diverse community. Auburn University strives to identify ways assist to faculty, staff, school, and community partners in efforts to develop the knowledge, skills, and dispositions teachers need to help all students learn. A survey to establish benchmarks directed towards enhancing the overall structure of the teacher education program was conducted. The purpose of this research was to investigate student's perceptions of diversity implementation in the curriculum and their personal and professional experiences in the college of education. The results of this initiative aims to enhance the experiences of both pre-service and in-service instruction, thus improving P-16 educational programs. This session will focus on the results of this college-wide survey and future implications for professional development schools.

Do You Have A PDS In Your Backyard? Interactions Between Smaller Learning Communities And Teacher Education Reforms

*Peter Hewson, University of Wisconsin-Madison
Barbara Smith, James Madison Memorial High School*

How do different reforms interact with and support each other? Without changing its curriculum, Memorial High School introduced backyards of 20 students, blocks of 5 backyards, and neighborhoods of 5 blocks. UW-Madison restructured secondary teacher education into a 4 semester, cohort-based program, integrating school-based experiences with all course work. Together, we established a professional development school partnership.

When an institution reforms itself, its faculty engages in collaborative conversations that open windows of opportunity that previously didn't exist. At school, teachers created smaller learning communities for their students, along with seminars on critical school issues. At university, course instructors created cooperative school-based assignments for prospective teachers and tutoring opportunities with diverse students. Together, cooperating teachers and methods instructors talk about mentoring student teachers. Also, student teachers across different subjects talk about common issues such as management, confidentiality, and access to school-based resources. All activities serve to improve student learning.

Dynamics Of Principal Partners Professional Learning Communities In Professional Development Schools

Claudia Balach and George Szymanski, Duquesne University

A unique constituent mix, including university faculty, administrators, K-12 faculty, and pre-service teachers, make up the principal partners professional learning community in a professional development school (PDS). This group of individuals has never before been considered as an entity for study. Terminology coined to describe the group, Principal Partners Professional Learning Community, or P3LC, stems from the principal partners designation of the NCATE PDS Standards in conjunction with the professional learning community literature. In a PDS, the goal is for these individuals to work together effectively despite great diversity in background and experience. The development of dynamics that govern this learning community is explored in this session. These dynamics include collaboration, inquiry, leadership, parity, reflective dialogue, and shared vision. Discover how all members of the P3LC can take these dynamics into account when planning and implementing PDS activities through using them as tools for growth and learning.

“No Child Left Behind” — Sustaining School Partnerships And Developing School Partnerships: The Eisenhower Grants Initiative Building School University Bonds For Systemic Change.

Nora Hutto and Roy Foley, University of Houston-Victoria

The story of a four-year School/University/Texas Higher Education Coordinating Board Eisenhower Grant Partnership which has focused upon meeting the needs of rural middle and elementary school teachers in the Rice Consolidated School District will be told. The four-year commitment has allowed systemic change to occur and to be embedded in a Rural School setting. The Eisenhower/University of Houston Grant Initiative has provided graduate course work in Math, Science, and Reading to more than 65 teachers with additional teachers participating in monthly professional development sessions addressing teacher content knowledge in Math, Science and Reading over the four-year partnership. Instructional awareness of hands-on, minds-on strategies to meet the needs of the ‘at-risk’ learner and the physiological, social and emotional needs of every child have been embedded in the monthly professional development sessions that are open to all teachers, aides and staff in the five participating schools. The grant initiative has placed cutting edge technology in the hands of rural teachers and training has been provided to support the use of technology with the content knowledge in the classroom. The School/University/Texas Higher Education Eisenhower partnership includes an elementary school and the middle school in the Rice Consolidated School District, and the elementary and middle school in the Weimar Independent School District in addition to a rural K-8 Catholic School. Today these

teachers are leaders and they are excited as they address the challenges of “No Child Left Behind” because they know that they have the needed skills of highly qualified teachers and can teach at high cognitive levels to meet the needs of the students in their classrooms.

A second story will be told of a first year partnership with a very rural K-12 school district that is located at a considerable distance from the University. That story will be told of the process of beginning the collaborative University/School/Texas Higher Education Coordinating Board Eisenhower Grants initiative focusing upon Physics for Rural Teachers. The process of planning, development, and establishing buy-in for the new collaborative School/University/Eisenhower initiative will be described. The importance of the monthly on-site professional development and the response of the teaching faculty to the on-going learning and commitment to meet the needs of every child in the 21st Century will be reviewed through qualitative and quantitative data analysis applicable to the two grant efforts.

Emerging Voices: Formative Expectations Of School Partners And University Interns

Kathy Bushrow and Elliott Lessen, Southern Illinois University-Edwardsville

We have begun a new format for preparing our elementary education teacher preparation majors. They move among three different sites to meet the standards and spirit of a K-9 certificate: rural, urban, and metropolitan, as well as K-2, 3-5, and middle level. The data being collected are qualitative data from our cooperating teachers and University interns. The primary purpose of the data collection is to evaluate formatively these two groups whose voices may not typically be heard or considered. The intent, then, of the data collection is to provide all involved in the partnership, including University faculty, with on-going information that can be used to modify collaboratively course work and placement expectations throughout the students’ two-year experiences. The emerging voices of our interns and cooperating teachers will be heard via their initial reflections. Discussion about programmatic changes will also be presented.

Enhancing Education At Every Level: A University-School Partnership

Debra Guedry and Paula Summers Calderon, Louisiana State University

Louisiana State University (LSU) and Highland Elementary School are approaching the end of a third-year pilot partnership with the prospect of renewal in the Fall of 2003. This collaboration has specifically impacted the preparation of preservice teachers, the professional development of elementary faculty members, and student achievement.

This presentation highlights the uniqueness of the on-site training of preservice teachers. Language Arts and Social Studies methods courses are taught on site alternating between class lectures and field experiences in elementary classrooms on a weekly basis. Experiences include various

grade levels focusing on a number of instructional strategies. University methods instructors are housed on the elementary school campus to provide ongoing support and feedback to both inservice and preservice teachers. Additionally, the elementary faculty enrolls in graduate level courses offered on their campus. Courses are specifically designed to meet the needs of the faculty. Collaboration among university faculty, preservice teachers, and elementary teachers enhances instruction which results in model environments for preservice teachers as well as K-5 students. Finally, pupil-teacher ratio is lowered, ultimately improving student achievement which has been recognized by the Louisiana State Department of Education as “exemplary growth.”

Conference participants will receive a packet of materials crucial to the implementation of university-school partnerships.

Enhancing PDS Clinical Faculty Teaching Skill And Technology Integration Through Sustained Online Professional Development Activities

Tracy Pellett, Minnesota State University

Mari Lu Martens and Charles Rick, Sibley East Arlington Elementary School

The need for sustained and progressive P-12 professional development is well cited in the literature. Professional development school (PDS) partnerships have increased the expectation of P-12 professional development activities being offered by university faculty. The problem is that university faculty are taxed with other responsibilities, (i.e., teaching, research, and service). These responsibilities can sometimes limit the length and richness of professional development offerings and interactions. Sustained (eight- to sixteen-week) online training activities were piloted between MSU and six PDS districts through an online platform medium (Ucompass Educator). Results illustrate the effectiveness and systematic change in teaching behavior and knowledge that can occur when time and opportunity is provided through an online training medium.

Enhancing P.D.S. P-12 Student And Teacher Candidate Learning Through A Web Camera Academic Assistance Program

Tracy L. Pellett, Heidi Henschel Pellett, and Craig Nelson, Minnesota State University

To adequately prepare P-12 students and teacher candidates for success in the “Information Age,” computer-related technology must become a tool that is used routinely (ISTE, 2002). Web camera technology has the ability to improve student and teacher candidate learning. The purpose of the Minnesota State University web camera academic assistance program was to provide after-school tutorial assistance to learners in grades 5-9 in one PDS district site (expanding to five other PDS districts

over a 9-month period). Participants (n = 60 teacher candidates) were assessed through survey and focus groups while fifth through ninth grade learners (n = 35) were assessed through survey and focus group questioning as to their acceptance of the technology as a mode of instruction, perception of tutorial effectiveness, and project usefulness. Results reflect: web camera tutoring was comfortable, perceived as a success in imparting knowledge and enhancing learning; provided opportunities for designing instruction; and was an important technology learning experience.

Evaluating Professional Development School Models

David Hough and Kenya Pearman, Southwest Missouri State University

Goal: To assist educators in developing methods for assessing and evaluating professional development school initiatives focused on improving teacher practice and student achievement.

Rationale and Activities:

Effective evaluation and practical research guide practice and provide accurate information from which prudent decisions and policies can be made. The best way to learn is by doing. The best way to overcome fear of research is to participate actively. Therefore, this hands-on, interactive session will engage participants by leading them through actual methods of assessment and evaluation. Evaluation methods will be demonstrated by using actual data. Participants will adopt similar approaches applied to a case study of a professional development school. Assessment and evaluation methods will address the relationship between PD schools and student achievement. Participants will develop assessment strategies for evaluation of their own PDS model. Examples of written program evaluations will be shared.

