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POSTER SESSIONS

Dialogue Journals To Promote Expressive Writing In A Special Education Classroom

Rachel Carpenter, West Virginia University

This study is designed to determine how the use of dialogue journals promotes expressive writing among students in an elementary special education classroom. Dialogue journals provide students with disabilities the opportunity to improve writing in a non-threatening writing experience by being easily adaptable to different classroom settings and modifiable to meet individual student needs. For students with special learning needs, critically graded writing can be a deterrent to the writing process, instead of a path to improved writing performance. In this study, students are given time to free-write in journals daily. After journals are collected, they are returned with a response creating an open dialogue and engaging students in expressive writing. Responding to students' daily journals creates an open line of communication between student and teacher while modeling appropriate writing fluency for struggling students. The journals are used as a tool to see how students' written expression improves over time. Using baseline data, writing goals are selected and progress is monitored through daily checklists, but no critical marks are made to student entries. In addition, dialogue journals seek to improve student motivation and enthusiasm toward writing. This is measured through teacher observations, weekly mini-conferences with general education teachers, and a student interest inventory. The overarching goal of this project is to give students a life-long learning skill that will carry over into their everyday lives while providing both general and special educators an additional method to engage all students in writing instruction.

Examining High School Foreign Language Study At One PDS High School: Why Do Students Continue Their Study Beyond The Graduation Requirements?

Christina Bailey, Towson University

In an era of high stakes testing that focuses primarily on math and reading, foreign language study is falling by the wayside. Schools no longer emphasize the importance of learning a foreign language and thus do not encourage students to continue foreign language study beyond the core requirements. Upper level foreign language classes are generally much smaller than the core foreign language classes. With this in mind, I chose to conduct a qualitative case study that examines in-depth one group (n=10) of high school students at the Professional Development School where I student teach.

The questions guiding my study are: 1) What reasons do students in upper level foreign language electives cite for continuing in their foreign language study? 2) What impact does continuing to study foreign language beyond the core requirements have on the overall academic achievement of these students? and 3) How can the university and the PDSs work together to re-emphasize foreign language study and encourage more high

school students in our PDSs to take upper language foreign language courses? Data collection methods include surveying a French III class, interviewing the selected group of students, and interviewing the foreign language teachers.

My poster session will detail my research methodology and results of the study. Special emphasis will be given to the importance of this study on student achievement and on the school-university partnership. Recommendations for how the PDS partnership can work together to re-emphasize foreign language study will be provided.

From Student To Teacher: The Transformation

Janice Ash, West Virginia University

Before doctors can obtain a license to practice, they must first practice on cadavers, and then slowly they are introduced to living, breathing humans in need of medical attention under the careful supervision of an experienced veteran physician. Pre-service teachers travel a similar path and process in order to possess the know-how to stand in front of a classroom of students and educate young children to become citizens of this country. In addition to taking multiple courses and breaking down each subject of the curriculum while teaching at their PDS, novice teachers complete numerous assignments that illustrate their knowledge on what it takes to be an aspiring pedagogue. All of these tasks are completed through a network of support including mentor teachers, university professors, and other professionals.

This poster session will showcase several key assignments and how they relate to the overarching “Characteristics of the Novice Teacher” that guides the Benedum Collaborative Five-Year Teacher Education program. This session will explain how through projects, action research, and papers the novice teacher displays these ten characteristics. The characteristics include lifelong learner, effective communicator, moral/ethical obligations, facilitator of learning, pedagogy, content knowledge, content and pedagogy, reflective practitioner, diversity, and liberally educated.

This session is appropriate for pre-service students, in-service teachers, university faculty, and school administrators wanting to develop and implement a PDS model that merges academic coursework and clinical experiences to enhance pre-service teacher learning.

How The Cue-Up And Unpack Textbook Series Helped Us Become Outstanding Practitioners In The Classroom

Sarah Splichal, Paige Houdyshell, Sharon Bedolla, Kim Kerner, and Katelyn Kennedy, Emporia State University

According to Marchant (2004), “Teachers tend to narrow the scope of their curriculum to that which is tested. In so doing, they tend to abandon more innovative teaching strategies, such as cooperative learning and creative projects in favor of more traditional lecture and recitation (for example, Brown 1992, 1993; Bomberg and others 1989, p. 4)”. These “skill and drill” practices do not correspond with culturally responsive teaching whereby teachers use instructional strategies that are culturally appropri-

ate, and this is why alternative assessment in culturally responsive classrooms is a necessary component of the pedagogy.

This poster session will describe a new textbook series and its creative embedded strategies that have helped PDS interns become successful teachers in the classroom. The Cue-Up and Unpack textbook series and An Effective Manual for Lesson Planning were designed to help PDS interns unpack content topics, develop three lesson plan styles for the content they teach, and design graphic organizer assessments for their students' success. The participants who attend this session will receive free sample materials from the textbook series while hearing first-hand from the PDS interns who struggled with lesson planning, assessment, and curriculum development planning until they started using this textbook series.

How The Tucker Signing Strategy For Reading Affects The Fluency Of Struggling Readers

Jennifer Cibrik, West Virginia University

Reading fluency is one of the most important skills students learn in school. It affects all aspects of their education, and strong reading fluency supports student learning across subjects and disciplines. Existing research supports the idea of adding a component, such as signing, tapping, or tracing letters, to help struggling students with fluency, particularly with decoding skills. My study explores how the Tucker Signing Strategy for reading (44 hand signals that prompt associations between letters or word chunks and the sound[s] they represent) might affect the fluency of struggling readers. The following questions guided my study: (1) How does adding a multisensory component, like signing, affect reading fluency? (2) What aspects of fluency does the signing strategy address? and (3) Which students benefit most from use of this strategy?

Data analysis is ongoing, but my presentation will highlight the implications of utilizing a multisensory strategy for teaching decoding skills in the early elementary grades. Implementation of the Tucker Signing Strategy will be described, as well as how students' understanding and application of decoding strategies influenced their reading fluency. Benefits, challenges, and next steps will be shared from the perspectives of various stakeholders. In addition, I will describe and discuss the appropriateness/utility of the Tucker Signing Strategy as an intervention employed in conjunction with RTI.

Impact Of PDS On Teacher Candidates

John McGowan, Lauren Waldroff, and Rachel Barnard, Buffalo State College

One of the most vital aspects of any Professional Development School program is to constantly analyze the program's ongoing professional support for its teacher candidates. If these candidates cannot reap the benefits from their own preparation of becoming effective future educators, they will not be as successful in meeting their students' emotional, behavioral, and academic needs. To support this concept of excellence in teacher preparation, it is essential for a PDS to acquire feedback from its teacher candidates at various points of their educational

career to comprehend first-hand how they view their growth regarding knowledge of the learner, content and pedagogy. It is only at this point that a teacher candidate can positively impact each and every child through the multifaceted dimensions of their individual development, becoming the highly qualified teacher so necessary for educational success. Surveys were created to analyze the impact of field placement opportunities in the PDS on teacher candidate preparedness for their careers in education. Interviews were also conducted to explore in more detail the value of receiving teacher education in the context of Professional Development Schools. Several impact studies were facilitated by the undergraduate and graduate student representatives to the PDS Consortium and PDS Advisory Council. Their work on the professional growth of teacher candidates within PDSs will be presented at this poster session.

Interns' Perspectives On The Use Of Instructional Technology Across Curriculum

Drew Eddy, Jeff Hoffman, Andrew Hough, and Abbey Wilson, West Virginia University

With the shift towards 21st century skills and technology, education has stressed the importance of bringing technology into the classroom. To answer this call, the Benedum Collaborative Five-Year Teacher Education Program employs a stranded approach to integrate technology throughout coursework. While completing targeted assignments in the program, students utilize technologies in Professional Development Schools. The goal of this poster presentation is to illustrate how pre-service teachers have integrated technology in their classrooms to benefit all types of learners and their PDSs. We will share examples of teacher education assignments, including an E-Portfolio, Social Studies Web quest, Wiki, Digital Story, Parent Communication Website, and many more. Also to meet the demands of the 21st century, our PDSs require K-12 students to participate and complete Tech Step Lessons. These lessons are a way for teachers to teach and assess students' use of technology. Having students complete these lessons allows them to familiarize themselves with multiple software programs such as Word, PowerPoint, and Notepad. Technology provides students with engaging hands-on learning experiences in the classroom. In all, the rigor of the Benedum Program has opened our eyes to new uses of technology in the classroom that we had not previously considered. This session is suitable for pre-service students, in-service teachers, university faculty, and school administrators interested in learning more about embedding instructional technology into PDS models to not only benefit pre-service teacher education but also K-12 teacher and student learning.

Learning In Practicums For Teacher Candidates And In-Service Teachers

Tsuchie Kazuyo and Katsuki Naoto, Nara University of Education

Teacher candidates and in-service teachers study together as students in Nara University of Education's SPDE (School of Professional Development in Education). Teacher candidates study class observation in Practicums I and II at our partner schools. In Practicum III, they study

about class management. Practicum IV aims to cultivate practical research ability along self-defined topics.

The teacher candidates and in-service teachers must analyze the classes from various viewpoints in a subject called “class reflection.” A variety of topics are covered such as agreement between aim and evaluation standards, techniques of writing on the blackboard, how to give questions and instructions, how to show teaching materials, and how to observe students. The professor and in-service teachers give comments and advice for their analysis. That is to say, the in-service teachers fulfill the role of mentors, which is one of most important practices for them. This also allows the in-service teachers to simultaneously reflect on their own teaching. This simultaneous ability to be both teacher and learner is one of the primary reasons the in-service teachers and teacher candidates study together.

We will present what and how we have learned in these practicums, showing examples and evidence found in the practicum courses of the SPDE graduate school. Items to be presented will include encouraging children’s interests through expertise in special subjects, examining the attributes of in-service teachers as good mentors, and general framework design and development for students who need assessment.

Linking Teaching And Student Outcomes In Elementary Mathematics: An Exploratory PDS Video-Based Action Research Study

Sabrina Beecher, David Denton, Aubrey Gray, Sylvia Maldonado, Jennifer Messier, Erin O’Boyle, and Nancy Pancella, Dowling College

The purpose of the poster session is to present preliminary data and findings of a video-based, PDS action research study directed at linking teaching and student achievement/outcomes in a mini-unit of instruction in mathematics. A selected method of instruction was used by PDS teacher candidates to facilitate student achievement of the objectives/outcomes in second, third and fourth grade classroom situations. A protocol which involved PDS teacher candidates observing segments of the taped classroom performances of lessons was employed throughout the unit, along with an analysis of relevant artifacts and work samples. A variety of observational and assessment tools were used to capture, analyze, measure and assess teaching-learning performances and selected student performances of the outcomes. This exploratory study was conducted collaboratively by PDS teacher candidates, graduate student researchers, supervising and cooperating teachers, and the instructors and administrators of the Professional Development School Partnership. Findings and performance changes of both the teacher candidates and their students will be visually displayed and explained by the presenters.

Meeting Specific Student Needs

Morgan Furr and Jeri Stanek, University of South Carolina

We will present the research we have conducted and the data collected on a student development project in reading and math. In this project, a few students who needed assistance in math and ones who

needed assistance in reading were chosen to work individually with an intern for twenty minutes each day. The interns identified student strengths and weaknesses, as well as personal interests, and then researched appropriate activities that would incorporate this knowledge. Pre- and post-test scores were compared to measure growth of these students compared to the growth of the rest of the class.

PDS Action Research: Arts Integration And Language Arts Achievement

Kaitlin Meimbresse, Salisbury University

Interns in Salisbury University's elementary teacher education program are required to undertake an action research investigation with the support of their mentors and seminar instructors. Three Fall 2009 interns who were placed at Berlin Intermediate School (BIS) chose to investigate the effect that arts integration had on literacy among 4th and 6th graders in their classes. Berlin Intermediate School is an arts immersion school that was honored by the Kennedy Center in the Spring of 2009 for its efforts in integrating the arts with its core curriculum.

Students in all three grades at BIS are asked to create brief constructed responses (BCRs) in their language arts classes. Since BCRs are important elements in Maryland's statewide assessment program, this skill is emphasized in all grades. In this study, classroom instruction that served as the stimulus for BCR writing was presented in both arts-integrated and traditional (non-arts related) formats on multiple occasions.

The poster presentation will display demographic information about the school population, describe arts-driven instructional activities employed, present BCR assessment data, and discuss implications for using the arts to enhance literacy instruction.

Service Learning

Lori McGarry and Megan Fricker, Penn State University

At Park Forest Elementary School, teachers, staff, students, and PDS interns actively participate in service learning. Service learning in the classroom involves students making a difference within the school, community, or world. As PDS interns, we use service learning as a teaching strategy, integrating curriculum to foster action and help children realize their academic and democratic potential. We use service learning projects as a way to increase student voice and model democratic practices. Our poster session reflects the work of our school, which is in the process of completing an effort to help the children of Africa by partnering with the African Library Project. We will show evidence of student involvement with the African Library Project. Excerpts from our public service announcement as well as students' written work will be on display. Please stop by our poster display and let us explain how we energized and empowered our students to action.

Single-Gender Education In The Elementary Classroom

Mallory Amons, University of South Carolina

I will be working in a Professional Development School in Richland School District Two to gather information and formulate an opinion on single-gender education in the elementary classroom. I am most interested in addressing these primary questions: Does the single-gender learning environment lead to an increase in student achievement, a decrease in discipline referrals, and/or an increase in self-confidence? Not as fundamental, but still viable and intriguing, are these secondary questions: Does the single-gender learning environment equally benefit both genders, lead to a decrease in bullying, lead to an increase in leadership opportunities, and/or help to minimize gender stereotyping?

In order to gather information, I plan to use four primary methods. First, I plan to compare MAP test scores of students in single-gender programs with those of their peers in the co-educational programs. I also plan to survey teachers, parents, and students involved with single-gender education programs to measure feelings about the educational environment they (or their children) participate in. Additionally, I would like to interview a small sample of parents, teachers, and students to get a more in-depth view of their experiences. Finally, I plan to conduct observations in single-gender classrooms to collect data on the following: instructional environment, behavior management, instructional strategies, opportunities for involvement, peer interactions, and teacher-learner interactions.