First Year Results Of A PDS In Special Education: Symbiosis From Three Perspectives

Pete Kelly and Sam Minner, Truman State University

Through this presentation, we will discuss the challenges and benefits of Professional Development School development in special education between a rural school district and a liberal arts university. Presenters will share their experiences from the first year of the Partners in Learning PDS in special education. Partners will discuss the program's impact on teaching and learning in special education classrooms and in the site-based university classroom as well. Discussion will center on three components of the PDS model including on-site preparation, collaborative professional development and contextualized research. Unique features of the program include a full time professor-in-residence, reflective practice groups, and a spiraling and mediated research requirement.

Focus On The Middle

Theodore Coker, Naomi Dreher and Byron Stokes, Benedict College
Sandra Taylor, Muriel Wallace, and Wayman Stover, WA Perry Middle School

The middle child receives little attention and few passions of support within the family structure. Likewise, our system of educating children places the middle performer without the perks offered performers at the two extremes. The school's ultimate goal is to improve society. The largest segment of the school's population receives the least attention. Many programs and incentives fail to meet the needs of this vast majority identified as the middle achievers. Educators must redirect their energies in ways that target the middle achievers. Schools can make a difference in this phenomenon by aggressively designing practices and incentives to reach the average performing child.

The participants of this workshop will be offered instructional techniques and suggestions for parent-friendly rubrics which will aid parent involvement in home monitoring of student work.

The presenters in this session are successful experienced teachers with a cookbook of techniques for the novice and in-service professionals.

Four Generations Of Holmes Scholars Collaborating With Partner Schools To Impact Teacher And Student Learning

Jennifer Platt, Carolyn Hopp, Vincent Mumford, Judith Kolljeski, Michelle Micham-Smith, Verna Okonski, Jamia Richmond, Monika Shealey, and Franklyn Williams, University of Central Florida

Among the priorities of the University of Central Florida Holmes Scholars Program are collaboration, PDS involvement, research, and professional growth. These priorities are translated into action as Holmes Scholars develop research interests and reflect upon ways to impact teacher and student learning. One expectation of a UCF Holmes Scholar is the implementation of a project that authentically engages Holmes Scholars in a local partner school. During this session, four generations of Holmes Scholars will describe their initiatives with PDS and other partner schools and share the impact their efforts have had on teachers and students. Holmes Scholars and Alumni will present mentoring programs with beginning teachers in urban settings; counseling programs in two unique partner school settings; action research and teacher study groups in an urban PDS; and a literacy-based Saturday School program with children and their families. Results of these collaborative initiatives will be shared along with plans for future directions.

From Immersion To Practicing Professional: Professional Development Schools Changing Practices

*Danny McKenzie, Harold Dabel, and Jessica Crabb, Lander University
Virginia Gay McHugh and Marilyn Gobble, Emerald High School*

Lander University's Professional Development Schools Initiative is in its fourth 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 and "immersing" pre-service teachers in a school climate. The purpose of this presentation will be to share the perspectives of the second cohort to complete this experience as well as that of the instructors and in-service teachers involved in this model. One preservice teacher will present the perspective on why this model is proving to be effective. In addition, plans for the longitudinal collection of data related to affective and educational outcomes for all participants will be shared.

GESA Development Through The PDS Model

*Shea McCarty, Parish Elementary School
Catherine Crary, SUNY Oswego*

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 parties must be actively involved in understanding themselves in relationship to their teaching, learning, and professional growth. The Generating Expectations for Student Achievement (GESA) model, developed by Delores A. Grayson, Ph.D., encourages teachers to utilize research-based, proactive instructional strategies and resources to eliminate disparities and support high expectations. This workshop will show how a non-PDS professor at a supporting university and a teacher at a K-5 PDS elementary school work together cooperatively to meet course requirements (for pre-service candidates) and staff development (for K-5 faculty). This commitment to academic growth on both levels has created a strengthened, collaborative relationship between the university and the school.

Grow Your Own Teachers In A Professional Development School: Community Partnerships

Harriet P. Sturgeon and Nancy Wright, University of Houston - Clear Lake

A dream come true—developing future high quality teachers from high school to certification through a collaborative partnership among school districts, community colleges and university personnel. Building a seamless transition from high school to community college to university to professional development school internships to certification is the goal of the collaborative community partnerships. Presenters will focus on recruitment, quality teacher preparation, and retention of teachers through

a strong collaboration between all the stakeholders. These partners work together to provide a seamless step-by-step program to train future quality teachers with the goal that they will return to their home school districts for their internship at a professional development school and eventually a teaching position. Learn how the professional development schools/ internships have made a major impact and difference on the quality and retention of teachers for some of the area school districts of Houston, Texas. The University of Houston at Clear Lake's Collaboration Program, called Success Through Education Programs (STEP), is composed of partnerships with four area school districts, four area community colleges and fourteen professional development schools.

Growing Up Together: A New University And New Elementary School Evolve To Meet The Mission Of The School And School District

Lily DeBlieux, Pelican Marsh Elementary School

Linda Ray, Florida Gulf Coast University

Pelican Marsh Elementary School (PME) and Florida Gulf Coast University (FGCU) both opened in the fall of 1997 and were designated as a PDS partnership. Since that time, both institutions have evolved and changed.

These changes have impacted the partnership between the two institutions. Most recently, Collier County Public Schools has become a Standard Bearer district. An FGCU Professor-in-Residence was trained in this initiative with the school staff and implemented a specialized final internship of self-selected final interns to be part of the Standard Bearer Initiative. These WOW (Working on the Work) interns completed an application process, participated in a roundtable discussion with cooperating teachers, and had input into their placement.

Presenters will share information regarding:

History of the partnership

Teacher discussion groups

Intern and cooperating teacher selection process

Perceptions of WOW and non-WOW participant teachers and interns

Training interns in WOW

How A University, Science Center, And Professional Development School Partnership Has Impacted Teacher And Student Learning

*Donna Walker-Knight and Jennifer Platt, University of Central Florida
Betty Hoyer, Orlando Science Center*

The collaborative efforts of the University of Central Florida, the Orlando Science Center, and several PDS and partners schools have impacted teacher and student learning through professional development for teachers resulting in the engagement of students in active learning in math, science and technology. The Orlando Science Center invites partner schools to the annual Harcourt Educator Series, which reviews the work of a nationally recognized educator. Orlando Science Center staff work with PDS schools to customize field trips to OSC. These focused visits help teachers better utilize the resources at the science center as a complement to their classroom instruction. The university/science center/PDS partnership awards mini-grants to teachers to conduct research in their classrooms. Speakers, such as Richard Sagor, have been brought in to work with teachers on action research projects. Presenters will report results of these professional development efforts on teacher and student learning.

Impact Of Team Teaching On The Learning Community

*Beth Arentz, SUNY Oswego
Susan Fox, Christine Weisenburger, Mike McAuliff, Susan Takacs, and Carol Rehm, Parish Elementary School*

Growth of the learning community is one of the essential elements of a healthy PDS. The PDS at Parish Elementary School, in partnership with Oswego State University, has explored and implemented a team teaching model for instruction of the Methods/Practicum Course taught on-site at Parish Elementary. This presentation will describe how the entire faculty and the Oswego State instructor share their expertise in teaching the Methods/Practicum Course and builds upon last year's presentation outlining our on-site Methods/Practicum experience.

Teachers at Parish Elementary are also implementing a co-teaching approach between cooperating teachers and candidates in English/Language Arts instruction. We have found that co-teaching enhances the learning of the candidates, increases student achievement, and has positive implications for cooperating teachers. The co-teaching model is replacing the traditional model in the student teaching experience. We believe that this collaborative co-teaching model, and our team teaching approach, have contributed to the significant rise in our state test scores and enhanced our learning community.

Improving Instructional Strategies And Student Performance Through PDS Efforts

Pamela K. Boyd, Auburn University

Carolyn Wilson, Auburn City Schools

A literacy partnership between Auburn University and Yarborough Elementary School has resulted in improved instructional practices in literacy instruction at the preservice and inservice level. This PDS is a setting where examining current practices and initiating improvements related to school reform are priorities. As a Literacy Demonstration Site under the Alabama Reading Initiative (ARI), collaboration between the school and university allowed intensive training opportunities for teachers to identify and implement strategies that contribute to a balanced reading program. Word Attack, the area that generated the most questions and concerns, led to the development of an intervention program. Effectiveness is viewed through two layers of analysis, pre and post-surveying of teacher's attitudes and methods, and pre and post-testing of students participating in the intervention. Evidence from the study revealed a positive link between teacher preparation and student performance.

Instilling Professionalism In Preservice Teachers: Conversations And Collaboration With Local Schools

Kelly W. Ryan and Dana K. Lyles, Jacksonville State University

"I need to inform you about a situation involving your preservice teacher!!!" Often this is the opening line of communication between field-based teacher educators and institution-based teacher educators. Teacher Education programs do an outstanding job insuring methods and content are mastered in the curriculum and in turn the field-based experience insures that theory is successfully modeled in practice. However, the preservice teacher is assumed to gain an understanding of professionalism and the requisite skills to incorporate professional practice through osmosis.

This presentation will chronicle the journey taken by the College of Education and Professional Studies at Jacksonville State University to expand and strengthen collaborative partnerships with local schools and the education community. The goal of the journey is to instill professionalism and foster a sense of shared ownership in the preparation of preservice teachers.

Integration and Collaboration: A Perfect Marriage In PDS

*Mary Beth Allen, Pamela Kramer, Gina Scala and Shawn Brown, East Stroudsburg University
Jaci Leonard, J.M. Hill Elementary School*

This session will highlight the unique processes used in teacher preparation and professional development within a Professional Development School setting. The procedures used to integrate course work and field experiences, as well collaboration in teaching the courses, will be shared. Pre-service teachers working in this setting learn to integrate the content area (Social Studies or Science) with the verbal and visual communication systems (Reading and Art) while creating lessons that meets the needs of diverse students (Inclusionary Practices). Pre-service teachers participate in integrated teaching experiences on campus and then work with their mentor teachers to plan integrated lessons for elementary students. The structures used to integrate the content, communication systems, and modifications, both on campus and in the professional development schools, will be shared. Of particular interest will be the collaboration among university faculty, in-service teachers, and pre-service teachers to create educational environments dedicated to the success of all learners.

Interns Serving As Substitutes Within Professional Development Schools (PDSs): Supporting Simultaneous Renewal

Bea Bailey and Dorothy Sluss, Clemson University

Our session highlights ongoing research related to a major PDS concern. How can the PDS site make time for dialog among site mentors, university mentors, and arts and science faculty so that they can engage in simultaneous renewal as Goodlad advocates? One possibility is to prepare interns to serve within the PDS sites as official substitutes. This enables site mentors to leave their classrooms on scheduled occasions to work with university professors—without cost to the PDS site. The interns, in turn, engage in Service Learning as they continue to stretch toward professional goals. Qualitative and survey data will be shared to show the benefits (and a few limitations) of this approach for teacher education programs, university faculty, school districts, PDS sites, site mentors, interns, and most importantly, public school students.

The Jacksonville University School Partnership Simultaneous Renewal Collaborative: A Four- Year Immersion Program

Harry M. Teitelbaum, Jacksonville University

Diane Gillespie, Justina Elementary School

The Partners Program between the Jacksonville University School of Education and three public schools (elementary, middle, high) is a four-year immersion program linking theory with practice beginning with the first semester of the freshman year. This program represents the best thinking as to how to prepare students to become effective teachers in today's public schools. Features include (1) academic advisors insure 50 community service hours in preferred venues are successfully completed by the end of the second semester of the freshman year; (2) alignment of all professional coursework with a field-based component; and (3) compensation for interns one day/week during the student teaching semester. "Substitute teaching" releases master teachers to participate in professional development activities in the school on a topic of the school's choice taught by the JU faculty at no cost to the school district. The program is scheduled for implementation in fall 2003.

K-12 Web-Based Portfolios And Arroyo Professional Development School

Paul Gathercoal and Frank Chapman, California Lutheran University

Denise Vale and Beverly Hill, Arroyo Professional Development School

California Lutheran University's Teacher Preparation program and Arroyo Professional Development School in Simi Valley Unified School District use a web-based portfolio system consisting of teacher assignments, learning resources, student artifacts, mentor feedback, and curriculum standards for K-12 schools. This presentation will convey an understanding of how a K-12 web-based portfolio system facilitates assessment, evaluation, and reporting in a single web portal. California Lutheran University preservice teachers are using the K-12 web folio to design units of work, within the system, and to have their elementary school students generate web-based multi-media responses to their assignments. The assignments are linked to state standards and they can be systematically searched to ascertain which students have met or exceeded each standard in an authentic way. The web-based portfolios can be viewed by parent/caregivers and other interested parties through Internet connections to the webfolio server housed at California Lutheran University.

Lessons Learned: Sustaining A Public School/ University Partnership In A Win-Win Collaborative Setting

Annette Martin, Allison McIntosh, and Brooke Haygoode, Bryant Elementary School

Mitzi Fisher, Ross Elementary School

This Professional Development Model has been in existence for the past three years in a large urban, suburban school district in the Midwest. It is a highly successful blending of theory and practice which has benefited students, interns, teachers, and university faculty through on-going application of effective collaborative practices and instructional models. This collaborative process has allowed for increased opportunities for creating and improving staff development. Twice weekly these professionals get together to study and analyze best practices to make it suitable for the students in this at-risk school. This panel of teachers will share through an interactive and engaging conversation their ongoing experiences as fellows and classroom teachers working in a collaborative setting with interns and fellows from the University of Missouri. Come and find out which best practices have worked for them, have significantly increased achievement in their school, and have provided the district an effective means to recruit and retain quality teachers.

Linking Pre-Service And In-Service Teachers Through Mentoring

Lori Bird and Mary Danielson-Gates, Minnesota State University

The PDS relationship between Minnesota State University-Mankato and local school districts in southern Minnesota models a unique approach to professional development through on-site teacher mentor programs. This collaborative venture provides a seamless professional growth experience that links pre-service and in-service educators. As a result, new and experienced teachers are better able to help all students succeed in school. University students (placed in the schools for clinical and/or student teaching), first year teachers, and veteran faculty (serving as mentors), participate in:

- self-evaluation and peer review using the frameworks for effective teaching
- infusion of instructional best practice
- practical use of action research techniques
- sharing of resources across districts

This session will be presented by MSU-M's Teachers on Special Assignment. TOSAs are shared equally between the public schools and the university. They will highlight the TOSA role, mentor program specifics, and benefits received by program participants.

Looking To The Future: A Conversation About A National PDS Association

Les Sternberg and Bruce Field, University of South Carolina

Where can I find information on PDSs? What journal(s) would you recommend I read to find the latest research on PDSs? How do PDSs fit into the overall national education scene? If you've ever been asked these questions and have struggled to provide adequate responses, you probably are not alone. While educators have promoted PDSs throughout recent years, and while NCATE has acknowledged the value of PDSs through publication of the National PDS Standards, no one has yet established a professional association to facilitate and coordinate a national dialogue on the PDS initiative. Nor has anyone developed a PDS journal to serve as an avenue for ongoing discussions. You are invited to participate in a dialogue addressing the perceived need for such a national association.

The conversation facilitators welcome input from across the P-16 continuum and hope the conversation will help guide the efforts of all PDS stakeholders as we look to the future.

Making a Difference Through Collaboration

G. Nathan Carnes, University of South Carolina

Cheryl Outlaw, Airport High School

Professional Development School (PDS) models have emerged to prepare teacher candidates while providing professional development for classroom teachers (Abdal-Haqq, 1991; Book, 1994; The Holmes Group, 1990; MacIntyre, 1995). Meanwhile, the National Education Association-Teacher Education Initiative (NEA-TEI) sought to bring about extensive reform in education from preschool experiences through doctoral programs (NEA, 1994; Pines, Seidel, & Di Trani, 1998; Val & Rennert-Ariev, 2000). Specifically, it focused on the analysis of program, curriculum, evaluation, and delivery aspects associated with the professional development of teachers in PreK-12 Professional Development Schools (PDS) and collaboration with professional organizations (NEA, 1994; Valli & Rennert-Ariev, 2000). The presenters plan to actively engage the audience in their presentation while sharing lessons learned about collaboration between school-based educators and their university colleagues, making a difference in the manner in how a PDS network impacts education of preservice and professional educators.

Making A Difference: Using Autobiographical Inquiry To Impact Professional Development School Relationships And Practice

Jeffrey S. Kaplan, University of Central Florida

Teaching can often be a lonely and isolating experience. The purpose of professional development schools is to demonstrate how teaching can be enhanced by active involvement of personnel in curriculum-decision making and teacher inquiry. Moreover, professional development schools can promote faculty purpose and development in regards to individual teacher improvement practices, cohesive faculty community building, and creating an environment of critical and self-reflective inquiry.

This presentation will demonstrate how autobiographical inquiry can engender a cohesive, engaging faculty in a public school setting. Using an active hands-on approach, this session will demonstrate how engaging faculty in exploring their professional lives will promote both faculty cohesion and student success. Participants will explore significant moments in their own teaching lives and then relate their perceptions to the larger understandings of teacher practice and student learning. Suggestions for using reflective practice to improve classroom instruction, faculty engagement, and school mission will be discussed. Appropriate handouts and suggested resources will be distributed.

Meeting The NCATE Standards Through K-16 Partnerships

Doug Thomas and Carl Grigsby, Central Missouri State University

The PDS and other K-16 partnerships have been very beneficial in addressing and successfully meeting a number of the accreditation standards established by the National Council for the Accreditation of Teacher Education. Stemming from a long history of working with area schools, Central Missouri State University has recently expanded their K-16 partnerships to include urban PDS sites and structured field experiences in urban charter schools. These experiences have enhanced the university's goal of having its teacher preparation candidates receive rural, suburban, and urban field experiences during their pre-service training. The PDS programs provided university students and faculty the opportunities to work with diverse student populations and interact with urban educators in unique school settings. While supporting all the NCATE standards, these programs proved to be instrumental in successfully meeting the "field experience" and "diversity" NCATE standards.