STEM In A Professional Development School Setting: A Natural Alliance

Emily Butorac and Jennifer Fuerst, University of Wisconsin La Crosse

Three years ago, the University of Wisconsin La Crosse, in partnership with a local school district, implemented a “STEM PDS” in an elementary school. The science, technology, engineering, and mathematics (STEM) fields are collectively considered core technological underpinnings of an advanced society. Maintaining a strength of the STEM workforce is viewed as an indicator of a nation’s ability to sustain itself. STEM has been described as an “initiative for securing America’s leadership in science, technology, engineering and mathematics fields and identifying promising strategies for strengthening the educational pipeline that leads to STEM careers.” Three recommendations for STEM are: 1) Increase America’s talent pool by improving K-12 science and mathematics education; 2) Strengthen the skills of teachers through additional training in science, math and technology; and 3) Enlarge the pipeline of students prepared to enter college and graduate with STEM degrees. This poster session will address how one PDS has taken this charge by implementing a STEM PDS and the impact this has had on teacher candidates.

The Impact Of Peer Mentoring Programs On Middle School Students In A New School Setting

Chelsea Loveland, Towson University

As part of my year-long internship at a Professional Development School, I elected to conduct an action research project on a topic of particular interest to me. My purpose in conducting the research was two-fold. First, I have always been particularly interested in peer mentoring programs and was curious if such programs have any impact on student achievement. Second, I believed that I can significantly contribute to the current research on the impact that teacher candidates working in a Professional Development School setting have on student achievement.

The research question driving my study is: What impact does a peer mentoring program have on the academic and social achievement of a group of middle school students at a PDS site? In consultation with the school guidance counselor (also the PDS site liaison), my mentor, and my university professors, I planned and coordinated my research project using the following methods. First, I selected a sample of 7th and 8th grade students new to the school. I plan to collect data through observations of the new students in their classes, interviews with the new students, and interviews with the teachers and guidance counselors of the new students. I plan to examine whether the program goals of making students more comfortable in their new environment and achieve academically are actually met.

My poster session will outline my research problem and question, methodology, data analysis, results, and implications. I will specifically address the importance of this study on student achievement and the importance of the study to the PDS partnership.

Using Webquests To Meet The Needs Of A Multi-Level Classroom

Kayla Frye, West Virginia University

Within a special education resource classroom educators must teach multiple subjects in creative ways to address all of the learning needs of a wide range of students. The use of instructional technology with students of different ability levels in special education is an emerging trend and effective strategy that incorporates all learning styles. In this presentation, I highlight how a unit (on building an empire through civilization exploration) can be presented through utilizing individualized learning and exploration. I used a variety of research-based learning strategies paired with emerging technology methods to meet all of the students' needs. These methods included a Webquest, brochure making, using what software, Venn Diagrams, and jigsawing content. By using a variety of methods, the students were able to experience new learning activities that were more student-centered than traditional instructional methods. This presentation shares not only the benefits of interactive instructional technology but also the ongoing ways they had not been able to before. There can also be difficulty when using technology with struggling learners. Overall, results suggest that using research-based teaching

**STRAND #1: THE PDS IMPACT ON
TEACHER CANDIDATES**

**8:00 Is Too Early! Welcome To The Real
World**

Ann K. Behrens and Marian Sorenson, Quincy University

Beginning with their very first education course, teacher candidates at Quincy University interact with K-12 students. In addition to these valuable experiences which range from observation to whole-class instruction, teacher candidates learn what life in a school setting is really like. This presentation will synthesize five years of data gathered from teacher candidates as they reflect upon the pros and cons of this model of instructional delivery. Ranging from insightful to hilarious, the teacher candidates' comments reveal that they have learned more than just the intended lessons about what it takes to be an effective educator.

Also included in this session will be specific strategies that have been very successful in preparing teacher candidates to enter the profession equipped with the knowledge, skills, and confidence to meet the needs of their students. Based upon feedback from all stakeholders, the Quincy University model has been strengthened to incorporate interactions with parents, earlier evaluation of teaching segments, and two student teaching placements.

**A Journey Toward Professionalism: Supporting
Dispositions To Teach**

Susan Brooks, Kim Forget, Connie Leatherman, Julie McIntosh, and Melissa Recker, University of Findlay

The University of Findlay (Ohio) College of Education faculty under the guidance of their Professional Intervention Assistance Team (PIAT) designed a transparent multi-year framework for the development and tracking of pre-service teacher candidates' dispositions and professional behaviors. Working in conjunction with P-12 cooperating teachers, clinical field supervisors, and education faculty, pre-service teacher candidates are annually assessed on their dispositions. As part of the College of Education's purposeful professional development plan, P-12 and university stakeholders cooperatively facilitate the transition of pre-service candidates viewing themselves as students to viewing themselves as educators. Our candidates' journey culminates with their induction into the education profession as they take the Statement of Commitment to Teaching Professionalism upon completion of their student teaching experience.

This interactive presentation will enable PIAT members to outline the multi-year framework, present the professional expectations and pre-service candidates' dispositions self-evaluation and reflection forms, provide data from P-12 cooperating teachers' disposition evaluations, explain the centralized data collection process, and share the format for the student teacher induction ceremony. PIAT members will provide their procedures for addressing P-12 and university stakeholder concerns with

pre-service teacher candidates who do not demonstrate appropriate professional behaviors and/or dispositions.

Assessing Teacher Preparation In A Rural Secondary PDS

*Missy M. Bennett, Georgia Southern University
Virginia Everett, Southeast Bulloch High School*

Secondary pre-service candidates in the Master of Arts in Teaching program at Georgia Southern University report numerous advantages to their field placements in a rural, secondary Professional Development School. While candidates in other pre-service field placements spend the majority of their semester working closely with one teacher, pre-service candidates at this secondary PDS attend weekly seminars led by numerous PDS faculty and staff who share practitioner knowledge with pre-service candidates throughout the semester.

This presentation will share data collected over the past six years from teacher candidates, faculty, and staff assessing the effectiveness of the weekly seminar format. Exit interviews with teacher candidates each semester, as well as faculty survey and focus group interviews, highlight the advantages of working with numerous faculty members rather than in a single, isolated classroom. In addition, attendees will receive a packet of information on PDS seminar topics currently in use and reflective questions which accompany each. The weekly seminar format is just one example of the shared roles and decision-making which unites school and university faculty in their efforts to prepare new teachers in a rural, secondary PDS. This presentation will share data, as well as strategies and activities, which have taken place within a rural, secondary PDS over the past nine years and the successful ways the PDS has weathered the storms of change through those years.

Assistive Technology Workshop: A New Addition To The PDS Program

Joyce Burgener and Heather Garrison, East Stroudsburg University

For pre-service teachers at ESU participating in the Apprentice II semester, there is a two week orientation period during which they engage in a variety of activities and learning experiences that set the stage for the rest of the semester.

The Assistive Technology Workshop has evolved over the past two years and is now a component of the PDS model. All Apprentice II students participate in the workshop for one day during the first two weeks of orientation. The AT Workshop provides an introduction to both universal design and assistive technology. Students are afforded the opportunity to explore assistive technology in a hands-on environment that includes not tech to high tech experiences. We have continued to develop the workshop to maximize the impact on Apprentice II students and their work in the field. We have conducted pre- and post-assessments and have documented knowledge gained through the workshop. We have documented and implemented students' suggestions. The workshop is a

model of how collaboration can work in a positive way to promote learning. There are four university departments that participate.

This presentation will describe and show via pictures and video how the workshop has evolved and promoted collaboration. Data from the pre- and post-assessments will shed light on the learning that has taken place.

At The Intersection Of Professional Development Schools And Professional Learning Communities: Jugyokenkyuu (Lesson Study)

Steven R. Rogg, Aurora University

Is there synergy at the intersection of Professional Development Schools and Professional Learning Communities? Experiences of the Chicago Lesson Study Group (CLSG) suggest that the Japanese practice “Jugyokenkyuu,” commonly translated as “Lesson Study” or “Lesson Research,” might tap this potential. Described as teacher-led and student-focused professional development, jugyokenkyuu establishes a direct link between professional goals and classroom practice. This, in turn, creates a strategic focus for Professional Learning Communities in Professional Development Schools. This session will: (1) introduce key characteristics of jugyokenkyuu; (2) illustrate the alignment of jugyokenkyuu with core features of exemplary professional development; (3) report examples of jugyokenkyuu in the professional education of pre-service teachers, in-service teachers, and teacher educators; and (4) propose ideas for strengthening Professional Development Schools by establishing Professional Learning Communities skilled in the practice of jugyokenkyuu.

Best Practices For Action Research In Teacher Education

Robert P. Pelton, Stevenson University

Action research is a powerful approach to teaching that helps pre-service and in-service teachers develop the skill sets and dispositions of a reflective practitioner. This session will address the role of the IHE and PDS in the professional preparation of future educators, specifically relating to action research.

Action research can take many forms and serve a variety of functions in the school setting. Participants will be provided an overview of the workable forms and functions of action research. Strategies will be provided to help schools of education, college and university supervisors, and mentor teachers support teacher candidates who must learn and do action research. Topics discussed will include: getting started with action research, exploring contextual issues, communicating and negotiating with stakeholders, using data, and writing an action research report. The perspectives of nearly 30 action research experts from around the country will be elucidated. Action research forms such as classroom analysis and response, teacher work sample methodology, lesson study, response to intervention and video studies will be addressed. A question-and-answer session and follow-up opportunities will be provided.

Best Practices In Formative Assessment: How The PDS Can Promote Constant Assessment In The Classroom For Success

Randy M. Wood and Krystal Goree, Baylor University

The most widely recognized focus of any Professional Development School is a commitment to the preparation of future educators. Proposals addressing this strand should offer examples and evidence of how the PDS community has supported teacher candidates as they prepare to enter the profession. What strategies, at both the P-12 and college/university settings, have been most successful? What have the candidates themselves said about the value of working in a PDS environment?

This presentation will discuss the teaching of formative assessment in preparation of teacher education candidates in a Professional Development School setting. Students are taught to continuously assess their class to see if they are “all on the same page.” However, many programs only seek this kind of examination of the classroom activity through examination and end of the chapter quizzes. Through an energetic and interactive presentation, this session will present over 40 ways classes can be evaluated in an on-going process that will keep the class active, alert, and energized for learning. If teachers do not know who is “on board” and who has been “left behind,” then there is no hope for individual or school-wide progress.

Objectives of the Presentation

1. To relate PDS standards to the need for constant assessment in the classroom.
2. To describe how formative assessments can create a basis for success in a successful PDS.
3. To describe best practices that connects the formative assessment to the PDS impact on teacher candidates.

Block By Block: Building A Supportive Infrastructure For The PDS Teacher Candidates

*Giovanna Garnique, Monique Simpson, Janelle Thomas, Cherish Herrera, and Cindy Manzano, Washington Adventist University
Andrea Warren Speaks, Sligo Creek Elementary School*

Under ordinary conditions, building a supportive infrastructure to ensure the success of the PDS teacher candidate using a multi-faceted approach requires strategic placement and involvement of specific building blocks from the university, the supervising teachers, the school community, and, most importantly, each teacher candidate. However, these are not ordinary times for our PDS partnership! As the blueprints of the partnership changed, we faced and overcame challenges while striving for a rigorous and authentic experience for the PDS teacher candidate. In this session, participants will learn about the roles of the key architects involved in building an effective support system for teacher candidates. Processes and structures related to teacher placement, collaboration, and professional development will be shared. In addition, teacher candidates

will provide testimony and evidence of their teaching and learning experiences within the PDS. Challenges and ways to overcome them will also be shared and discussed.

Building Capacity For Mentorship

Pete Kelly and Joe Sencibaugh, Truman State University

Partnership implies that all members have a strong voice in the operations of the PDS. We have an eight year old, highly contextualized PDS that serves as the heart of our teacher training program. During our students' semester of methods coursework prior to their semester-long internship, they spend better than 350 hours in our PDS. One unique and powerful feature of our PDS is the shared ownership our mentor teachers have of our partnership. The aim of this presentation will be to share the work we have done to empower our mentors and what we have done to improve the quality of mentorship in our PDS.

Our pre-service teacher educators also have an important voice within our PDS, and their perspectives have played an important role in improving the quality of mentorship in our partnership. For the past three years, our students have evaluated the work of their mentors in our PDS. Student's mentor evaluation data, including survey and follow-up focus group discussions, has been compiled and the results continue to guide mentorship development activities within our PDS. Mentor leaders have helped us use this and other data to develop and implement mentor training activities for mentors new to the program.

During this presentation, we will share data from our mentorship evaluation and materials we have developed to improve the quality of mentorship in our PDS. Collaboratively developed materials defining good mentorship and students' field experiences will also be shared.

Candidate Feedback For Digital Natives

Barbara Purdum-Cassidy and Douglas W. Rogers, Baylor University

Faculty members in field-based teacher preparation programs face many challenges. In addition to instructional loads and scholarship pressures, expectations for fieldwork, especially the supervision of teacher candidates in multiple sites, make extensive claims on faculty time. Fieldwork also requires extensive documentation and high quality supervision requires well-articulated, consistent, and timely feedback.

Technology holds promise for addressing the issue. This presentation reports on efforts in one teacher education program to use digital audio recordings on MP3 devices to provide feedback to candidates. Specifically this presentation will:

- provide a demonstration of the MP3 device now being used to record instructor feedback and the method used for distribution of the recordings to pre-service teacher candidates;
- describe the research designed to examine the impact of using an MP3 audio device to provide oral feedback to pre-service teacher candidates;
- share research results; and
- analyze and discuss transferability to other institutions.

Characteristics Of Successful PDS Interns At Emporia State University

Lendi L. Bland and Ashlie Jack, Emporia State University

Concerns about teacher quality are not new. In 1983, *A Nation at Risk* alarmed many in the United States with information about how awful the public schools were. Changes needed included the way that teachers were trained to teach. One of the ideas was for schools of education to form Professional Development Schools where pre-service teachers could receive quality training, see the connection of theory to practice, and focus more on the entire school, rather than only the grade they were assigned (Zeichner and Miller 1997).

Emporia State University began its elementary PDS program in 1992 in the Olathe, Kansas school system. Pre-service teachers were called “interns” and worked with cooperating teachers called “mentors.” In 1994 the Emporia School District was added, allowing more interns to have the PDS experience. In 2002, the entire elementary education program was changed to a PDS program.

Because of this change, Emporia State University is able to prepare elementary teachers who have the depth and breadth of experience that are warranted to produce an effective beginning teacher. However, there are still students who enter the program and are not successful.

This session will look at research into what makes interns successful. Criteria will include interns’ grade point averages at the beginning of their senior year, mentors’ and university supervisors’ evaluations, and the correlation between them.

Collaborating For Success: The Development Of Pedagogical Content Knowledge In Pre-service Teachers

Barbara Purdum-Cassidy, Baylor University

Sue Miller, Mountainview Elementary School

At the heart of every PDS partnership is a commitment to provide a foundation for future teaching through field experiences that demonstrate proven, established and successful strategies for teaching. However, pre-service teacher candidates often articulate a “disconnect” between strategies learned in methods courses and opportunities to practice what they are learning in their field experiences.

To address this disconnect the teaching team, made up of the university methods course instructor and mentor teachers in a PDS site, collaborated to re-design a junior-level field experience to mirror and reinforce literacy coursework. Specifically this presentation will:

- describe the small group tutoring model developed by the PDS mentors and methods course instructor;
- outline the implementation of the newly designed field experience, based on constructivist principles and best practices for emergent literacy as outlined in the ACEI Early Childhood Teacher Preparation Standards, IRA/NCTE National Standards for English/Language Arts and IRA/NAEYC Joint Position Statement;

- discuss the research-based instructional practices for emergent learners that were modeled for pre-service teacher candidates by the mentor teachers;
- provide descriptions and samples of candidates' tasks, products and performances;
- explain the types of corrective and supportive feedback provided to pre-service teacher candidates during their literacy coursework and field experience; and
- discuss the impact of the redesigned field experience on pre-service teacher candidates, PDS students, and the teaching team.

Collaborative Classroom Research: A PDS Model For Professional Development

Diane Corrigan, Cleveland State University

Ron Beebe, University of Houston Downtown

Edward Weber, Carla Lovejoy, and Karen Gnbah-Mortensen, Cleveland School of Science and Medicine

This presentation addresses the goal of an urban Professional Development School to provide meaningful professional development for pre-service teachers, in-service teachers, and university faculty via classroom-based teacher research. University and school-based personnel in this partnership, created through the Master of Urban Secondary Teaching (MUST) program, participated in graduate level courses, individual classroom teacher research projects, and a school-wide action research project during the past three years to enhance teachers' pedagogical practices, improve student achievement, and establish collaborative conversations. The faculty chose to investigate gender grouping, role models, attitudes toward reading, and use of technology in the classroom to improve the achievement of African American high school students, especially males. The questions raised and studied by these teachers demonstrate their ongoing interest and commitment to serve this population of students, reflect on their professional practice, use the processes of research and collaborative inquiry, and participate in meaningful professional development.

This presentation addresses Strand #2 by focusing on the professional development of in-service and pre-service teachers via classroom action research conducted cooperatively by university faculty, in-service teachers, the school administrator, and pre-service teachers at a successful PDS site. This model of professional development and the results of the research to be shared in this presentation have been shared locally with other schools in the district planning to replicate the model of professional development as well as the model of successful PDS work.

Collaborative Reflection And Decision Making Though A Professor In Residence Model

Stacey Brown-Hobbs, Mount St. Mary's University

The newly revised job description of a professor in residence (PIR) now includes instruction of a professional seminar course taught on-site in a PDS to a cohort of five teacher candidates and membership on a school-

based committee focused on PDS standards and school improvement goals. This session will share the development processes that determined the scope and expectations of the position and the unique collaboration that occurred between PIRs, traditional university supervisors, university faculty, and PDS school-based partners. For example, a Seminar Guidebook was created to provide PIRs clear, consistent expectations for teacher candidates across all cohorts. The guidebook equips PIRs with strategies from multiple perspectives and provides timelines to meet deadlines. The guidebook was created by university supervisors in consultation with former seminar instructors. A supervisor supplement was also created in collaboration between supervisors and university faculty. The supplement serves as a resource for both PIRs and traditional supervisors to provide support materials that enhance the supervision experience.

Finally, at a system level the university participates in a PDS leadership team comprised of school system administration and representatives from three institutions of higher education that have PDSs with the system. The focus of this group has been on mentoring. Mentoring workshops have been provided and PIRs, as well as university faculty, have presented at the sessions. Working together with clear communication and expectation of goals for teacher candidates and professional development for mentor teachers has strengthened the PDS relationship and increased awareness of PDS and its benefit to children in schools.

Connecting Theory To Practice: Reforming A Teacher Education Program Using TAP

*Scott Ridley, Michelle Rojas, Linda Califano, Sarah Beal, and Mary Tierney
Arizona State University*

The ASU PDS Program has a history of graduating strong candidates for the teaching profession. One reason is the fact that we are continuously looking for opportunities to improve. Over the past year, we chose to focus on a radical reform of our teacher education programs.

To address an on-going disconnect between theory and practice, fundamental revisions in our program were made. The first step was determining a framework from which to work. After months of research, it was determined that we would adopt the highly successful Teacher Advancement Program (TAP) model as the guiding framework. TAP was chosen for its fair and rigorous classroom evaluation system and its focus on collaboration and targeted professional development.

Courses in the ASU PDS Programs were re-designed around clinical experiences. Course assignments and activities were revised to require students to apply what they were learning, with ASU course grades reflecting their performance. The PDS courses became extensions of the clinical experience, as opposed to separate events. Mentor teachers were given detailed information about course objectives and the course calendar, with the expectation that students were to practice concepts in the field on a weekly basis. As a formative assessment, each PDS student was required to complete two performance assessments where he/she planned and delivered a full lesson while being videotaped and observed by PDS faculty. Following the lesson, the student viewed the videotape, evaluated student achievement results, completed a self-evaluation using the TAP rubric, and prepared for a post-conference. Within two days, a post-

conference was held where the student, mentor teacher, and ASU faculty member discussed evidence from the lesson that demonstrated proficiency in targeted areas of the TAP. Finally, a plan for professional development was determined to address areas of growth.

The TAP-driven reforms in the ASU College of Teacher Education and Leadership continue to evolve and spread to teacher professional development and school leadership programs.

Crossing Borders: Changing Roles And Transforming Our Understanding Of The Work Of PDS

Sharon Hayes and Heather Schneid, West Virginia University

Those of us who engage in PDS work, students, PDS teachers, and university faculty, position and reposition ourselves and our partners as we collaborate to develop relationships, address challenges, and promote the learning of all. Our positions and perspectives influence the nature of our collaborations and the possibilities for what we might accomplish as we engage in shared work. Moreover, it may be difficult to understand the experiences and perspectives of each other unless we are afforded opportunities to assume roles and engage in work across institutional boundaries, one of the NAPDS's nine essentials.

One of our teacher candidates was provided with just such an opportunity and we explored her experiences with border crossing—from student to teacher, from university to PDS and back again. This teacher candidate has been a student and pre-service teacher within our teacher education program and is currently working part time as a teacher in a PDS and is also engaged in graduate studies, research, and facilitating some of the seminars we conduct for our pre-service teachers.

In this presentation, we will share findings from a series of phenomenological interviews in which this teacher candidate shares how crossing the borders that can exist between university and public schools, as well as the ways in which she positioned herself and was/is positioned by others, affected what she learned, how she interacted with colleagues and students, and the teacher identity she constructed. Creating more opportunities for this kind of institutional boundary crossing will also be discussed.

Developing Images Of PDS Leadership In Beginning Teachers

Joyce Burgener, Patricia Pinciotti, and Linda K. Rogers, East Stroudsburg University

Natalie Kvacky-Baran and Danielle Dos Santos, Donegan Elementary School

In a previous inquiry project, we uncovered a mismatch between our vision of leadership and those principals who hire our pre-service teachers prepared in Professional Development School sites. Our vision, based on a more collaborative relational model of leadership, included a developmental perspective on beginning teachers' ability to engage in specific behaviors that indicate leadership thinking and dispositions. These early

indicators of leadership behaviors fall into categories that include collaboration and relationship building, an inquiry stance towards practice, initiative and motivation in the school community, communication and shared knowledge, focus on student success, and understanding the change process. PDS stakeholders at various levels will discuss these leadership qualities and how they are identified, viewed, and nurtured in PDS settings.

We believe that authentic leadership builds from the inside out and that models and opportunities for collaborative leadership are essential in this process of development. These relational leadership attributes are found and nurtured in Professional Development School learning communities. Through a content analysis of leadership characteristics, we designed a tool through which pre-service, beginning educators, liaisons, and mentor teachers and principals working in our Professional Development Schools could identify attributes of teacher leadership. A picture of a teacher leader in a PDS site emerged as responses were aggregated. Our goal is to make these teacher leadership qualities visible in conversations about teacher characteristics and learning communities and as an essential element in teacher evaluation.

Differentiating The Practicum Experience: Prospective Teachers Take The Lead

Sarah Steel, Sharon Hayes, and Heather Schneid, West Virginia University

Many professional teaching standards expect practitioners to actively engage in seeking opportunities for their own professional development (WV Professional Teaching Standards, 2009). Indeed, the Holmes Group (2007) suggested that the habits of reflecting, questioning, and exploring and evaluating ways of teaching, individually and with colleagues, should become an essential aspect of every teacher's professional identity. To this end, the Benedum Collaborative Five-Year Teacher Education Program at West Virginia University asks our teacher candidates, after they have completed their internships and are in their final semester of our program, to collaborate with PDS faculty and design a set of individualized experiences (or "contract") that will further their professional development as reflective practitioners, inquirers, and teacher leaders. Because this practicum provides for the differentiation of professional development, all stakeholders have an opportunity to contribute to their own learning and to the learning of the various organizations that are partners in PDS work (Danielson, 2006).

The Benedum Collaborative has begun a substantive review of the Five-Year Teacher Education Program. Part of this review involves an examination of this individualized practicum. In this presentation, we will share findings revealed through our analysis of 102 contracts, as well as focus group interviews with former pre-service teachers and their PDS partners. We will also discuss the implications of this collaborative goal-setting for promoting and supporting the professional development of teacher candidates and PDS faculty (e.g., as reflective practitioners, inquirers, and teacher leaders), as well as the implications for the modification and re-design of the university's teacher education program.

Digging Deeper: Using Video Analysis To Unearth The Intricacies Of Novice Teacher Reflection And Supervisory Practices

*Rebecca West Burns and Christine McDonald, Pennsylvania State University
Deana Washell, Park Forest Elementary School*

Reflection in teacher education is a powerful experience in supporting teacher learning, yet research tells us that this abstract notion is difficult for novice teachers. Classrooms are complex spaces, and it is this complexity that causes novice teachers to stumble and focus only on the superficial aspects of the classroom. Current reflective practices rely on the memory and perceptions of the discussants, but video provides a performance artifact as evidence to the experience and exists as a conversation catalyst for the discussants.

Video has typically been cumbersome, but as technology progresses, the tools are becoming more user-friendly. Studio Code is a video analysis tool that provides a systematic way of coding essential elements of the practice under examination. This experience can be tailored to the individual needs of the participants and provides on-demand access to the desired footage without the unwieldy task of fast-forwarding and rewinding.

The supervisors in our PDS conducted an inquiry into how this analysis tool could improve the reflective practices of novice teachers and their supervisors. Our presentation will highlight this analysis tool and the results from our inquiry. Elements of audience participation will be embedded in our presentation. The audience will be videotaped and live-coded as an engaging component of the experience and to demonstrate the power behind this tool.

Educational Psychology, Assessment, And Technology (EPAT)

Anita Reynolds, Charles Grindstaff, and Terry W. Mullins, Concord University

Schools in a PDS partnership are often engaged in examining innovative ways to create and present teacher education programs. Educational Psychology, Assessment, and Technology (EPAT) is an integrated offering that combines three education classes: The Psychology of Teaching and Learning (EDUC 305), Educational Assessment (EDUC 310), and Educational Technology (EDUC 301). EPAT is an 8 credit-hour offering (3 credit hours for EDUC 305, 2 credit hours for EDUC 310, and 3 credit hours for EDUC 301) at Concord University in Athens, West Virginia.

The major goals for combining EDUC 305, EDUC 310, and EDUC 301 include presenting educational concepts from the three courses in an integrated fashion, providing greater relevance for course objectives by integrating concepts rather than presenting them in isolation, increasing classroom applications of educational theories and concepts from the three classes, and providing an on-site reinforcement of concepts by course professors during the field placement component in several public schools in the university's service region. The course is presented by traditional weekly face-to-face meetings, weekly on-site field placements,

and the use of the Blackboard online learning management system. By using PDS schools as the sites for the field placements, EPAT becomes another important link in the PDS partnership.

Emergent Effective Educators: Do Student Teachers + Intentional Mentoring + Co-Teaching Strategies = Success?

Kathleen D. Allen and Rebecca Campeau, Saint Martin's University

The purpose of student teaching is to prepare pre-service teachers to be effective educators. Our Professional Development Schools have an intentional mentoring model that utilizes co-teaching strategies (Friend, 1993) as a means to train student teachers. In this model, co-teaching strategies are utilized to maximize P-12 student engagement and learning. This has a positive impact on P-12 student achievement (Bacharach, 2008). The teacher candidates and mentor teachers plan for one hour each week to select the most effective strategies and reflect on their value for maximizing student learning. The intentionality of this model creates a flexible timeline in which the student teacher gradually takes the role of "lead teacher" in planning, instruction, and assessment, but the classroom teacher and the student teacher remain responsible for the instruction of students throughout the experience.

This mixed-methods longitudinal study compared classroom teachers trained under this intentional mentoring co-teaching model to those trained under the traditional observation/solo teaching/phase out model. Research demonstrates that it is specific characteristics of a teacher, rather than the instruction method embraced, that correlates with high-achieving classrooms (Pressley, Wharton-McDonald & Allington, 2001; Rosenshine & Stevens, 1986). Successful teachers have deliberate and planned positive interactions with their students while maintaining a positive classroom environment (Berliner, 1987; Bogner, 2002; Brophy, 1986; Dolezal, 2003; Stipek, 1988). Principal and subject interviews, classroom observations, and P-12 student achievement data were used to determine whether student teachers trained under the co-teaching model at Professional Development Schools were successful teachers in their own classrooms.