Model Of Innovative Collaboration Of Knowledge In The Education Of Youth - “Mickey”

Rosemary Mautino, Duquesne University

Pamela Gordon and Doris Martino, Centennial Elementary School

The Professional Development School concept has offered a unique opportunity for Duquesne University and Centennial Elementary School to form a partnership with a common goal of enhancing the education of students while promoting the continuing growth and renewal of professional educators.

Our partnership has provided a system which connects and enhances a variety of projects and goals. In particular, the PDS has assisted with the development and implementation of our Title I School Wide Action Plan. Duquesne University has conducted in-service professional development training in the areas of needs assessments, a balanced literacy approach, and student assessment in order to improve student achievement and align curriculum with Pennsylvania State Standards. For our part, Centennial Elementary School has accepted student teachers from the university. It is our goal to provide student teachers with models of best practices and opportunities to put theory into practical situations. The Centennial Reading Specialists were invited to Duquesne University’s Reading Collaborative where they were able to share ideas and information with other Reading Specialists while the university benefited from their knowledge of the current school situation.

The staff of Centennial Elementary School has taken on the leadership role of lifelong learners, establishing themselves as models for both students and future educators. There is a renewed vigor among the staff as we prepare to “take control” of the profession and prepare tomorrow’s teachers to navigate through the maze of decisions that will enrich the performance of all learners.

Working side by side with Duquesne University, sharing and exchanging information and experiences, and participating in and contributing to the process, have certainly proven to be factors in creating a win-win situation.

National Innovations That Enhance Teacher Quality: Successful Partnership Models That Make The Grade

Jane Zenger, University of South Carolina

Gail Hilliard-Nelson, Kean University

Robert Fisher, Illinois State University

Gerald H. Maring and Tariq Akmal, Washington State University

Barbara O’Neal, South Carolina State University

Since 1999, scores of universities and pre k-12 schools have received millions in Title II funds to expand and improve clinical programs through partnerships. Preliminary project reports indicate promising results, espe-

cially in the areas of recruitment, mentoring, and retention of teachers in high needs schools.

Project coordinators interested in issues concerning teacher quality created the Teacher Quality Forum to identify and disseminate “gems” found in exemplary teacher education programs. In this session, Teacher Quality Forum members demonstrate how collaboration and curriculum revision can transform pre k-12 classrooms via in-service and pre-service development. Featured “gems” include mentoring and curriculum alignment at Illinois State and the Kean University approach to developing “communities of learners.” University of South Carolina describes teacher-leaders, web communication, and inquiry research. Washington State University highlights advances in cyber-technology with diverse learners. South Carolina State University shares strategies for mentoring of interns and how universities can support teachers seeking National Board Certification.

Networks For Educational Renewal: The Agenda Makes A Difference

Ted Coker, Benedict College

Pat Graham, Winthrop University

Jim Lane, Columbia College

Cheryl Outlaw, Airport High School

Lesley Quast, Furman University

George Johnson, Les Sternberg and Irma Van Scoy, University of South Carolina

A panel of representatives from the South Carolina Network for Educational Renewal will share information on South Carolina’s implementation of the agenda for education in democracy and simultaneous renewal of P-12 schools and the education of educators. The SCNER is one of the 21 settings across the country that is part of John Goodlad’s National Network for Educational Renewal (NNER). The SCNER and the NNER are open to new members (institutions of higher education and their partner schools). Come and find out what being a part of these collaboratives could mean for you.

On The Frontline: Faculty Life In The PDS

Pete Kelly and Sam Minner, Truman State University

Greg Prater, Northern Arizona University

Although considerable attention has been devoted to the many benefits of preparing teachers and other education professionals in Professional Development School (PDS) settings, little work has been done regarding the effects of PDS contexts on the faculty members who work in them. In this panel discussion, two faculty members and one university administrator experienced with PDS arrangements will discuss this important issue. Panelists will briefly describe three Professional Development Schools—one located on the Navajo Reservation in Arizona, one located in Tennessee, and one located in Missouri—and describe the benefits and constraints they experienced in each setting.

Special attention will be given to the impact of PDS work on faculty life (both personal and professional), interactions with colleagues, and challenges related to professional identity. This session will be of particular interest to faculty members and administrators in the early stages of PDS development or those considering beginning such work.

Online Course Delivery: Compatibility With A PDS?

Diane E. Prince, University of Houston-Victoria

Over the last three years the University of Houston-Victoria has offered faculty incentives to create online courses. The School of Education has moved quickly into the delivery of online courses. In many ways, the effort has been successful; yet, it has also unearthed many questions and problems that challenge a variety of current School of Education practices. It has been especially challenging to balance the school-based Professional Development School concept with new efforts by the university for increased Internet course delivery. A major issue discussed and debated by faculty and administrators has been the value of this delivery method for future teachers and public school administrators. Questions persist as to the quality of such courses and the appropriate amount of online delivery for a program.

Techniques for working with the Internet courses and school-based programs will be presented and discussions from those attending will be encouraged.

Partnership For Growth: Impact Of A Professor-In-Residence

Martha C. Mangin, Candice Bagley, David B. Gustavson, and Patricia D. Stanley, Louisiana State University - Shreveport

This presentation describes the partnership between LSU-Shreveport and its professional development school, focusing on the innovative use of a professor-in-residence. The result has been a significant impact on the PDS students and faculty, pre-service teachers, and other university participants. Now in its second year, this PDS has an enrollment made up entirely of children from lower socioeconomic homes who came to school with already well-established learning, behavior, and socio-emotional problems. Many of the teachers chosen for the school also need additional support and training to develop to their full potential. Discussion of University involvement in the PDS includes the following:

- 1) a full-time faculty member who is at the PDS one day each week as a resource,
- 2) staff development, including training in conflict resolution strategies and classroom management,
- 3) field experiences for pre-service teachers,
- 4) adoption of the PDS by the student teacher organization, and
- 5) mentoring by upper division Psychology students.

Partnership n Paradise: A Paradox?

Donna Hathaway-Cook, Rowan University

Nancy Farrell and Louise Karwowski, Johnstone Elementary School

This presentation will focus on the initiatives and outcomes of the Holmes Partnership between Rowan University and Johnstone Elementary School. Rowan's College of Education graduates approximately 550 new teachers a year. Johnstone School is located in an urban district and is designated as a bi-lingual school with over 66% of the five hundred children (K-4) speaking Spanish as their primary language. The university liaison, principal, and teachers developed an assessment plan to begin to document the effectiveness of the PDS initiatives. The assessment plan was developed around NCATE PDS standards. This plan will be shared as well as multiple perspectives based on the perceptions of the principal, university faculty, cooperating teachers, and student teacher. The presenters will focus on the assessment plan that includes the following initiatives: graduate course work taught on-site and required for all cooperating teachers; weekly sessions held with student teachers and taught by Johnstone faculty and staff; teacher exchange between Rowan and Johnstone; monthly research forums held before school; after school study groups; and cooperating teacher support groups.

PDS, Impacting Student Learning And ACEI Program Review

Gordon Eisenman, Augusta State University

The principal part of an institution's program report for ACEI/NCATE program review is the aggregation, interpretation, and summarization of evidence demonstrating that elementary teacher candidates have acquired the knowledge, skills/abilities, and dispositions necessary to have a positive effect on K-6 learning. This session will address how one institution is using the Professional Development School Initiative to meet the standards and how, through professional collaboration with public school and arts and sciences faculty, the program developed a planned, purposeful, and continuing assessment system that evaluates candidate proficiencies. Internal and external sources are combined to provide data towards meeting the standards. The session will describe how the assessment system was developed and refined and provides examples for participants.

PDS Practicum Experiences And The Professional Development Of The Teacher Candidate

Anne Leser, Maryville University

Marsha Numi, Stix Early Childhood Center

Teacher candidates over a three-year period were asked to participate in interviews to investigate the effects of practicum experiences on their professional growth as future teachers. An effort was made to discover what influence, if any, having a practicum experience in a PDS had on this development. The teacher candidates were interviewed during their student teaching semester. All participants were asked to put together a timeline of all their practicum experiences noting such things as highlights, ahas and concerns. Discussion of this timeline then formed the beginning of the open-ended interview. Data was recorded and analyzed to identify correlations to the Maryville University student teaching outcomes and the Standards for Professional Development Schools.

This session will present the preliminary findings and offer the audience an opportunity to talk to the researcher and cooperating teachers.