Encouraging Interactions By Pre-service Teachers In Early Field Experiences: The Impact Of A School-University Collaboration

Becky Wilson Hawbaker and Daphne Schuchart, University of Northern Iowa

This presentation describes a school-university collaborative inquiry on the question, "How can pre-service teachers become more actively involved in preK-12 classrooms in early field experiences?" A resulting framework, the Interactions Matrix, illustrates a range of interactions that vary by both the type of interaction and the level of autonomy afforded the pre-service teacher. A collaboratively-constructed tool, it aids in spanning boundaries between the purposes, values, and languages from university to school and from school to university in field experiences, navigating between the worlds of school and the university. In addition,

it more clearly communicates opportunities for mutual benefit, prompts for more active engagement in the field experience, and provides greater cohesion and articulation with subsequent experiences. The Interactions Matrix has the following features: numerous concrete examples of pre-service teacher/student interactions, a continuum of less to more complex interactions, a horizontal axis that describes different types of pre-service teacher interactions with a widening scope of participation, and a vertical axis that describes the level of autonomy afforded the pre-service teacher by the mentor teacher and the amount of support provided by the mentor teacher. The process of creating, revising, and incorporating the framework into a teacher education program is described, along with evidence of its positive impact on the quality of the field experiences in the program. Themes that emerged from initial data collection include: a) improved communication, b) increased understanding of mentoring practices and possibilities, c) greater overall benefit for both the pre-service and mentor teacher, and d) interest in expanding and extending the use of the matrix to new contexts.

Everyone Inquires: Learning From And For Our Students And PDS Partners

Sharon Hayes, Jason Jude Smith, Jennifer Cibrik, and Abbey Wilson, West Virginia University

Inquiry encourages teachers to engage in systematic and thoughtful analyses of their teaching and students (Cochran-Smith & Lytle, 1999; Hubbard & Power, 1993) and provides a means for teachers to engage in on-going professional development. As university instructors, we are interested in encouraging and supporting our pre-service teachers as they develop the habits of reflective practitioners and teacher researchers. For the past two years, we have been responsible for designing and teaching an action research course and our main goal is for students to develop an inquiry stance. Thus, we were interested in how the design of this course influenced our students' understanding of inquiry, the ways in which they conducted their research, and the identities they were developing as inquirers/teacher researchers.

In this presentation we share findings from the narratives of the university instructors who designed and taught the practitioner inquiry course and the prospective teachers who enrolled in the course and engaged in an inquiry of their own during their internship. The juxtaposition of these narratives provided us with an opportunity to explore how the nature of the course design influenced our students' understandings and practices and, at the same time, informed our own instructional and research practices as we questioned and modified the course. We will also discuss how our findings are influencing future instantiations of the course, the possibilities for extending what we have learned to include PDS faculty, and how we plan to support prospective teachers after they graduate and enter their own classrooms.

Expanding A PDS By Further Developing The Secondary Education Component

Nanci M. Monaco and Ann Romosz, Buffalo State College

Over the past several years our institution has supported expanding our PDS model to more fully include secondary education faculty and students and to enrich those experiences that secondary students currently have in PDS sites. This presentation will explore both the obstacles and potential solutions for overcoming these difficulties. The findings are based upon interviews with our secondary education faculty and students. Also reviewed was available data from recent secondary education graduates highlighting areas where they would like to have had better or more extensive candidate preparation. Data will be examined and organized regarding implications for other PDS consortiums facing similar challenges.

Finding Our Wings In Project SOAR: Implementing 6+1 Trait Writing And Writing Workshop

Lynn V. Clark and Beth J. Ricks, University of Louisiana at Monroe

Project SOAR involves weekly writing conferences between ULM teacher candidates and elementary students. The teacher candidates plan and prepare for the 6+1 trait writing conferences based on teacher recommendations. However, with the added accountability of 32 teacher candidates descending on their students for the interventions, the classroom teachers found the teaching of writing to be problematic. Their time-management skills were being challenged, as well as their commitment to the writing process. Additionally, the university instructor assumed that both parties would have sufficient skills. After four weeks, she realized that there was a deficit in content writing skills that had to be addressed for the partnership to be successful. We had a well-planned structure in place that involved the writing conferences, but realized that if there is a content deficit, the structure does not matter. Neither the classroom teachers nor the teacher candidates could be effective without addressing the needs for professional development in constructing and running effective writing workshops. The questions then became, "How do we re-teach the concepts of writing workshop? How do we get to a place where everyone involved is on a level playing field concerning the teaching of writing and conferencing?" And most importantly, "How do we set this up?" This presentation explains how we found success in effectively partnering with the classroom teachers in teaching 6+1 trait writing. Additionally, the realization of the content deficit encouraged us to find funding for the establishment of the ULM Media Center and Literacy Lab which has created a space on campus for professional development and on-going conversations between university faculty, teacher candidates, and our partnering educators.

From Theory To Practice — Examining Pre-Service Teacher’s Use Of Children’s Literature In The PDS Mathematics Classroom

Barbara Purdum-Cassidy, Rachelle Meyer, and Suzanne Nesmith, Baylor University

The NCTM Standards emphasize real-world problem solving as a central focus of mathematics instruction. One means of supporting the standards and accomplishing this goal is through the integration of children’s literature in mathematics, yet few pre-service teachers have had personal learning experiences with the strategy, and even fewer fully understand the ways, means, and purposes of the strategy’s utilization.

In 2008/2009, pre-service teachers concurrently enrolled in a mathematics pedagogy course and serving as teaching associates at a PDS were provided the means of experiencing the strategy both theoretically and in practice. While in the university classroom, pre-service teachers were introduced to the strategy as background, methods, and examples were shared. Students were then required, as a course assignment, to move the strategy from theory to practice as they developed and incorporated the strategy within lesson plans shared with small groups of elementary students. University resources in the form of trade books and professorial guidance were made available to students, as was guidance and assistance from both the cooperating teacher and the university liaison at the PDS.

Data in the form of lesson plans, lesson plan reflections, and reflections specific to the incorporation of the strategy was collected, organized, and analyzed. Additionally, focus group interviews were conducted and interview transcripts were organized and analyzed in a similar manner. This presentation shares results which illustrate the importance of the university and PDS partnership in creating a venue for bridging theory to practice so as to support the development of the pre-service teacher.

Getting To Know Your ELL Students: SIOP – A Research-Based Model For Instruction

*Shane Heiman, Brandi Iles, and Jill Jones, Village Elementary School
Michele Hayes, Council Grove Elementary School*

In this session, the presenters will focus on sharing useful techniques, strategies, and activities teachers can use to get to know all their students on a deeper level, specifically English Language Learners. The knowledge that is gained through these activities, techniques, and reflection exercises will allow the educator to make effective instructional decisions and move all students to a higher level of thinking. This session builds on the Thursday morning SIOP– Theory to Practice workshop. Basic knowledge of SIOP will be beneficial but not necessary.

Three presenters are classroom teachers teaching in grades 1st - 4th in a Title I, ESL school located in Emporia, Kansas. One presenter teaches in a rural school which has integrated the SIOP Model to support their L-SES, all-English speaking students. The Emporia School District (USD #253) has a very diverse population, with approximately 51 % of the students being Hispanic. All eight Emporia elementary schools are Empo-

ria State University PDS sites. All presenters are currently mentor teachers who were formerly PDS interns. The presenters collaborate each semester with the university to conduct a three-hour workshop on SIOP – Theory to Practice, for all interns about to enter one of the Emporia elementary schools. In this session, presenters cover in-depth the third part of their SIOP – Theory to Practice workshop.

How A Micro I and Micro II Teaching Experience Can Bring Strong Collaborations And Success Between A School District And A College.

C. Matt Seimears, Jean Morrow, Sarah Splichal, Sharon Bedolla, Paige Houdyshell, Katelyn Kennedy, and Kim Kerner, Emporia State University

Each year William Allen Elementary (Pseudonym) School has allowed Block I PDS interns from an Early Childhood Elementary/Teacher Education Department to conduct Micro I and Micro II teaching at their school building. This presentation will thoroughly describe how a Micro I and Micro II teaching process was designed specifically for a PDS site. The presenter will discuss how the micro-teaching process has opened many doors at a main campus partnership site as well as two distant 2+2 programs. Come hear first hand about lesson plan preparation experiences from the experts themselves, the PDS interns. Attendees will see students in action, and they will be provided with lesson plan examples, rubrics used to assess the micro-lessons, A-F teacher reflections over the teaching experience, and a plan for how to develop a successful Micro I and Micro II teaching process. Hear how Block I Micro teaches are crucial for student success in a PDS program that follows a Block I, Block II and Block III program design as well.

How We Measure Success: Review Of Current PDS Literature

Jill C. Miels, Ball State University

Ball State University has a long history of working successfully with schools throughout the state of Indiana to prepare future teachers. The practices and procedures associated with the Professional Development Schools Network at Ball State University have been institutionalized and recognized as a process of true collaboration with its individual partners, as well as serving as a role model for other institutions. While those of us who are committed to furthering the development of the PDS process inherently know that what we do COUNTS, documentation of the benefits is not strongly supported in the literature.

Based on a project being completed during a Fall 2009 sabbatical, the presenter will summarize her efforts in completing a review of current PDS literature in order to develop a protocol for evaluating the overall PDS efficacy on in-service teachers, pre-service teachers and, ultimately, P-6 students. Literature being reviewed includes all articles in the National Association for Professional Development Schools publication *School-University Partnerships*, two books by Lee Teitel, a 1999 publication entitled *Effective Professional Development Schools*, the 2003 publication

Linking School-University Collaboration and K-12 Student Outcomes, and the nine essentials of Professional Development Schools developed by the NAPDS. Participants will be encouraged to describe their own work in the area of PDS efficacy.

Implementing The PDS Unified Teaching And Learning Initiative (UTLI): Reporting Initial Findings, Inherent Strengths, And Potential Challenges

*Kimberly Rombach, David Smukler, and Karen Hempson, SUNY Cortland
Katie Swanson, Parker Elementary School*

Professional Development School models share the goal of supporting the development of in-service and pre-service teachers (Darling-Hammond, 1994; Yendol-Hoppey, 2007). They also provide university and school leaders with collaborative opportunities to combine efforts to implement and study promising research-based pedagogical practices. Such opportunities can be created as a continuous process of preparing new teachers while simultaneously renewing in-service teachers' pedagogical and content knowledge (Goodlad, 1994). With these goals in mind, we created the Unified Teaching and Learning Initiative (UTLI), which focuses on multiple levels of collaboration throughout its design. UTLI purposefully places general and special education student teachers alongside each other in selected inclusive classrooms that are co-taught by general and special education teachers. In this setting, the student teachers observe co-teaching efforts and are instructed on co-teaching methods.

The UTLI model has been an impetus for authentic participation, collaboration, and knowledge sharing when teaching students with and without disabilities together. This presentation will report initial findings from implementing the UTLI model. The presentation will report on (a) in-service general and special education classroom teachers' collaborative efforts, (b) general education student teachers' knowledge gains regarding teaching students with disabilities, and (c) special education student teachers' knowledge gains about pedagogy and content knowledge. The presentation will also highlight overall strengths and potential challenges of implementing the UTLI model.

In The Eyes Of The Teachers And The Students

Sarah Schimmel and JoJo Ullom, West Liberty University

Gaining real classroom experience while still an undergraduate is crucial in preparing teacher candidates for their first, usually difficult, year in the classroom. West Liberty University has a long-standing Professional Development School partnership with Ohio County schools in the northern panhandle of West Virginia that has helped to accomplish this goal. This presentation will demonstrate the ways in which this partnership has fostered growth for West Liberty's teacher candidates.

_____ This will be a presentation on how Professional Development
_____ Schools have positively affected classroom teachers and teacher candi-
_____ dates throughout Ohio County schools and West Liberty University.
_____ West Liberty University partners with all thirteen Ohio County schools.
_____ Students participate in classroom observations and professional develop-
_____ ment programs, collaborate in book studies, contribute to after-school
_____ programs, and complete student teaching experiences in those schools.
_____ Each school receives funding and supplies to enhance its classroom
_____ capabilities. The university offers skilled, knowledgeable speakers in the
_____ field of education. In the past, West Liberty has offered a teacher-in-
_____ residence; however, this year we are introducing practitioners-in-resi-
_____ dence which will allow area teachers to collaborate with teacher candidates
_____ on campus.

_____ Because many Ohio County teachers are West Liberty alumni and
_____ Professional Development School employees, they are willing to work with
_____ our teacher candidates to help them gain the most from their classroom
_____ experiences. Teacher candidates enjoy the opportunity to build relation-
_____ ships with teachers and administrators in the county as well as the chance
_____ to spend quality time in the same building or with the same teacher.

_____ **Increasing Pedagogical Application Of Teacher**
_____ **Candidates Through Development Of A**
_____ **Literacy Skills Program For Non-English**
_____ **Speaking Families**

_____ *Barbara Schwartz-Bechet, University of Maryland University College*

_____ Dr. Barbara Schwartz-Bechet, previous IHE liaison from Bowie State
_____ University, created an action research project for teacher candidates with
_____ the PDS coordinator of an early childhood special education center. The
_____ project was designed to facilitate an increase in language and pre-literacy
_____ skills of children of non-native English speakers. The goals for the children
_____ and families included improving parent involvement, providing children
_____ with a language and concept-rich program that emphasized age and
_____ developmentally appropriate activities, and increasing English literacy
_____ skills. The goal for teacher candidates was to improve and increase their
_____ pedagogical application. Both qualitative and quantitative data sources
_____ were utilized to assess the impact on the children and teacher candidates.

_____ Bowie State University teacher candidates were trained to collect
_____ data, to work with their teachers to create lesson plans based on the
_____ outcomes of the data collected, and to create direction sheets for home-
_____ work bags. The candidates were trained by Dr. Schwartz-Bechet and
_____ cooperating teachers on how to work with parents and were advised to
_____ reflect on best practice for working with parents, specifically non-English
_____ speaking families. Data was collected on student outcomes and analyzed
_____ weekly by the candidates in conjunction with their cooperating teachers.
_____ Teacher candidates used a reflection log to document their experiences
_____ and reflections. The results indicated that children used more English in
_____ class, the family members engaged in communication with their child more
_____ frequently, and teacher candidates identified use of pedagogy taught in
_____ courses and applied with the children that they were teaching.

Inquiry Into Pre-Service Teachers' Developing Knowledge Of Curriculum

Patricia Pinciotti and Linda K. Rogers, East Stroudsburg University

Concepts of curriculum and the inherent content, skills, and standards area are sometimes elusive concepts to beginning teachers. This is often due to gaps and misconceptions in pre-service teachers' individual content and skill sets that they bring with them into pedagogy courses. Their inability to fully grapple with curriculum ideas due to a lack of understanding has a direct impact on their decision-making surrounding instruction and assessment of learning in the classroom. Our inquiry project examined the development of curriculum understanding and the significant learning experiences that advanced this understanding in pre-service teachers in both formal instruction and work done in their PDS classroom.

We began with a simple question, "What should we teach?" The focus was on four standards-based courses: reading, science, social studies and visual arts taught during a cohort semester prior to student teaching. These students, as apprentices, spend two days per week in a PDS classroom alongside a master teacher and two days on campus in pedagogical and content-based instruction. They then return to the PDS classroom for student teaching.

A cognitive mapping activity, at the beginning, middle, and end of the semester revealed pre-service teachers' knowledge of content and its organization in four areas of the elementary curriculum. Initially, the form and content of their maps revealed a lack of clarity in their understanding of scope and sequence as well as the organization of content. Experience through the use of standards, lesson planning, and collaboration with mentor teachers in the PDS site impacted subsequent cognitive mapping. Focus group conversations with students provided insight into their developing concepts and the key experiences and processes by which curriculum understanding develops.

Integration Of Methods Courses And Professional Development Schools: The Best Of Both Worlds For Teacher Candidates

Donna Metlicka and Jennifer Russell, University of St. Francis

This session will focus on the positive impact of integrating Methods of Teaching Mathematics, Methods of Teaching Science and Social Studies, Classroom Management, and Methods of Teaching Reading and Language Arts with experiences in Professional Development Schools. The positive impact is reflected in teacher candidates, students in the Professional Development Schools, and methods courses. The presenters will spend a portion of the session presenting examples of integrating Professional Development Schools and university methods courses. Attendees will be invited to share their experiences in integrating university courses and Professional Development Schools.

Interns A-Twitter With Technology

*Anita Gabbard, Morgan Furr, and Jeri Stanek, University of South Carolina
Denise Barth, Sally Catoe, Pamela Powell, and Beth Phillips, North Springs
Elementary*

Instructional technology is a major component in developing teachers for the future. Our presentation will demonstrate numerous ways our school immerses interns into authentic technology integration. Participants will see how student response systems, vodcasts, podcasts, interactive whiteboards, electronic gradebook, BlackBoard, digital cameras, flip cams, audio recording, and other technologies enhance the skills of future teachers and better prepare them for teaching, even if their first teaching school is not richly equipped. Presenters will demonstrate ways to use technology in a safe manner in the classroom. The activities in which interns participate are intentionally created to enhance both professional and personal development and to introduce them to the benefits of collaborative teaching, creative use of technology, and strategic behavior management. The proficiency of these skills places our interns in a position for immediate hire into the district of their choice. The knowledge gained from the integration of technology skills will better prepare them for the “real world” of teaching in ways a limited internship cannot.

Learning To Create Community In The Classroom: The Impact Of Mentor Modeling

*Bernard Badiali and Susan Lunsford, Pennsylvania State University
Jodi Kamin, Park Forest Elementary School
Cindy Cowan, Gray’s Woods Elementary School
Jason Perrin, Mount Nittany Middle School*

Almost no one in education disputes the value of forming community in the classroom. The benefits for children are many and they are well documented. The wondering that motivated this inquiry was: In what ways have PDS interns learned to build classroom community by working with mentor teachers? We have good sources of data, including classroom observations, intern interviews, and inquiry documents authored by interns. We have triangulated data for analysis and will report the results and implications for teaching in this session. We will invite conversation about our findings and will encourage participants to add to what we have discovered about building classroom community in our PDS.

Learning Together To Help At-Risk Fifth Graders Succeed

*Amy W. Thornburg and Suzanne Horn, Queens University of Charlotte
Paul Bonner and Lisa Englund, Myers Park Traditional School*

We created a tutoring program at our PDS focusing on at-risk fifth-grade students who have difficulty comprehending text. The students were chosen based on mid-year test scores. The pre-service teachers that tutored were juniors who have had some experience in classrooms and background knowledge on working with children with reading comprehension difficulties. The tutoring sessions lasted four months. Each week the

students met once in small groups of three and once in one-on-one sessions. All sessions were held at the same time.

The lead fifth-grade teacher and the professor worked with the tutors to prepare them prior to tutoring. The professor attended all tutoring sessions as a facilitator. At the conclusion of the small group sessions, the tutors and professor debriefed to discuss issues, strategies, plans, and outcomes.

The students were given pre- and post-surveys to document growth in ability, motivation, and comprehension strategies. The tutors kept on-going journals on students throughout the tutoring to document progress over time. Test scores were also used to track growth. Tutors kept personal reflection journals to document their understanding and comfort levels of working with students with comprehension difficulties.

Results from the program and the post-tests show a positive impact on students and teacher candidates. Data shows teacher candidates are more comfortable working with students with comprehension difficulties and planning for differentiated instruction. Data shows students are more comfortable with reading difficult passages, understand comprehension strategies and when to use them better, and are more motivated to try to understand what they are reading.

Linking Theoretical Lessons To Early Classroom Field Placements In Education

Andrea Malmont, Shippensburg University

This Fall a more formalized partnership was formed between the university and an elementary school in south central Pennsylvania. For the past seven years, pre-service teachers only spent two days in the building to observe and teach a lesson in a classroom for one of our foundation courses in the education program. The goal was to meet the challenges of the elementary school to continue to make AYP and for the pre-service teachers to be able to practice weekly the lessons learned at the university. The one course in our program was re-designed to be a blended class where pre-service teachers would spend half of their time in the elementary classroom. Fifty-six pre-service teachers were placed in an elementary school to provide one hour of weekly interventions to children identified as Basic or Below Basic in the PSSA (Pennsylvania System of School Assessment) and other assessments. The pre-service teachers were given a journal to provide written feedback about the intervention. Additionally, they were given additional opportunities to volunteer to provide the teachers in the elementary school additional help during small group instruction. The partnership has provided the elementary school additional support to help students who continue to need the additional time and interventions. Currently the average pre-service teacher spends two hours a week at the elementary school. In a recent survey, the pre-service teachers reported feeling more confident in the classroom and less anxiety about student teaching in the future.

Making A Difference Through Support Seminars For Teacher Candidates

Cindy Hopper, Joyce W. Frazier, and Drew Polly, University of North Carolina Charlotte

Elementary education candidates at UNC Charlotte are required to participate in a year-long internship during their senior year. The first semester involves completion of coursework and clinical activities, and the second semester is student teaching. Both semesters are completed in the same school placement. Candidates are in the classroom for one day each week in the internship semester and full time in the student teaching semester.

Data from previous student teaching observations and surveys indicated a need to increase support for candidates in the internship semester. A support program, now in its second year of implementation, provides a series of seminars for these candidates in two elementary Professional Development Schools. Master teachers in the two schools, through a program called Project Supervisor, were trained to conduct the internship seminars and supervise the candidates in student teaching.

This presentation describes the development of support seminars for the elementary year-long interns at the Professional Development Schools, the inclusion of Project Supervisor for implementation of the seminars and supervision during the student teaching semester, and the study which will measure success of the work. It addresses Strand #1 of the conference (The PDS Impact on Teacher Candidates), NCATE PDS Standards #1 and #3 (Learning Community and Collaboration), and NAPDS Essential #2, a school-university culture committed to the preparation of future educators that embraces their active engagement in the school community. The presentation will appeal to an audience of P-12 and college/university faculty and others who are interested in support for teacher candidates.

Making A Difference Through Teacher Research: Honors College Teacher Candidates' Investigations Into Student Achievement

Molly Mee and Maryann Crimi, Towson University

Towson University's Secondary Education Professional Development Schools program, in partnership with the Honors College, recently implemented a new course titled Honors Research Design in Secondary Education. The course concept originated from two primary needs: the Honors College's need for a capstone project for their education students and our need for additional data on the direct result of the PDS collaboration on student achievement.

The course was designed to give the PDS teacher candidates a richer experience through the completion of a year-long action research project. Specifically, the project requires the candidates to 1) critically analyze problems in the PDS setting related to students and student achievement, 2) formulate research questions pertaining to these problems, 3) set the

research study within a theoretical framework, 4) collect and analyze data, and 5) present their findings at a local and/or national PDS conference.

In this presentation we will highlight preliminary results from four student projects (both qualitative and quantitative in nature) specifically addressing the research questions, methodology, and preliminary student achievement data — all set within the context of PDS theory and research.

Note: The PDS teacher candidates in this course are also presenting Poster Sessions on Saturday morning, and so this session will set a context for what attendees will see in the student displays on Saturday.

Making Mathematical Connections: Pre-Service Teachers Assigned To PDS Mathematics Classrooms Experience Standards-Based Instructional Lessons

Rachelle D. Meyer and Trena L. Wilkerson, Baylor University

The NCTM Process Standards emphasize real-world problem solving and making connections both within and outside the classroom as a focus of mathematics instruction. One means of supporting the standards and accomplishing this goal is by having pre-service candidates implement lessons designed to make such connections. Through the federally funded GEAR UP Project, pre-service teachers in the Baylor-Waco Professional Development Schools were able to experience teaching lessons that address problem solving and real-world connections by working as instructors for the Summer Mathematics Camps at Baylor University.

For the past three summers, pre-service teachers (PSTs) serving as either teaching associates or interns at a PDS were introduced to the standards-based strategies, methods, and lessons to be implemented at a mathematics camp. The PSTs were then responsible for implementing the lessons with the middle school students who attended the summer camp.

Data in the form of lesson plans, PSTs' and students' reflections specific to the incorporation of standards-based lessons and instructional strategies was collected, organized, and analyzed. This presentation shares results which illustrate the importance of the university and PDS partnership in creating a venue for bridging theory to practice to support the development of PSTs. P-12 teachers will benefit from this presentation by engaging in select lesson activities. Higher education faculty will benefit by examining the impact on pre-service teachers when supported in teaching standards-based lessons. PDS faculty will benefit by discussing how such lessons could be co-taught by mentors and PSTs in a "regular school setting."

Maximum Collaboration, Maximum Impact

Krystal Goree, Baylor University

Karen Hassell, Waco Independent School District

The Baylor/Waco ISD PDS partnership involves extensive field experiences in PDS and partner schools over four years where university and school faculties work closely to implement programs that encourage pre-service teachers to grow and develop in communities of practice;

children in the classrooms benefit from the expertise, innovative ideas, and research-based learning experiences. Teachers at PDS sites and at partner schools work with candidates for two hours a day in the third year and all day during the fourth year of the program. In addition, these school-based faculty members are responsible for candidate observations and feedback, participate in mid-term and final conferences with the candidates and university faculty, conduct action research with candidates in the field, and often help with the evaluation of electronic portfolios.

Content specialists representing the university and school partners contribute to candidate, teacher, and school development by providing support, modeling best practice, and working with school faculty and candidates to enhance learning experiences for all members of the PDS community. Specialists from both entities meet to discuss curriculum, plan and conduct research, share research findings, and plan professional development for school and unit faculty as well as for candidates. University faculty and school district administrators serve on a Research Task Force to plan and implement action and institutional research.

In this session, presenters will provide an overview of ways that unit partners collaborate in various aspects of field/clinical experiences including: student achievement, planning and delivery of instruction, evaluation of candidate proficiencies, research efforts, and program planning and evaluation.

Measured Through Pictures: Pre-Service Teachers' Pre- And Post-Perceptions Of Learning Experiences In A Professional Development School

Adriana L. Medina, University of North Carolina Charlotte

In an effort to link teacher preparation with practice, universities often offer teacher education courses on-site at Professional Development Schools. READ 3255, Reading and Writing in the Content Areas, is a course offered through the Department of Reading and Elementary Education in the College of Education at the University of North Carolina at Charlotte. This course is offered on site at a PDS, Piedmont IB Middle School, located in Charlotte's historic First Ward community and serves disproportionately African-American and low-income families. The First Ward community is home to the oldest school site in Charlotte-Mecklenburg County and has been subject to the forces of segregation, desegregation, and re-segregation. In an effort to assess the impact of this on-site course, this study sought to examine pre-service teachers' pre- and post-perceptions of the learning experiences offered in a PDS through focus group interviews utilizing Photolanguage, an evaluation tool that utilizes black and white photographs to elicit responses from individuals (Bessell, Deese, & Medina, 2007).

This session corresponds with Strand 1: The PDS Impact on Teacher Candidates. Through the pictures chosen by the pre-service teachers, the audience (higher education faculty and middle school administrators) will be able to see pre-service teachers' initial perceptions of learning and teaching in a PDS. In addition, through pictures, the audience will also be able to see how learning and teaching at a site with an established

relationship with the university impacts the perceptions pre-service teachers' take away with them about learning, teaching, and self-efficacy.

One Size Does Not Fit All! Meeting The Needs Of Interns And Students In Diverse PDS Settings Through Culturally Responsive Teaching

GaZell A. Hughes-Eason, and Kimberly Durkan, Towson University

As more and more students from diverse backgrounds populate 21st century classrooms and efforts mount to identify effective methods to teach these students, the need for pedagogical approaches that are culturally responsive intensifies. Today's classrooms require teachers to educate students varying in culture, language, abilities, and many other characteristics (Gollnick & Chinn, 2002). Who are the teachers of these changing demographics of students? What knowledge, skills, attitudes, and dispositions will they possess?

This session will identify the demographics of the teaching population in the US and, more specifically, the interns' demographics at the presenters' university. The presenters will explain how PDS sites are selected based on the MDSE standards. We will also focus on successful educational strategies that meet the needs of students from various cultures, ethnic backgrounds, and ability levels. The information presented will be based on theoretical findings and personal experiences of the presenters. In this session presenters will define culturally responsive pedagogy and how it relates to the preparation of culturally responsive effective teachers. The presenters will also identify when, where, and how culturally responsive teaching experiences should occur for interns.

At the conclusion of the session, participants will have an understanding of culturally responsive pedagogy and how the PDS community can ensure that future educators are prepared to provide meaningful education for all students. Participants will gain a better understanding of how the academic achievement of ethnically diverse students will improve when they are taught through their own cultural experiences.

Opening Our Teacher Candidates' Eyes To Their Learners' Community: Assessing Teacher Candidates' Perceptions Of Poverty And Its Influence On Learning

Christine Walsh, Marilyn Yensick, Rose Bratschie, and Jennifer Morgan, Slippery Rock University

Patti Messett, West Hill Elementary School

In our PDS partnership, teacher candidates participate in experiences that extend beyond the classroom. This PDS has nearly 70% of its students qualifying for free or reduced lunches. Thus, it is important for our teacher candidates to confront issues of diversity and become engaged in their school's community. Our inquiry asks, "What kind of activities can we provide to our teacher candidates so they will reflect on how culture—specifically poverty—affects teaching and learning?" After

each activity, teacher candidates respond to reflective questions as a way to uncover their assumptions and changing beliefs.