PDS in Rural America: It Can Be Done

Doug Thomas, Central Missouri State University

Joyce E. Killian, Southern Illinois University

Missy M. Bennett, Georgia Southern University

Peggy Yehl Burke, Saint Bonaventure University

Kathy Fuller, Unity Point School District (Illinois)

Developing PDS partnerships in rural areas, often away from the immediate proximity of the campus, is generally met by a number of logistical and institutional obstacles. This presentation brings together representatives from different universities (Central Missouri, Southern Illinois, Georgia Southern, and Saint Bonaventure) who have successfully established PDS partnerships in rural communities. This presentation will highlight the trials and tribulations embedded in the creation of rural and campus-distant PDS partnerships. With representation from different states and segments of the country, this presentation will provide a forum for discussing the common obstacles and workable solutions encountered during the formative years of PDS partnerships in rural America.

PREP: PDN - Portrait Of A New Partnership

*Nancy Yoder, James Rog, and Walter Harris, University of Maine,
Richard Lyons, Maine School Administrative District #22
Pamela Kimball, State Street School*

PREP: PDN, the Penobscot River Educational Partnership: Professional Development Network, is a school-university partnership which includes the University of Maine and eight surrounding school districts in mid-Maine. The partnership, a union of the school districts' joint organization (PREP) and the University's outreach to neighboring districts (PDN), is only in the beginning of its fifth year. As a relatively new partnership, PREP: PDN has lessons learned to share with other developing partnerships, specific accomplishments to report, and questions to initiate dialogue with others around strategies to strengthen new partnerships.

The plan for the session is in two parts.

Part I: Each PREP: PDN panelist will present a key issue relevant to a new partnership.

Part II: Each panelist will host a small-group discussion around his or her topic, to explore the topic in detail with session attendees. Attendees may choose which discussion they wish to join.

Preparing Novices To Teach In Inner City Settings: The Unique Role An Urban PDS Can Play

*Robin Haskell McBee and Janet G. Moss, Rowan University
LaVerene Harvey, Sandra Sims-Foster, and Patricia Scott, Cooper's Poynt PDS*

PDS teachers and former candidates, mentors, administrators, and professors will discuss how candidates are initially introduced to urban teaching and learning and recruited for internships in the urban setting. Presenters also will share information on urban district recruiting and placing of graduates directly from this program into teaching positions, and the role of university and school-based mentoring throughout this process to support candidates and new teachers. The presentation will include discussions of: pressing issues related to attracting strong candidates and preparing them for teaching in city settings; the evolving perspectives of candidates who are now teaching in the school; an examination of field experience candidates' written reflections about their experience at the PDS; review of findings from surveys and interviews of former candidates; and the roles that cooperating teachers, administrators, and professors play in preparing candidates for urban teaching, recruiting candidates, and dispelling myths and developing interest in urban teaching.

Preparing Students To Be Responsible Citizens In A Free, Democratic Society

*Paul Gathercoal and Frank Chapman, California Lutheran University
Denise Vale and Beverly Hill, Arroyo Professional Development School*

Judicious Discipline professes that in order for students to become responsible citizens they must be given responsibility. It is claimed that in schools/classrooms where the principles of Judicious Discipline are applied, educators contribute favorably to students' social development, their sense of autonomy, and help to better prepare them for living and learning in a democratic society. California Lutheran University's Teacher Preparation program and Arroyo Professional Development School in Simi Valley Unified School District, are collaboratively implementing Judicious Discipline in classrooms and throughout Arroyo Professional Development School. This presentation will share strategies employed and our implementation journey as we prepare students for living and learning as responsible citizens in a free, democratic society.

Professional Development: Integrating Teacher Goals With Supervisor Concerns

Beverly Cree, University of North Carolina-Wilmington

This session describes the application of the learning-centered supervision process to support teachers in identifying their own goals and developing specific strategies to address those goals. Procedures are discussed for supporting teachers in developing responsibility for professional development, especially related to assessing teacher and classroom contributions to child engagement in learning opportunities and child outcomes in learning and development. Teacher goals will focus on the role of the teacher and engagement of children in individual and group activities. Strategies include use of teacher strengths to address concerns generated through discussions between teachers and mentors or supervisors and the use of developmental questioning by supervisors for guiding teachers to insights about their strengths and needs. The issues in this session are linked to how the PDS system impacts the process of professional development.

Professional Development Through Post- Baccalaureate Programs

Van E. Cooley and Katharine Cummings, Western Michigan University

Western Michigan University and Oak Park officials have developed a post-baccalaureate program for 67 teachers. The purpose of the program is to build leadership capacity within the Oak Park School District. The entire program is delivered in the district, which is located in the Detroit area. Leaders do not always occupy a position. People, regardless of position, exercise leadership.

The primary program goal is to develop the first successful urban school district in the United States. Program emphasis is on leadership, communication, student learning and instruction, and the development of a learning organization. Participants are divided into building level groups. Assignments focus on building level and district needs.

The program is currently in its second year. Early indicators of success include teachers and principals working together on problem solving and assuming joint responsibility for student learning. The school culture is also beginning to change. Teachers are emerging as participants in school governance and school improvement.

Professional Seminar: On-Site Reflective And Inquiry-Based Experiences For Teacher Candidates - A Generative Process

Bill Armstrong, Linda Armstrong, and Debbi Leialoha, Graceland University

Graceland University's newly formed Professional Development School Partnership with Blue Springs, Missouri R-4 and Independence, Missouri School Districts provides teacher candidates, in their senior year, the opportunity to collaborate with peers, mentor teachers, school personnel, and university faculty. Their on-site Professional Seminar collapses 15 hours of traditional coursework and thematically weaves best practices in reflective and inquiry-based experiences. Presenting accounts of the early processes of developing this year-long internship, this panel will tell the story which focuses on the nuts and bolts. Where do you start? What does it look and sound like? What are relevant strategies to facilitate teacher preparation? How do teacher candidates' experiences impact pupil learning? Hear the voices of multiple stakeholders who share in providing meaningful learning experiences that connect theory to practice.

Providing Research-Based Practices And Sustaining Partnerships: The Story Of An Urban Professional Development School

Monika W. Shealey, Judy Watson, and Stacy Meisch, University of Central Florida

Torrance Broxton, Patricia Bohan, Barbara Blossom, Peggy Williams Grimes, and Kay Luzier, Palm Terrace Elementary School

The role of a professional development school is to work collaboratively with educators and university faculty toward mutually-determined common goals in an effort to produce positive student outcomes. Palm Terrace Elementary, an urban elementary school, has made tremendous gains in student outcomes and professional development. With assistance from the Orlando Science Center and the University of Central Florida, the school has initiated school-wide research-based practices in reading, developed and sustained a science lab, which emphasizes literacy through science, and implemented whole-faculty

study groups linked to the school improvement plan. This presentation will provide participants with an overview of the three initiatives and the role of research and partnerships in sustaining each initiative. Presenters will offer promising practices for educators and school administrators, as well as present a model for school change focused on student results. Participants will have an opportunity to engage in meaningful dialogue with presenters and increase their awareness of opportunities available through school-university-business partnerships.

“Put Me In, Coach”: The Rationale And Experiences Of Creating A Professional Development School Partnership

*Brian Mumma and Victoria Hunnicut, Georgia College and State University
Miriam Scott, Clifton Ridge Middle School*

Traditional teacher preparation programs have often consisted of several entities working independently towards the professional development of teaching interns. This process of pre-service teacher training has been in direct conflict to both the familial context in which societal learning develops and the theoretical framework touted as philosophies for effective learning. Presently, the John H. Lounsbury School of Education at Georgia College & State University has initiated the active development of Professional Development Schools (PDS) with two schools in Jones County, Georgia: Wells Primary School and Clifton Ridge Middle School.

The concept for the Professional Development School partnership consists of providing teacher interns an on-site laboratory experience for demonstrating and developing effective teaching strategies through an authentic teaming of public school and university faculty. The rationale for this partnership is to juxtapose two elements in the initial teacher certification program: field placement learning experiences in P-12 classroom environments and university pedagogical course work. This is being achieved by removing both the literal and figurative distances between the partnership institutions. The details of the Professional Development School collaboration are composed of multiple aspects for the institutional integration of the public school and university teacher-training collaboration. This is being achieved by placing university faculty in public school settings, creating identities within the public school setting of the Professional Development School for all faculty, increasing the communication and training of mentoring teachers, and teaching university courses within the public school classrooms by both university and public school faculty. Most noteworthy are the efforts to remove the true and perceived boundaries between the co-operative institutions in order to create authentic partnerships.

Putting Student Outcomes First: Enhancing Children's Vocabulary Through A PDS Collaboration

Joneen Lowman and Juliann Woods, Florida State University

A Professional Development School (PDS) relationship was established between the Department of Communication Disorders and an elementary school in a high poverty area with the goals to improve student clinicians' clinical skills, enhance preschool staffs' instructional skills, and improve student outcomes. Improvement of receptive and expressive vocabulary was identified as the student outcome through classroom observations and discussions with school stakeholders. Preschool staff, the school speech-language pathologist, and university personnel engaged in six weekly in-service activities aimed at improving children's understanding and use of 25 different concepts. From a list of empirically supported strategies (e.g. environmental arrangements, milieu teaching strategies, planning), staff selected strategies most applicable to their classroom. Student clinicians gained experience targeting concept words within the preschool curriculum. Pre- post- test scores from the Boehm Test of Basic Concepts (Boehm, 1986) revealed a significant increase in students' understanding of concepts. Staff evaluated the PDS activities positively.