The teacher candidates are immersed in the community through a series of activities to understand the lives of their learners and families. First, the administrators and specialists serve as guest speakers to explain the demographics of the district and how they successfully meet the challenges. Then the teacher candidates complete a community scan to learn about the availability of resources and experiences for the families; the teacher candidates gain an understanding of poverty as it affects the children. They also uncover the reasons children make particular choices rather than form stereotypical assumptions. Candidates are encouraged to take social action by participating in a community service learning project. The teacher candidates use the information to plan for a family literacy event. They complete an exit slip and their responses allow us to examine their changing perceptions. Samples of activities, survey questions, and emerging themes of this study will be shared with participants.

PDS Communities Make Dreams Come True

Jim Patton, Carrie Livesay, Kelly McDaniels, and Kristi York, North Waco Elementary School

Susan Schafer, Baylor University

The reality of working with children in field-based courses can disrupt a teacher candidate's life-long dream of becoming a teacher. Participants in this session will learn about ways an elementary PDS community in Waco, Texas, helps candidates overcome the challenges and turn their dreams into reality. Presenters will describe their experiences on individualized support teams (IST) and the interventions that help candidates progress toward becoming effective teachers.

PDS Teacher Candidates Learn To Evaluate And Use Children's Literature With Positive Portrayals Of Characters With Disabilities

Heather Garrison, East Stroudsburg University

Teacher candidates in a PDS program have the opportunity to learn valuable skills and dispositions that prepare them to become successful educators who will meet the needs of all students in their future classrooms. Teachers' pre-service education can influence their choice of instructional materials, including the literature that their students will encounter. Teachers who learn to evaluate and use children's books with positive portrayals of characters with disabilities are able to incorporate literature that represents disability as a form of diversity into their instruction. PDS teacher candidates' use of children's literature with positive portrayals of characters with disabilities reflects the diversity of today's student population, can impact teachers' and students' acceptance of diversity, and promotes successful inclusion of students with disabilities in general education classrooms. In this presentation, learn how reading literature can impact perceptions, critique children's books with characters with disabilities, gain ideas to teach about and incorporate disability literature into your teacher education assignments, and hear teacher candidates'

powerful reactions to using children’s literature with positive portrayals of characters with disabilities in their K-6 classrooms.

PDS: Providing Distinctive Service To Our Candidates As They Become The Teachers Of Tomorrow

Nancy Steffel, University of Indianapolis

In May 2009, the University of Indianapolis Elementary Teacher Education Program was awarded the Certificate of Distinction from the International Reading Association based on meeting their standards of excellence in literary education. To earn this award, a written application was submitted to the IRA’s Quality Undergraduate Elementary and Secondary Teacher Education in Reading (QUESTER) Task Force. Then, a team of task force members conducted a three-day site visit where they reviewed data and interviewed faculty, administrators, teacher candidates, graduates, and K-6 partners. They toured our Professional Development Schools and observed classes taught on-site with the corresponding field experiences. Evaluated over six standards, our program received the highest acclaim for our fieldwork with our Professional Development Schools.

This presentation will discuss our elementary education program design and our IRA evaluation experience. To supplement this review, our survey will be shared that was conducted in May 2009 of our elementary education graduates from the past five years and their principals to determine their views of our effectiveness in teacher preparation, especially in literacy education. With a 75%+ return rate, the survey results also validate our teacher education program and its field experiences as distinctive and having the most impact in effectively preparing teacher candidates. In conclusion, descriptors of our attributes measuring our success will be identified and our plan for continued growth will be outlined.

Planning For Success At Bell’s Hill Elementary PDS

Richard Strot, Baylor University

Cathy Capers, Bell’s Hill Elementary School

The ability to plan effective lessons is a foundational skill that teacher candidates must master as part of the teacher education program at Baylor University. At an elementary PDS in Waco, Texas, resident faculty and Baylor University teacher educators have developed a process for teaching lesson plan components in the context of a site-based course and field experience. The method is used with junior year elementary education candidates who spend two semesters at the PDS, a title-one neighborhood school serving primarily Hispanic families.

In this session, participants will learn how the planning process at Bell’s Hill PDS functions on two levels—planning among resident faculty and clinical instructors and planning with candidates for teaching students in the classroom. The presenters will explain the evolution of critical support components such as release time to work on PDS planning,

feedback on candidate planning and student progress, and alignment with intern (senior) year expectations for planning and action research.

Important components of the work with candidates will be discussed. These include: a common lesson plan rubric, lesson planning timelines, techniques for reviewing plans with candidates, differentiation, and observation of candidates. Candidate dispositions that are developed during this process will be part of the discussion.

Post-PDS Success: Dream Or Reality?

Kimberely Nettleton, Morehead State University

As candidates transition from their undergraduate experiences into their own classrooms, many new teachers often feel overwhelmed and underprepared for the “real world.” Does participation in a PDS experience help to alleviate any of these feelings? Are PDS participants better prepared for the real world classroom than traditionally prepared candidates? Is there evidence of increased knowledge, skills, and dispositions as these students enter the profession?

The Professional Development School model at Morehead State University is still in its infancy - just beginning its third year. While there is considerable “buy in” from pre-service teachers, classroom teachers, and both university- and school-level personnel, some skepticism remains that this approach may not be as effective as some believe. This study will attempt to address both new teacher concerns as well as the questions of seasoned educators.

Reflections from PDS graduates, non-PDS graduates, and supervisors of the first-year internship of both will provide some insights into important outcomes of pre-service teacher preparation in this rural regional university. The focus will be on teachers at the elementary level and in special education, elementary and middle school levels.

Practice, Support, Opportunity And Impact: A Collaborative Partnership With Results

*Christine Sherretz and Danna Morrison, University of Louisville
Lisa Hirsch-Aarvig, J.B. Atkinson Academy*

J.B. Atkinson Academy for Excellence in Teaching and Learning, a University of Louisville Partnership Magnet Program, is an inner city school with the highest poverty rate and lowest parent education level in Louisville, Kentucky. This partnership was established to help students perform to the best of their abilities and to reduce or eliminate barriers to learning. In the last three years Atkinson has demonstrated increases in student achievement and much improved teacher retention rates. The creation of a Professional Development School with the University of Louisville and Jefferson County Public Schools afforded the opportunity for authentic field experiences across the continuum of our preparation program, from early field placements through student teaching. This presentation will: 1) highlight a university/school partnership designed to create an authentic laboratory of practice for instructors, candidates, administrators, teachers, and students; 2) describe how a university liaison can support all levels of teacher education field experiences in a

Professional Development School; 3) share ways in which the partnership has contributed opportunities for teacher leadership and community engagement of University of Louisville students; and 4) focus on the school/university partnership's impact on the preparation, induction, and retention of qualified teachers. Specific examples of collaborative projects and student-led projects will be highlighted. A video presentation of students' perceptions of how the PDS model has impacted their growth as educators will also be shown. The target audience for this presentation is higher education faculty and P-12 schools.

Preparing Pre-Service Teachers For Inclusive Classrooms: A Professional Development School Initiative

Cathy J. Siebert, Ball State University

Barbara Lumbis, Anderson High School

Lucinda McCord, Highland High School

In the Fall of 1999, Anderson and Highland High Schools in Anderson, Indiana, officially partnered with Ball State University as Professional Development Schools. Both high schools began their PDS work by focusing their attention on pre-service education issues. Specifically, we have worked hard to make field experiences in our high schools and middle schools more educative and to design curriculum and field experiences that enable pre-service teachers to translate theory into practice. With both high schools reporting approximately 20% of the student population identified as special needs, one dimension of our pre-service education efforts has concentrated on an increasingly critical area of need—preparing general education pre-service teachers to work with the special needs students included in their classrooms. A critical component of the success of this initiative rests in the collaboration that occurred between the university PDS liaison and special educators in the high schools, both in designing the curriculum of the initiative and in the implementation of the initiative by special education teachers.

This presentation will explain the process by which we arrived at the current initiative, overview the topics and activities pre-service teachers experience during the initiative, and share data collected over the past eight years reflecting the effectiveness of the initiative in reaching our goals of preparing general education pre-service teachers to plan and teach for all students.

Pre-Service And In-Service Teachers' Experiences And Perceptions Of Parental Involvement In Schools

Daniel J. Bergman, Wichita State University

This presentation will share results and analysis of pre-service teachers' experiences and perceptions of parental involvement in schools. A survey based on the PTA's National Standards for Family-School Partnerships was given to a group of pre-service teachers in their junior year in a teacher preparation program. The same survey was shared with

the pre-service teachers' cooperating teachers in the fieldwork school setting. Items addressed in the survey include previous history of interacting with parents/guardians, recommended methods of welcoming families to the school community, effective communication with parents/guardians, and describing the role of parents in supporting students' success.

Findings indicate that pre-service teachers typically have little or no experience interacting with parents in their fieldwork/practicum experiences. With regard to welcoming families into the school and communicating with parents, pre-service teachers focus on open houses, newsletters, written notes, and phone conversations. In-service teachers also note these approaches, but provide more concrete techniques (remembering names, using appropriate eye contact, beginning and ending with positive comments, etc.) in effectively interacting with parents and families. Similarly, pre-service teachers shared general ideas explaining the role of parents in supporting students' success—getting involved, encouraging, motivating, etc. In-service teachers, however, offered more specific actions such as reinforcing school policy, providing insight into students' behaviors, and being involved with homework and activities. Discussion will focus on how teacher education programs and schools can create purposeful learning experiences for pre-service teachers to interact and communicate with students' parents and families.

Pre-Service Teachers' Personal Beliefs About Teaching Diverse Students Changed Through PDS Experience

Martin J. Ward, Texas A&M University-Corpus Christi
Cathy A. Pohan, National University-Fresno

The impact of a university teacher education program on personal and professional beliefs of pre-service teachers concerning the teaching of diverse student populations was investigated. The preliminary results are based on data obtained from 98 students who completed the teacher education requirements at the university's varied Professional Development Schools which were identified as "urban" (n = 28), "suburban" (n = 41), and "other" (n = 29). The 98 pre-service teachers were pre- and post-tested on the two outcome measures of personal and professional beliefs. Statistically significant personal belief change related to the cultural responsiveness of pre-service teachers was found. Furthermore, analysis of effect sizes showed that the increase in culturally responsive personal beliefs among students attending the urban schools was .57 standard deviation, compared to .20 and .17 standard deviations for students in suburban and other school settings, respectively. The effect sizes for professional belief were negligible. Theoretical and practical implications of the findings will be discussed.

Professional Development School Cohorts: A Strategy For Change In Teacher Candidate Preparation

Sharon J. Damore and Catherine Larsen, DePaul University

In recent years, teacher education programs have become subject to criticism in political, educational, and public arenas. Amidst this climate, however, Professional Development School partnerships have been identified as vehicles for change. In response to their own concerns about teacher candidate preparation, educators from DePaul University and its four elementary PDSs came together to create a cohort model for a subset of candidates within the initial certification master's degree program. Now in its third year, this cohort was designed to create an alternative to the traditional preparation program, with a focus on collaborative relationships between and among university faculty, P-8 teachers and school administrators, and teacher candidates, with a focus on quality teacher candidate preparation within the context of supporting partner schools' reform efforts.

In addition to providing a quality preparation program for cohort students, faculty have also used their experiences to influence overall candidate preparation in the School of Education. While the size of the pre-service preparation programs prevents all candidates from experiencing PDS partnerships, faculty members' experiences with the cohort have been used to influence dialogues around characteristics of effective field experiences, the importance of collaboration among faculty and school partners, and overall "scope and sequence" of courses.

The session will be led by three university faculty who will describe the processes of creating, implementing, and assessing the cohort structure, as well as share personal reflections and recommendations based on the successes and challenges they have experienced in their work with candidates, partner schools, and university colleagues.

Promoting Inquiry-Based Science Instruction In A PDS Relationship

LaVerne Logan, Western Illinois University

With the increased emphasis on mathematics and literacy in schools today, time for inquiry-based science instruction can be a scarce commodity. This presentation consists of strategies to increase teacher education candidates' exposure to inquiry-based science teaching and learning within the context of a Professional Development School relationship. Emphasis will be placed on a variety of opportunities for pre-service teachers to implement hands-on science activities for elementary students in conjunction with teachers and administrators of K-8 schools. Also considered are ideas for tapping the expertise of exemplary science teachers as key resources for elementary science methods courses. This presentation is couched within the context of NAPDS Essential # 4, "a shared commitment to innovative and reflective practice by all participants." Sample ideas include: family science nights, guest teaching episodes, observation of master teachers, and reflective decision making models.

In an effort for participants to benefit from the ideas put forth, the National Science Education Standards are featured in this presentation. This will provide a common context which allows for participants to then form-fit the ideas to meet individual state science standards.

Reflective Digital Storytelling In A Professional Development School Setting

Gary L. Willhite and Rita Chen, University of Wisconsin LaCrosse

Teacher education programs tend to train and introduce their teacher candidates in basic technology usage; however, they fail to provide proper training in the “how to” of emerging technologies and how they can and should be used as a research and teaching strategy. State teacher standards require proficiency in technology usage and in reflective practice. The purpose of Reflective Digital Storytelling is to not only introduce teacher candidates in a Professional Development School setting to emerging technologies but to also have them participate in reflective practice of their own learning through a capstone experience using web cam technology in a digital storytelling framework. Through this project, 55 PDS teacher candidates actively participated in elementary and secondary classrooms in the disciplines of reading, art, English, math, music, science, social studies, and world languages. The capstone experience was an in-depth reflective activity on their PDS experiences that also demonstrated their proficiency in meeting Wisconsin Teacher Educator Standards of Reflective Practice and the use of technology. This session will be a reporting out of the overall project, its outcomes, impact on the PDS, and impact on PDS teacher candidates; it will highlight examples of PDS teacher candidates’ reflective digital stories.

School Site Support Of Pre-Service Teachers

Jan Mathis, Melissa Jaramillo, and Maureen Stout, Paradise PDS

Paradise PDS, in partnership with the University of Nevada Las Vegas, services an at-risk population of students. The school is located on the university campus. The proximity enhances the communication and sense of support for both partners.

The presenters will provide an overview of the cohort program, the partnership, recruiting, mentor support, and evaluation processes in a discussion of the many ways the Paradise PDS/UNLV partnership supports the teacher candidates. Paradise PDS has been a Professional Development School for eleven years. The cohort portion has evolved over the past five years. Previous cohort students represent 30% of current classroom teachers. The presenters will discuss qualitative data from surveys from current experienced teachers, previous cohort students, current cohort students, first-year teachers who did not participate in the cohort, and first-year teachers who did participate in the cohort.

Also included in the presentation will be a discussion of the support structure in place and the reflective coaching component. The significance and impact of the roles of Paradise PDS and UNLV staff will be discussed.

Sharing Our Best Practices At The PDS Site

Judi Hartzler, Pleasant Valley Elementary School

Natalie Kvacky-Baran, Donegan Elementary School

Katherine DiSimoni, East Stroudsburg University

Part of the ESU PDS is to have PDS apprentices return the following semester to their host classrooms for student teaching. In many cases, this provides a unique opportunity in that a teacher will have both a new PDS apprentice working in the classroom alongside the returning student teacher. While a challenge to traditional approaches, many mentor/cooperating teachers have discovered creative ways to function with multiple individuals in their classrooms to promote best practice for teaching and learning at all levels. While creative and efficacious teachers in their own right, these seasoned master teachers have not only guided teacher candidates, but have gained in terms of their own personal professional development from reflecting on their practices with these pre-service teachers. Their analyses of these experiences, discussions, and journaling with their apprentices and student teachers have given them insights to share into the process of learning to teach and continuing to learn about teaching. This has provided for more meaningful experiences for our teacher candidates. This presentation offers them the opportunity to share their strategies and learning experiences with others on a much broader scale. The teachers will share in a panel format: 1) the elements of their best teaching practices, 2) the ways they have found to best transform pre-service teachers, and 3) the ways this transformation process has affected their own teaching. There will be opportunity for questions and discussion.

Shifting Educational Beliefs: The Impact Of PDS Experience On What Interns View As Most Important About Classroom Practices And Student Learning

Bernard Badiali, Pennsylvania State University

Jodi Kamin and Deana Washell, Park Forest Elementary School

Developing a Platform of Beliefs About Teaching is recognized as a valuable process for beginning teachers. The wondering that motivated this inquiry was: How do beliefs about teaching change and evolve during a full-year internship in a Professional Development School? In this session we report the results of a study where interns have written their espoused platforms of beliefs four different times throughout the school year. Follow-up interviews complement our paper analysis. Our goal was to discover what impact the PDS experience has had on what interns valued and believed about classroom practice and student learning. We will invite conversation about our findings and will encourage participants to add to what we have discovered about intern beliefs because of their PDS experience.

Shifting The Paradigm: Transforming From A Traditional Student Teaching Model To A Gradual Release Of Autonomy

Sherri Strawser, University of Nevada Las Vegas

Vernon Stephens, Fremont Professional Development Middle School

Visions of uncontrolled chaos and hormone-filled adolescents too often frighten teacher candidates away from an inner city, middle school setting. Fremont Professional Development Middle School, in partnership with the University of Nevada Las Vegas, created a model to enhance the preparation of teacher candidates. In the model, autonomy is gradually released to teacher candidates in pre-set increments. This provides additional teacher-student interface not found in some traditional programs that are akin to the “Motel Model” in which the student teacher checks in and the mentor checks out.

The presenters will discuss the following components of the developmental process and resulting model used in our partnership:

1. A review of the manner in which the College of Education curriculum was realigned to logically sequence course offerings and prepare teacher candidates for field experiences.
2. A description of the Fremont Professional Development Middle School model for teacher education that includes use of a cooperative, co-teaching model and mentors who serve as facilitators and coaches to teacher candidates. Teacher candidates initially assume a small amount of responsibility that increases as their expertise in content delivery improves. The incremental increase in student teachers’ responsibility is consistent across program placements.
3. An outline of the in-house series of supplemental classes created to provide teacher candidates with real-world applications of critical teaching competencies (e.g., preparation of differentiated lessons, working with students from diverse and low socio-economic groups, knowledge of linguistics, and vocabulary instruction). This curriculum is continuously open to review as student demographics and competency levels change.
4. Presentation of feedback data gathered from teacher candidates regarding their views of the value of working in a PDS environment and the in-house series of supplemental classes.

SIOP Model: Ensuring Student Success For ELL Students

Shane Heiman, Brandi Iles, and Jill Jones, Village Elementary School

Michele Hayes, Council Grove Elementary School

Attendees will learn research-based strategies to use in their own classrooms to ensure success for all students, specifically English Language Learners (ELL). The focus will be on building background for students, which includes understanding the students’ background, linking to prior experiences, and explicitly teaching vocabulary. Presenters will share activities and best practice strategies they currently use in their own classrooms. The second focus will be on comprehensible input. The presenters will share ways to keep your students engaged throughout

their daily lessons. This session builds on the Thursday morning SIOP–Theory to Practice workshop.

Three presenters are classroom teachers teaching in grades 1st – 4th in a Title I ESL school located in Emporia, Kansas. One presenter teaches in a rural elementary school which has integrated the SIOP Model to support their L-SES, all-English speaking students. The Emporia school district has a very diverse population, with approximately 51% of the students being Hispanic. All Emporia elementary schools are PDS sites for Emporia State University. All presenters are currently PDS mentor teachers who were formerly PDS interns. The presenters collaborate each semester with the university to conduct a three-hour workshop, SIOP: Theory to Practice, for all interns about to enter one of the Emporia elementary schools. In this presentation, the presenters cover in-depth the second part of their workshop. Basic knowledge of SIOP will be helpful but not necessary for participants to benefit from this session. Questions are welcomed throughout the presentation.

SIOP: Theory To Practice (A Research-Based Model To Support Instruction For ELL Students In A Regular Classroom Setting)

Michele Hayes, Council Grove Elementary School

Shane Heiman, Brandi Iles, and Jill Jones, Village Elementary School

Participants who attend this session will be engaged in an explanation, meaningful discussion, and teacher application of the research-based SIOP (Sheltered Instruction Observation Protocol) model for instruction to support ELL learners in the regular classroom. Presenters will share activities and best practice strategies they currently use in their own classrooms. Video clips of the presenters teaching in their classrooms, current resources being applied, and an in-depth look at how the presenters plan for each day’s instruction will be shared.

Three presenters are classroom teachers teaching in grades 1st – 4th in a Title I ESL school located in Emporia, Kansas. One presenter teaches in a rural school which has integrated the SIOP model to support their L-SES, all-English speaking students. The Emporia district (USD#253) has a very diverse population, with approximately 51% of the students being Hispanic. All Emporia elementary schools are Emporia State University PDS sites. All presenters are currently mentor teachers who were formerly PDS interns. The presenters collaborate each semester with the university to conduct a three-hour workshop, SIOP: Theory to Practice, for all interns about to enter one of the Emporia elementary schools. In this session, presenters cover in-depth the first part of the Thursday morning SIOP workshop. Attendees do not need a prior knowledge of SIOP to benefit from the presentation. Questions are welcomed throughout the presentation.

Six Models Of Co-Teaching And Their Impact On Student, Intern, And Mentor Learning

Bernard Badiall, Pennsylvania State University

Jodi Kamin, Park Forest Elementary School

Nicole Titus, Easterly Parkway Elementary School

This session will focus on the implementation of six different models of co-teaching across an elementary PDS. Mentor and intern will report on the effect of co-teaching on their professional growth, as well as the impact each model of co-teaching has had on their learners. Presenters will define each co-teaching model and provide examples and illustrations of their effectiveness. We will invite conversation about our findings and will encourage participants to add to what we have discovered about co-teaching as a form of mentoring in the PDS.

Strengthening The Professional Knowledge And Practices Of Teaching Interns Through Social Networks

Amy Donnelly, Melanie G. Keel, Paul Chaplin, Kelly Fischer, and Brittany Silver, University of South Carolina

Two university instructors, a doctoral student, and interns united in a quest to investigate how interns' professional identities were constructed through field experiences and social networks. The current model of teaching internship abandons interns, leaving them stranded in a top-down model while reifying the stereotypical notion of teaching as an isolated profession. Using video reflection, time outside standard classes, and team meetings among supervisors and with coaching teachers, supervisors and interns formed a cohort to support and grow their own pedagogical and professional knowledge. Through demonstration and discussion, this session will explore the issues and realities of this cohort field model. Interns, supervisors, and coaching teachers will add their unique perspectives and experiences to the discussion.

Student Perceptions Of A Dual Certification PDS Model: Lasting Benefits And Persistent Challenges

David Hoppey, Jennifer Cibrik, and Rachel Carpenter, West Virginia University

With the passage of No Child Left Behind and the re-authorization of IDEA, inclusion of students with disabilities has become more prevalent and necessitates that schools develop a culture of "shared responsibility" (Will, 1986) for educating and meeting the needs of diverse students (e.g., disability, socio-economic status, ethnicity) in general education classrooms. In essence, NCLB and IDEA have significantly changed the roles of both special and general educators. Thus, it is critical that teacher education programs re-think current program models to find innovative ways to incorporate best teaching practices that help prospective teachers

develop the knowledge and skills necessary to best meet the needs of diverse students.

West Virginia University seeks to meet this challenge in a PDS dual certification program that tightly couples general and special education pedagogy to meet the needs of all students. Teacher candidates were surveyed to share their perceptions about the impact this PDS teacher education program plays in their learning to teach and identify benefits and on-going dilemmas of this model.

An overview of the program and survey data will be shared. Also, two pre-service teachers will describe their own personal stories about the program's impact on their lives. In addition, implications for university faculty interested in developing and sustaining effective dual certification PDS models will be explored. In all, this study seeks to inform the discussion and share with PDS leaders student perspectives on the benefits of a dual certification PDS model.

Supporting PDS Mentor And Student Teachers In Developing Effective Classroom Management Strategies From A Conflict Resolution Perspective

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

The Office of Student Teaching and Field Experience at the University of Akron has been providing Conflict Resolution Education in Teacher Education (CRETE) training to student teachers and mentor teachers in the PDS districts for the past three years. CRETE is offered as a four-day training program during the student teaching semester in which participants receive information and strategies to better equip them to prevent or address conflict in the classroom. This presentation will discuss classroom management from the perspective of the conflict resolution education model and provide strategies and techniques to support teachers in enhancing classroom climate and building stronger relationships in the classroom.

Supporting Today's Teacher Candidate: Celebrations And Struggles

Debi Gartland, Kimberly Durkan, and GaZell Hughes-Eason, Towson University

Alissa Estes and Annemarie Abate, Bellows Spring Elementary School

The majority of today's teacher candidates are shaped by a generation given many labels: Generation Me, GenX, GenY, Millennials, iGeneration or iGen. Regardless of the label, today's teacher candidates often possess unique character traits. They can be assertive, diverse, confident, optimistic, digitally savvy, and have high expectations. While some find these traits refreshing, others find them limiting. These opposing perspectives are addressed in this session. A panel of PDS partners shares their experiences supporting today's teacher candidates. The panel celebrates how the teacher candidates' individual qualities can positively shape professional growth while also examining how these qualities can contrib-

characteristics of the PDS experiences that are found to most significantly impact candidates' learning. We will discuss implications resulting from our work.

Teacher Talk: Mentoring In The PDS

Kimberely Nettleton, Morehead State University

How does the mentor relationship shape the PDS experience? What makes the PDS mentoring experience unique?

During the flurry of piloting a PDS to meet the needs of their rural regional community, Morehead State University faculty focused on creating an educational model that would blend theory and practice. Unexpectedly, the mentoring partnership that emerged turned out to be one of the strongest components of the PDS. The mentoring partnerships created between principals, students, teachers, and university faculty became the backbone of the program. As the PDS team at Morehead State evaluated their program, they identified the factors that encouraged successful partnerships and became the centerpiece of their program.

Faculty members from both the elementary school and Morehead State will share how they created a mentoring program that met the needs of all the participants. The lessons learned from their experiences can help other PDS models become stronger and more effective.

The Art Of Reflection: Creating An Original

Mary M. Witte, Baylor University

Kathleen Minshew, Lorraine Randazzo, Gayla Reid, and Lindsey Stevens, Hillcrest PDS

At its best, a reflection can only parallel the original art work. Therefore, interns take on attributes of mentor teachers, whether positive or negative. Reflective teaching must be allowed to develop across time. To pass reflective teaching on, mentors must have had daily, long-term experiences in it. Thus, mentor teachers need many tools at their disposal to guide interns through the unpacking of their strengths and areas for improvement. To teach it, you have to know it. Professional Development Schools believe in a shared commitment to innovative and reflective practice by all participants (NAPDS Essential 4). Professional Development Schools' one-year internships provide the time, the support, and the opportunities to develop a deeper impact of continuous learning as a result of deliberate, intentional reflection. Five teachers from the Hillcrest Professional Development School in Waco, Texas, who serve as mentors and are all at different stages of the National Board for Professional Teaching Standards process, asked themselves, "In what ways might we pass on to our interns the foundation for reflective teaching?" Their answers came from a variety of sources, each with tools used daily to facilitate dialogue between themselves and their interns. This session will describe the strategies garnered from the National Board standards, Baylor University's School of Education benchmarks, official observation forms, and a Texas-wide mentoring program. Ideas, tips, and strategies will be shared in a fun, engaging way to help create "an original" for your canvas.

student intern preparation. PDS leaders and others involved in PDSs will be able to glean insight from the research for future student intern preparation.

The Evolution Of A STEM-Focused Professional Development School

K.T. Willhite, Tim Gerber, Emily Butorac, and Cindy Duley, University of Wisconsin La Crosse

Three years ago, the University of Wisconsin La Crosse, in partnership with a local school district, implemented a “STEM PDS” in a grade 1 through 5 elementary school. The science, technology, engineering, and mathematics (STEM) fields are collectively considered core technological underpinnings of an advanced society. Maintaining the strength of the STEM workforce is viewed as an indicator of a nation’s ability to sustain itself. STEM has been described as an “initiative for securing America’s leadership in science, technology, engineering and mathematics fields and identifying promising strategies for strengthening the educational pipeline that leads to STEM careers.” Three recommendations for STEM are: 1) increase America’s talent pool by improving K-12 science and mathematics education; 2) strengthen the skills of teachers through additional training in science, math, and technology; and 3) enlarge the pipeline of students prepared to enter college and graduate with STEM degrees. The purpose of this STEM PDS was an attempt to implement all three recommendations for both mentor teachers and teacher candidates in science, mathematics, and technology education best practices. In addition to the before-mentioned criteria, effort was also placed on preparing teacher candidates as future STEM teacher leaders. Researching these outcomes has begun. District science curriculum goals were aligned with what this STEM PDS should look like. This session will be a presentation/discussion of how this STEM PDS is evolving, with a focus on faculty replacement, set curriculum standards in science and mathematics, school “buy in” to a specialized PDS, and what our future teacher candidates are saying.