Reflecting Ten Years As Partners In Teacher Preparation

Emilie Sullivan, Christy McGee, Linda Morrow, and Linda Eilers, University of Arkansas

John L. Colbert, Holcombe Elementary School
Michelle Doshier, T. G. Smith Elementary School

University and public school faculty will share experiences of their Master of Arts in Teaching program. This five-year initial certification program provides real world experiences in partner schools and leads to licensure in elementary and secondary education. The program is grounded in the belief that mutually beneficial school partnerships provide the best structure for teacher preparation. Public school teachers mentor university interns, and university faculty provide professional development. The presence of M.A.T. interns lowers teacher pupil ratios and permits teachers to implement technological advances and contemporary theory modeled by interns. University and school faculty and interns collaborate on research, grants, and professional presentations.

In January seventy university and school partners will hold a retreat to review the program and set new goals. Retreat outcomes and simultaneous renewal efforts will be shared.

**Removing The Mystique Of Special Education:
Preparing Preservice Teachers In A PDS For
Inclusionary Practices**

Missy M. Bennett, Georgia Southern University

Kathleen Brennan and Fran Stephens, Southeast Bulloch High School

This presentation highlights research conducted with preservice and inservice teachers over a two-year period at a secondary PDS where exposure to collaborative teaching and inclusionary practices prepares teachers for greater success with diverse learner populations. Research reveals that both preservice and inservice teachers cite collaboration with a colleague and an increased focus on student needs as benefits to the teachers as well as to the students in collaborative classrooms. Challenges arise, however, in the coordination of lesson planning and teaching. In addition, special educators cite difficulty in mastering content at the secondary level and regular education classroom teachers often fail to understand particular modifications needed by students with special needs. Successful collaborative teaching requires a collaborative spirit by all participants in the classroom.

**Research Findings From Games Involving
Basic Fact Operations And Algebraic Thinking**

Enrique Ortiz and Suzanne Snow, University of Central Florida

The purpose of this presentation is to share research findings related to the development of new instructional games. Pre-tests and post-tests were administered to each of the 145 students participating in this study. One pre-test involved basic facts operations and another pre-test involved algebraic thinking. Descriptive statistics, paired t-tests, and correlation coefficients were used to measure the effectiveness of these games to help students (Kindergarten to fifth grade) master basic fact operations, stimulate the exploration of mathematical ideas, and use algebraic thinking (involving one, two, or three variables and equations) at different levels of understanding. The participants of the study were students from a local, professional development, urban public school, in partnership with the University of Central Florida, during the last two months of the spring 2002 semester. This school is located in a predominately lower to middle class neighborhood.

School Improvement Plans, PDS Standards And Decision Makers In Education

Dana Hetzler, Parkside High School

Brigid Noonan, University of Maryland Eastern Shore

The No Child Left Behind Act has presented school systems with rigorous standards in the education of children. The alignment of School Improvement Plans (SIP) and PDS Standards are essential to demonstrate the efficacy of Professional Development Schools. This presentation will focus on the strategies, activities, and events that have proved to be successful in keeping with the alignment of the School Improvement Plan, the PDS Standards and the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles Activities include the transition process for incoming students with special needs, participation in a summer planning institute by 33% of the faculty, and an on-site reading course to address reading strategies targeted in the school plan. Discussion will also center on areas that continue to be challenging to both the public schools and higher education communities.

Schools Of The Future-Building Effective Learning Communities

Gail Hilliard-Nelson and Rosalyn Lenhoff, Kean University

Robert Ross, William Paterson University

Ronald K. Butcher, Rowan University

Three universities have developed PDS relationships with 13 high-need school districts. Following three years of program implementation, thriving PDSs are showing significant positive impact and building communities of learners in local schools in the following ways:

Teachers as leaders - Teachers lead discussions to reflect on practice, actively participate in planning for professional growth opportunities in their schools, and co-teach courses with university faculty.

Researching student learning - Students, teachers and faculty use action research projects to identify impact on student learning and provide data to improve practice.

Exploring new strategies for teaching and learning - In-service and pre-service teachers have investigated teaching methodologies, shared results and reflected on outcomes.

In this process we have learned a great deal about schools where the PDS model works and meeting the significant challenges to implementation. We will candidly discuss the critical elements that support PDS development and roadblocks that have slowed progress in some locations.

Studying The Impact Of Interns On Student Achievement

John Fischetti and Robert Smith, University of North Carolina - Wilmington

In what measurable and observable ways do secondary interns impact student achievement in the classrooms in which they are placed? Our program is engaged in a two-year study, within our ten-district PDS partnership, to gather specific and anecdotal data. The initial results are promising—good student teachers make a real difference.

Success At A Distant Site

Suzanne Love, Bryant Elementary School

Richard Andrews, University of Missouri

Patricia Schumacher, Independence, Missouri School District

Bryant Elementary in Independence, MO, a Professional Development School partnered with the University of Missouri - Columbia, has demonstrated significant improvement in student achievement. On the state MAP test given at the end of the 2002 school year, 100% of the students scored satisfactory and above in the area of reading. Learn how the innovative and collaborative efforts of two distant sites have facilitated student learning. Examine the roles of university personnel, certificated and classified trainers, pre-service teachers, and graduate fellows. Discover how a professional learning community with job-embedded staff development was established to impact continuous school improvement and to build teacher leadership in the district. Hear the role that National Board Certification played in the building professional development. Learn of the impact of simultaneous renewal on the two institutions. Replication efforts in the district and across the state will be explained. Be ready to “think outside the box.”

Teacher Work Sample And The Partnership Experience: Sound Praxis For Teacher Training

Luther R. Kirk, Betty Jo Simmons, Myra Andrews, Pam Headley, Shelley Lewis, Emily-Anne Story, and Megan Wade, Longwood University

This presentation describes two highly successful components of a teacher training program that connects theory to practice by placing teacher candidates directly into authentic classroom settings for an entire semester while simultaneously teaching methods classes on site. Those two components are:

1. The Partnership Experience—a teacher training program established with a local public school system.
2. Teacher Work Sample—a teacher training concept requiring teacher candidates to design instruction around seven components: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruc-

tion, Instructional Decision-Making, Analysis of Student Learning, and Reflection and Self-Evaluation.

Honors students involved in the program will share their reflections concerning Teacher Work Sample and the Partnership Experience as sound praxis for training teacher candidates. Discussion will be encouraged; questions actively solicited. A Power Point presentation will highlight key concepts and ideas concerning the two programs. Completed Teacher Work Samples will be displayed.

Teachers As Leaders: Using Inquiry And Mentoring To Create A Culture Of Choice For Children In High Needs Schools

- Jane Zenger, University of South Carolina*
- Saudah Collins, Horrell Hill Elementary School*
- Presphonia Perkins, Hyatt Park Elementary School*
- Margo Jackson, Bradley Elementary School*
- Roy Blakeney, Dreher High School*
- Margaret Cameron, Irmo Elementary School*

Unexpected changes are occurring in high needs schools where creative, innovative teachers have taken on expanded leadership roles. This presentation chronicles cultural and curriculum changes taking place in seven South Carolina PDS schools where teachers conduct self-studies, organize clinical rounds for interns, and infuse inquiry into a test-driven curriculum. A Title II funded project provides support for expanded university involvement, technology, and classroom resources. This support is used to facilitate ideas generated through local teacher “context” teams to design personalized professional development programs.

Teachers and faculty will present award-winning projects and give examples of how collaboration has enhanced opportunities for teachers and provided a more democratic culture for students. The unexpected results from these projects will show how teachers have been honored and recognized for their innovations and contributions to the school and community. Teachers will conduct a mini-workshop on designing leadership teams and incorporating inquiry into any school curriculum.

Teaching And Learning Partnership: You And Your Librarian In The PDS

- Donna W. Jorgensen, Rowan University*
- Patricia Slemmer, Williamstown High School*

Many preservice candidates never have the opportunity to see how the school librarian is a teaching partner to enhance the learning of their students. In the Rowan University/Monroe Township Professional Development District model, beginning pedagogy students meet on site at the high school. In cooperation with the university professor, the high school librarian teaches the preservice candidates about the role of the library in

the daily life of the school and helps them to develop ways of integrating library use into lessons in each discipline. She also models a sample lesson for them and invites them to observe when she is instructing a class. This session will discuss this model program and show how other high schools could implement a similar program.

The Development Of A University/Urban School District Partnership

Thomas J. Proctor, Doug Rogers, and Tony Talbert, Baylor University

Jay Davis, Waco High School

Michael Griffin, A. J. Moore Academy

The presentation will demonstrate the PDS impact on education by providing a case study of one partnership in an urban school district. The partnership is expanding from one PDS in 2001/02 to 10 in 2003/04. The case study will include an example of a PDS's impact on student learning, follow-up data on PDS interns, the use of the NCATE PDS Standards to develop guidelines for creating new PDSs, and the restructuring of a four year teacher preparation program around daily junior/senior year experiences in PDSs. The restructured program includes three levels of candidate benchmarks - novice (freshman/sophomore), teaching associate (junior), and intern.

Participants will receive a set of guidelines for establishing PDSs which are based on the NCATE PDS Standards, a written description of four years of field experience, and intern benchmarks with evaluation rubrics.

The Evidence Process At A Professional Development School: Teachers Examining Student Work Through Their Own Questions About Teacher Practice

Carolyn Walker Hopp, University of Central Florida

Horizon Middle School is a professional development school partner of the University of Central Florida. Teachers at Horizon have worked since September 2002 on the Evidence Project in which they defined their own questions about planning, instruction, and student learning. They examined student work to determine the impact of their practice on student achievement. Teacher study groups included beginning teachers working with mentors and other veteran teachers.

In this presentation, Horizon Middle School teachers will describe their process of collaborating and examining their own practice and the activities of the Evidence Project including: identifying questions; collaboration and critique of questions; gathering evidence; examining and discussing questions and evidence with colleagues; and planning and making changes. The essential element of the Evidence Project is docu-

with Minnesota State University-Mankato has enabled the Bridges students to use the university's facilities and has met unqualified success as a result from unwavering commitment of two primary goals:

- K-6 students meet Minnesota Graduation Standards
- Physical Education majors meet Standards of Effective Practice (SEP)

Over four years:

- 140 K-6 students met grade-level performance standards
- 120 university students successfully completed SEP requirements in authentic settings
- K-6/ University faculty collaboratively designed curricula and assessments
- Bridges parents supported the program with funding for transportation

The PDS program is highly cost-effective and replicable. Presenters will describe the partnership's design and implementation as they provide examples of materials and processes used in both settings.

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

Thomas Proffitt, Towson University

In Maryland, the Redesign of Teacher Education (1995) mandated that all teacher candidates have an extensive and intensive internship in a specially designed PDS. Yet there is little conclusive evidence that teachers who receive PDS preparation remain in teaching longer, demonstrate "more" standards-based performances, and impact student achievement "more" than their traditionally trained counterparts.

In 2001, Towson University, a leader in the PDS movement with a network of 60+ PDSs in nine school systems, established The Institute for Professional Development School Studies. In Summer 2002, six Institute researchers, including the writer, initiated a multi-phase, longitudinal study of Towson graduates who are in the first five years of teaching in a large, increasingly diverse school system which has experienced an attrition rate of close to 50% within the first five years of teaching.

This presentation will report results to date of Phases I (attrition) and II (standards-based performance) of the study.

The Impact Of Standards On A Beginning PDS Site

Lisa Dize, Woodson Middle School

Charles Simpson and Daisy Torriente, University of Maryland Eastern Shore

This session will focus on the perspectives of three key stakeholders in the development of a new multi-PDS-site in a small rural county on the Eastern Shore of Maryland. Specifically the roles of the PDS Coordinator from the University of Maryland Eastern Shore, PDS teacher liaison and a student intern will be shared, using the new NCATE and Maryland State PDS Standards as benchmarks.

The session will specifically address the following themes related to the PDS Standards:

- * Effective collaboration strategies
- * Lessons learned from veteran PDS sites
- * Goals, activities, and resources
- * Unique personalities of PDSs
- * Assessment techniques

The Importance Of Stepping ‘Out Of The Box’: A Two Year Study Of Simultaneous Renewal In A School District-University Partnership

Sue Yerian and Greg Williams, Pacific Lutheran University

Three years ago the faculty at PLU’s School of Education replaced their traditional elementary and secondary undergraduate programs with a combined K-12 program co-taught by teams of two to four faculty and a teacher adjunct. Pre-service field placements were closely linked to performance and field-based projects, and extended to four semesters in a partnering school district. Quantitative and qualitative data collected throughout the past three years document stakeholders’ struggles and growth as thinking ‘out of the box’ about collaboration and roles affected practice.

The new program forced faculty to discuss different philosophical and pedagogical beliefs, and team plan. Partner teachers mentored more students and participated in faculty and mentor development. Pre-service teachers communicated across grades. Our ‘out of the box thinking’ about teacher and faculty roles has led to more authentic collaboration. Our data support the claim that collaboration of this nature has had a positive impact on stakeholders’ professional growth.

The Professional Development School Network Mini-Grant Initiative

Doug Maclsaac and Kathy Piechura-Couture, Stetson University

The Professional Development School Network Mini-grant program, sponsored through Stetson University’s Nina B. Hollis Institute of

Educational Reform, is a reform initiative that provides educators with the opportunity to develop and implement projects which demonstrate innovative and effective ways to meet students' needs and increase motivation to learn. In its second year of funding, the mini-grant program has funded 16 projects at four school sites.

Highlights from these projects will be showcased with an emphasis on student learning, the practice of teaching, and professional educator development. Examples of such projects include family science night, electronic portfolios, hands-on science, peer coaching, teacher mentoring, and literacy enhancement projects.

The Responsibilities And Roles Of A University And School Partnership In Successfully Implementing A Positive Classroom Management Model Via K-16 Collaboration

*Candice Hollingshead and Bradley Sheppard, Andrews University
Susan Bendrat, Ruth Murdoch Elementary School*

Andrews University is affiliated with a privately funded group titled the K-16 Collaboration Consortium. This entity reviews grant proposals, which promote partnerships between the university teacher training programs and area K-12 schools. One of the ongoing funded projects is the training and implementation of all preservice teachers and area school educators in the accepted Positive Classroom Management Model.

This grant implementation consists of:

- Representation from university, pre-service teacher leaders, and K-12 school educators attending a Positive Classroom Management "train the trainers" Conference each year.
- Pre-service teachers receiving training in the Positive Classroom Management Model during the "First Days of School" 2-week intensive session prior to their student teaching experience. This allows them opportunities to observe the Model being implemented in K-12 schools and to practice implementation in a simulation setting.
- Pre-service teachers implementing the Model in their student teaching experience and reporting their reflections during the semester of enrollment.
- K-12 educator monthly follow-up sessions to monitor Model implementation and training assistance.
- K-16 annual seminar for all participants involved during the academic year to review progress of the grant funded.

The K-16 Collaboration Consortium oversees the implementation of the grant and reviews the final progress. It is this information gathered over the last 5 years while the Model has been funded that will be shared with session attendees.

commitment to hosting of candidates for two semesters in their schools. All of the schools were in an urban setting and some were designated Title I schools. Research based on graduates of the methods block was conducted to evaluate the outcomes of the preparation of PDS vs. non-PDS trained elementary education candidates. Observations of candidates who graduated in fall of 2000 and spring of 2001 were conducted during spring and fall of 2002, using the School Observation Measure (SOM). Discussion of the Integrated Methods Block within a PDS and its impact on teacher quality will be the focus of the presentation. The early research shows significant differences in teaching styles between the PDS vs. non-PDS trained candidates.

There's No Place Like Home (A Collaborative Project Between Midway and LSUS)

Ginger Williams, Beth Glenn, and Joyce Spears, Midway Elementary School

Through collaboration and teamwork the fourth grade students at Midway -Elementary PDS were able to participate in a multimedia cross-curricular experience. The project was designed and carried out by fourth grade teachers and students, LSUS faculty, and LSUS pre-service teachers; it demonstrates the advantage of collaborative teams in providing learning experiences for students.

A tour of Shreveport was designed for the students by the collaborative team. The students, using video and digital images, made a record of the tour. Projects were created based on these images and student research. The students exchanged original postcards, videos, newsletters, and PowerPoint presentations with other schools all over the world. Members of the collaborative team then combined the projects into a major presentation and archived them on video and CD-ROM.

The results: a collaborative project that ignited students' imaginations and provided a new way of teaching to pre-service and post-service teachers.

Three Years Later: What Are Student Teachers, Clinical Supervisors, And PDS Administrators Saying About Their Professional Development High School?

Edith G. Mayers and Lucy Begnaud, University of Louisiana - Lafayette

Developing a high school PDS model involved modifying the culture of both the existing teacher education program at the University of Louisiana at Lafayette and Northside High School, a low performing high school which became a PDS in August 2000. Evaluating a professional development school is challenging, but evaluating a high school PDS is even more unique. What causes change? This presentation addresses questions concerning changes in secondary teacher preparation as a result of PDSs and the impact the PDS has had on the professional growth

and experiences of the in-service educators, the school administrators, the student teachers, and the students.

At the completion of each semester, a questionnaire is given to student teachers, clinical supervisors, and administrators. Results of those surveys will be shared with program participants. Also, the unique model used to educate student teachers in this Professional Development High School will be explained.

Thursday Morning Seminars: A Partner School's Faculty And Staff Become Teacher Educators

*Rudy Falana, Laura Hoyle, & Joyce Jamerson, Screven County High School
Mark Kostin, Georgia Southern University*

This session describes how teachers, administrators and community members in one secondary partner school conducted regular seminars with practicum and student teachers. Co-facilitated by the school-based and university-based site coordinators, preservice teachers who participated in the seminar learned about student services, discipline policies and approaches, extra-curricular activities, and community characteristics through a dozen seminars conducted during the course of one semester. The goals of the seminar are to support and extend campus-based professional education courses by providing pre-professional and professional block candidates as well as student teachers with an opportunity to better understand the context and culture of the school. The presenters — the school's principal and two lead teachers, as well as the university site coordinator — will describe the process and share the results of this initiative.

To Travel With Hope: A Portrait Of Three Professional Development Schools

Michael Chirichello and James Kane, William Paterson University

This qualitative study examined the beginning stages of our journey with three professional development schools and William Paterson University's College of Education. It allowed us to understand how this partnership gave three New Jersey inner-city, elementary schools the opportunity to travel with hope. In 1999, when the WPUNJ received a five-year consortium grant from the Federal Department of Education, the college of education began to focus on and strengthen earlier pre-existing relationships with each of these urban schools. This qualitative study used the draft NCATE Standards for PDSs (2000) and allowed us to complete an in-depth analysis of the initial year of the grant's activities and provide direction for the four ensuing years. We believe that the beginning

experiences of our journey and the results of this analysis will transform our hopes into realities- that PDSs will become the accepted way to prepare those aspiring to teach and offer opportunities to strengthen and sustain the professional growth of career teachers and university faculty.

Toward A Research Focused PDS Network: Moving Beyond “Feeling Good”

Lolly Templeton and Nitza Hidalgo, Westfield State College

A potential pitfall of any PDS is that often so much time is spent on developing the PDS learning community, collaborating, and celebrating joint work that partnerships forget to systematically examine, practice, and establish outcome goals for P-12 students, teacher candidates, and faculty.

Now in its third year, the participants in this PDS network of five elementary schools and one state college wanted to move beyond “feeling good” to research its impact on student learning. The NCATE PDS standards were used as a guide to take the pulse of the relationship. Findings confirmed the partnership was in the acceptable range in four out of the five standards but needed to work on accountability. Each school in the network is researching what they are doing in terms of student learning and collecting data to be analyzed. The findings are presented in terms of the network’s determination to preserve each school’s uniqueness.

Urban Literacy Institute: A Study Of How Teachers Construct Their Own Professional Development Experiences

Etta R. Hollins, University of Southern California

Shirlette Burks, Wright State University

This session presents a discussion of the first year of a four-year study beginning in the 2001-2002 academic year conducted within the context of a partnership between Wright State University and a local urban school district. The purpose of this study is to explore how teachers in partnership schools construct their own professional development for improving literacy acquisition and development among urban students in the primary grades when using structured dialogue in a study group format in conjunction with reflective journals. The results of the study show promise as an approach to developing a self-sustaining learning community in an urban school-university partnership focused on improving

literacy acquisition and development for under-performing students in the primary grades.

Use Of The Medical Model To Link Theory And Practice In PDS Learning Communities

Teresa T. Field, Johns Hopkins University

The use of a structured, clinical process to educate and train medical professionals is the norm in medical schools across the country. Johns Hopkins University's Master of Arts in Teaching program has taken this medical model and modified it for use in our teacher education program. Building upon the notion of the PDS as being analogous to a teaching hospital, the Graduate Division of Education faculty have developed the "Operating Theater" as a multifaceted instructional model focusing on improving teaching and learning in our PDS sites. Each month-long clinical cycle uses the INTASC principles, best practices in instruction, observation, reflection, and technology to develop both pre-service and in-service educators in the PDS community. This presentation will explain the clinical cycle, demonstrate the technology used to support it, and provide suggestions for implementing the model to improve teacher learning.

Using GESA To Work Towards Equity In A Professional Development School With Preservice And Practicing Teachers

Barbara Beyerbach and Tania Ramalho, SUNY Oswego

Generating Expectations for Student Achievement (GESA) is a professional development program designed to reduce disparities in student achievement by helping teachers identify and alter inequities in how they interact with their students. Teachers study five areas of disparity in which research has indicated teachers are likely to behave differently towards students. They collect and analyze data on each other's teaching to assess where changes are needed. This paper describes our process and outcomes in implementing GESA with preservice and practicing teachers in a Professional Development School (PDS). GESA was infused into a preservice methods course/practicum and student teaching requirements for 23 preteachers who are in the school during the year. GESA was also incorporated into the professional development program for the teachers in the building. We will describe and compare the learning of preservice and practicing teachers, and will examine the impact of GESA, within the PDS context, on K-6 student learning.

Using The NCATE PDS Standards Self-Study Process To Guide The Development And Make Decisions About Financial Support In A Network Of Partner Schools

Mark Kostin, Georgia Southern University

Faced by the prospect of rapidly declining resources, our partner school governance committee was asked to examine differentiated models of funding. Each of the 14 partner schools in our network was asked to complete a National Council for the Accreditation of Teacher Education Professional Development School Standards (NCATE PDS Standards) self-study. Each self-study was subsequently reviewed by an independent panel of arts & sciences, education and school faculty and administrators. Each partner school was asked to rate its work as either beginning, developing or at standard using the NCATE rubric. The panel then reviewed the evidence submitted by each partner school and assigned a rating using the same scale. As a result of this assessment, a three-tiered system was created to represent the three levels of development for partner school work. The process of using the NCATE PDS Standards for this purpose will be described and the results of the Self-Assessments and Review Panel's findings will be shared.

Using The PDS Model As A Template For Preparing Counselors

Joseph C. Rotter, University of South Carolina

Sandra Robinson and E. H. Robinson, University of Central Florida

Jackie Flannigan, Tom Vitale, and Brian Glantz, Buena Vista Academy

The PDS is emerging as a model for the education of school, family, and mental health counselors that promotes an integration of theory and practice involving practitioners, students, and university faculty. Counselors are integral members of the academic team of an effective school. Serving the social, emotional, interpersonal, and career development needs of students, counselors provide a conspicuous role in today's diverse school environment. Preparing these professionals on site fosters the tenets of the PDS model. Through on-site training, action research, and collaborative activities, emerging professional counselors acquire their skills in real time conditions.

The goals of this model for educating counselors include:

1. positive outcomes for students and clients
2. professional development for teachers, counselors, site supervisors, students, and counselor education faculty
3. in-depth training of future counselors
4. development of new knowledge through research in the field
5. simultaneous renewal for professional counselors and counselor educators
6. development and dissemination of best practices

WyTRIAD—A Proven Professional Development Partnership Successfully Links Educational Research, Teacher Preparation, And Student Performance

Joseph I. Stepans, University of Wyoming

Joan Gaston, Fremont County Schools (Wyoming)

Barbara Woodworth Saigo, St. Cloud State University

After five years, a university-school district partnership has evolved from a facilitator-driven to a district-driven program, engaging teachers in high-level, self-responsible, and self-renewing professional development. Participating teachers also serve as models for colleagues and preservice teachers. Studies document the effectiveness of the process for improving teacher self-efficacy and leadership, creating meaningful changes in the classroom, and positively affecting student performance. The Wyoming TRIAD (Wy TRIAD), a 12-year-old professional development model, engages teachers, their principal, university faculty and students, and other school administrators in an in-school partnership requiring active participation of all parties. It helps teachers to understand and apply educational research and to align standards, instructional strategies, and assessment, with a focus on nurturing student conceptual change. Further, as they conduct classroom research, share with colleagues, and reflect on the impact of the changes on themselves and their students, teachers themselves experience conceptual change about the teaching and learning process.

You Can't Step Twice Into The Same PDS: The Importance Of Teaching With A Moral Lens During Uncertain Times

David Lee Keiser, Montclair State University

Montclair High School, in Northern New Jersey, is a vibrant and thriving Professional Development School. During the fall 2002 semester, approximately 65 students from Montclair State University participated in school activities as preservice teachers, field students, tutors in special education, and critical observers. In addition, the site liaison works with several faculty teams, or small learning communities, to document inquiry- and action research projects. This presentation will present several case studies from this PDS and examine them critically, paying particular attention to issues of diversity and access to education. Cases will include: an action research project in a disenfranchised community; a book chapter on student responses to school reform, co-authored by the liaison and a teacher; a service-learning project within the PDS Special Education Department; and a performance-based assessment developed by a faculty team. The liaison will present these cases and solicit input and critique from the audience. This session will be of particular interest to attendees interested in the intersections of race and culture within PDS work, as well as those interested in service-learning, action research, or inquiry projects.

PDS: One Professor's Story

Cynthia S. Haggard, West Chester University

This presentation will focus on the changes in teacher preparation by comparing and contrasting a secondary general methods course at a middle school and a traditional on-campus section of the same course. The changes will be detailed from the professor's experience and perceptions and from the students' point of view. In addition to the changes made in the course, the professor will share collaborations with practicing teachers and school administrators from the middle school. These include the principals teaching the methods class and the professor mentoring novice teachers.

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