The Full Professional Development School Circle

Joni Irlmeier, Wayne State College

Kathy Sudtelgte, Stephanie Gengler, and Jacque Beck, Lewis and Clark Elementary School

After three years of planning, piloting, and implementing the Professional Development School model at Lewis and Clark Elementary in South Sioux City, Nebraska, we would never return to the traditional student teaching model. The positive long-term impact on the school, staff, students, district, and professional development interns has been phenomenal!

Included in our presentation will be a full circle of perspectives. We will share information from Wayne State College faculty, Lewis and Clark mentor teachers/ Wayne State College adjunct faculty, former PDS Interns (now South Sioux City School employees), and current PDS interns.

The interns in the PDS program experience a variety of teaching styles and strategies and have abundant hands-on experiences with students. The interns are involved in building committees, intervention meetings, and parent-teacher conferences. They observe a variety of programs and classrooms within the district. The interns work with a diverse group of students including many ELL and at-risk learners.

Through the integration from method classes, classroom management, and clinical experiences, our interns have become reflective practitioners who see the connections between textbook theories and the real classroom experience. As a result, the year-long PDS program offers a level of experience and knowledge that exceeds the traditional student teaching method.

The “Give and Take” Of The University Faculty, Teacher Candidate, And Classroom Teacher Professional Relationship

Margaret Pope, Rebecca Robichaux, Tina Scholtes, and Teresa Jayroe, Mississippi State University

Successful university and school district partnerships include a “give and take” relationship between university faculty, teacher candidates, and classroom teachers. Classroom teachers provide guidance for teacher candidates in management, content delivery, assessment, and questioning techniques. They also assist teacher candidates to identify and meet needs of students in the classroom. But, the teacher candidates “give back” to the teacher by using research-based strategies to teach lessons learned in the method courses in the university classroom.

As the partnerships with the university and K – 6 schools began, teacher candidates would present specialized science, math, social studies, and language arts fairs in the elementary schools. The purpose of the teaching units was two-fold. First, to provide the K – 6 students with exciting, engaging, motivating lessons in each subject area. Secondly, to demonstrate for classroom teachers how different strategies and materials can be used to teach lessons based on state framework competencies for each subject area.

As the educational relationship developed between the university and K-6 schools, feedback from principals, elementary teachers, and teacher candidates indicated changes needed to be made. Based on data, it was determined that in-class presentations would be more beneficial to all.

This session will focus on a description of the early development of each fair; the feedback provided through written reflections and data collected from assignments; and new lesson formats resulting from changes made in response to the reflections and collected data. Examples of the specialized science, math, social studies, and language arts lessons will be shared.

The Impact Of Practicum Schedule Structures On Pre-Service Teachers

Vanessa L. Wyss, Cathy J. Siebert, and Karen A. Dowling, Ball State University

Exposing pre-service teachers to the classroom for the first time can be organized in multiple ways and is influenced by many factors. Structurally, universities must consider school schedules and student course-offering schedules. More important is ensuring pre-service teachers have the experience and the support that best prepares them for classroom teaching. Researchers have identified many reasons for having university faculty involved in pre-service teacher practicum experiences, including a stronger school-university partnership, helping faculty grow in content and understanding of the school community, and enhancing both the practicum and campus program (Beck and Kosnik, 2002; Bullough and Kauchak, 1997). However, this work has not been extended to the student perspective to understand how the presence of faculty throughout the practicum experience influences students' perspective of their readiness for teaching. This study compares two models of practicum schedule structure, one that allows for faculty to be present on a daily basis while the students experience their practicum and one that emphasizes the faculty involvement in the beginning of the course and sends students to the practicum without the faculty member consistently present. Pre-service teachers reported on their feelings of preparedness for teaching in multiple areas.

The Influence Of Collaborative Efforts To Implement Response To Intervention On Teacher Preparation

Johnna Bolyard, David Hoppey, Aimee Morewood, Megan Hefner, and Alanna Scanlon, West Virginia University

This presentation highlights the way in which on-going collaborative work between West Virginia University's Benedum Collaborative and its Professional Development School partners around implementing the Response to Intervention (RTI) framework is influencing our work in pre-service teacher preparation.

One goal of the PDS model at WVU is to connect theory to practice and provide opportunities for students to implement researched-based practices in their PDS. These opportunities are critical to pre-service teacher growth. The on-going collaboration among university faculty, in-service teachers, and prospective educators around RTI has illuminated the many challenges faced by PDS teachers and administrators as they work to improve learning for all students. Knowledge gained from this work has encouraged university faculty to re-examine the content of our teacher preparation courses and the learning experiences we create for our pre-service teachers. The result has been efforts, across general and special education courses, to increase opportunities for pre-service teachers to learn about and implement research-based best practices to meet the needs of struggling learners.

In this session, two pre-service teachers describe their work on one particular course experience in which prospective teachers, in collaboration with mentor teachers, design interventions and collect and analyze student data to inform instruction. The goal of this experience is not only to improve K-12 student learning, but to also deepen prospective and practicing teachers' knowledge in this area. The target audience for this session includes university faculty, pre-service teachers, in-service teachers, university supervisors, school administrators, and district level personnel.

The Ning Is The Thing: Supporting Interns Through Social Networking

Oliver Dreon and Nanette Marcum-Dietrich, Millersville University

Social networking has allowed millions of people from around the world to connect with one another. While sites like Facebook and Twitter allow users to interact with the larger population, Ning allows individual groups to create personalized, private social networks to collaborate and communicate. To support our interns this year, our PDS created a separate Ning network to allow interns to interact with one another and to reflect on their practice. Through the use of a host of different social networking features, we were able to support our interns' professional development as well as provide a space where their emotional and intellectual well-being could be nurtured. For instance, the Ning integrates blogging, discussion board, and video recordings. While these tools can be used for a variety of purposes, for our network the tools were leveraged to allow interns to reflect on their teaching practice and to communicate their experiences during their PDS placements. Besides these supportive functions, however, the social network allowed the PDS coordinators to monitor intern development and to collect qualitative data to demonstrate the benefits of the PDS.

The Positive Impact Of PDS On Teacher Candidates

John McGowan, Lauren Waldroff, Rachel Barnard, and Leslie K. Day, Buffalo State College

Buffalo State College's Department of Elementary Education and Reading and its Professional Development School P-6 partners have supported their teacher candidates preparing to enter the profession since 1991. Come hear from undergraduate and graduate teacher candidates first-hand as they share their research studying the impact of PDS on teacher candidates' professional growth. For several years, the teacher candidate representatives to the PDS Consortium and Advisory Council have conducted a variety of surveys, exit questionnaires, and personal interviews to analyze the impact of PDS on our future educators. The results indicate that teacher candidates believe they have benefited from PDS, both in their field placements and through attending PDS retreats and Consortium meetings, as well as from their involvement in PDS governance structures. Since 2000, two undergraduate and one graduate teacher candidate have served on the BSC PDS Advisory Council for an eighteen month term; these are positions filled by student application and Advisory

Council appointment. Most recently, through the examination of NAPDS Essential Six, our PDS has studied the roles of our liaison committees and is experimenting with including teacher candidates in each school's local PDS liaison committee. As our Professional Development School Consortium matures, we have found many strategies for involving our teacher candidates so that they may benefit from the full impact of our professional learning community. We look forward to sharing these successes at the PDS National Conference.

The Power Of Partner Classrooms: The Impact On Pre-Service Teachers

Christine McDonald, Kristen Dewitt, Marianne Bowers, and Susan Lunsford, Penn State University

Cindy Cowan, Gray's Woods Elementary School

Part of the year-long internship experience for the Penn State Professional Development School is for pre-service interns to spend ample time in additional classrooms in order to experience other classrooms' cultures. PDAs (Professional Development Associates) and classroom mentors have identified particular goals for the intern's partner classroom experience which include:

- conducting systematic observations in different classrooms with children of varying abilities, backgrounds, and age levels;
- observing different teaching styles in addition to the assigned classroom; and
- becoming better prepared for the myriad of teaching possibilities.

PDAs and mentors recognize the power these goals have in supporting and impacting pre-service teacher candidates' overall experiences and preparation for future teaching experiences.

In this session, we will summarize how, through interviews, journals, and other written feedback, we have explored the impact of current interns' participation in partner classrooms – how it informs and impacts their beliefs about teaching style, management, childhood development, and curriculum. We will also share feedback elicited from former interns that explains the impact their partner classroom experiences had on their first years of teaching.

The Science Planning And Assessment Strategies That Have Been Successful In Preparing Our PDS Interns For The Teaching Field

C. Matt Seimears, Sarah Splichal, Sharon Bedolla, Paige Houdyshell, Katelyn Kennedy, and Kim Kerner, Emporia State University

According to Marchant (2004), "Teachers tend to narrow the scope of their curriculum to that which is tested. In so doing, they tend to abandon more innovative teaching strategies, such as cooperative learning and creative projects in favor of more traditional lecture and recitation (for example, Brown 1992, 1993; Bomberg et al. 1989, p. 4)". These "skill and drill" practices do not correspond with culturally responsive teaching

whereby teachers use instructional strategies that are culturally appropriate, and this is why alternative assessment in culturally responsive classrooms is a necessary component of the pedagogy.

This session will describe a planning and assessment process in elementary sciences and how its creative embedded strategies have helped PDS interns become successful teachers in the classroom. These planning and assessment strategies were designed to help PDS interns unpack science content topics, develop three lesson plan styles for the content they teach, and design graphic organizer assessments for their students' success in science. Conference participants who attend this session will receive prizes that consist of books, DVDs, and sample materials. Participants will also hear video testimonies from the PDS interns who struggled with lesson planning, assessment, and curriculum development until they started using these specific strategies to teach science to elementary students in rural and urban school settings.

The Teacher Candidate Continuum: From The Horizon To The Actual

*Kathleen Itterly and Linda DiMartino, Westfield State College
Martha Roman, Paper Mill School*

The Westfield Professional Development Schools Network has been in operation for eleven years. Part of our mission is to support our teacher candidates as they move through their coursework, first through the development of knowledge, then through assisted performance in the field developing skills that define successful and independent teachers. In this presentation, participants will hear about a variety of ways our Professional Development School network directly affects the education of teacher candidates at our State College.

First, a teacher from one of the public schools will describe how she supports the teacher candidates through video offerings used in our early literacy courses, through her role as cooperating practitioner of interns, and through her administrative tasks as the public school coordinator of the network.

A public school teacher who is serving in a one-year faculty position known as "teacher-in-residence" will describe her multiple roles and how they impact our teacher candidates through her work as a professor, through her work as intern program supervisor, and through her work as college faculty mentor.

Finally, a college faculty member will describe her roles as a faculty liaison leading apprenticeship courses in the field and her work as acting director of our Professional Development School network. We will use digital story telling by some of our teacher candidates to include their voices in the presentation. The presentation will also include college student work samples, videos, and photographs from the field.

Through The Garden Gate: First Steps To Becoming A Teacher

Linda Ray and Debra Giambo, Florida Gulf Coast University

The College of Education at Florida Gulf Coast University has been moving toward holding courses with a field experience component at PDS sites in an effort to prepare effective new teachers with strong literacy practices and experience working with English language learners. This collaboration provides an opportunity for university students to complete their field experience requirements during class time with extended hours built in for tutoring and observation opportunities. Literacy and English for Speakers of Other Languages (ESOL) faculty developed strong collaborative partnerships with three diverse elementary schools and worked to create enhanced clinical literacy and ESOL experiences for pre-service students choosing to participate at these sites. Two courses, "Early Literacy Learning" and "Second Language Acquisition, Communication, and Culture," have been found to work well at the PDS sites, and PDS sites have been found to be preferable to our university students.

This presentation will report the results of a 2-year study comparing the literacy and ESOL preparation, practice, and attitudes of pre-service teachers participating in classes and field experiences at PDS sites with those of pre-service teachers participating in the same courses in traditional campus-based instruction and field experiences. Self-report data, survey instruments, faculty observations, and student videos highlighting the application of research-based literacy theory will be used to support the results of this investigation.

Implications for research: Potential explanations for the differences found in the attitudes, literacy and ESOL practices, and preparation of pre-service teachers trained at PDS versus campus-based environments will be explored.

TOTAL Impact — Teachers Of Tomorrow Advancing Learning

Rebecca Libler, Diana Quatroche, Melanie Beaver, Beth Whitaker, and Sharron Watkins, Indiana State University

First established in 1992, the Indiana State University PDS Partnership was initially formed to provide a new structure for supporting early field experiences for pre-service teachers and at the same time open the door to new collaborations between the university and p-12 schools wanting to engage in school-wide reform. The original model has evolved to include a deeper and richer professional semester clinical experience that benefits the pre-service teacher, the coaching teacher in the classroom, the p-12 students in that classroom, the university faculty associated with the program, and the whole school! Participants in this concurrent session will have the opportunity to learn how much TOTAL: Teachers of Tomorrow Advancing Learning has "advanced the learning" of pre-service teachers. Successful strategies for building bridges between theory and practice will be shared, along with ways that p-12 teachers work with pre-service teachers immersed in their schools. Video clips will be included as candidates share their experiences!

Transforming Teacher Education With Field Experiences That Involve Teacher Candidates In Collaborative Research

Pat Sharp, Betty Ruth Baker, and Trena Wilkerson, Baylor University

Teacher candidates need an opportunity to study student learning and teaching practices in a research-based program. Involving teacher candidates in field experiences can provide opportunities to engage in collaborative research with university faculty and PDS teachers in a classroom setting. Candidates develop strong content and pedagogical knowledge and an understanding of research methodology through the practice of research.

This session describes a model for engaging teacher candidates in collaborative research with subject area specialists and Professional Development School faculty in a classroom setting to provide instruction. Methodology and instruments will be presented and lessons demonstrated. Reference and resource materials will be cited, and handouts will be available for participants.

Questions to be addressed in this session:

1. Why is research important for the undergraduate teacher candidates?
2. How do teacher candidates study their own teaching practices?
3. What is the research model for the project?
4. How is content integrated into the project?
5. What is the role of the university and Professional Development School faculty?
6. What do the undergraduate teacher candidates say about this model?
7. What is the impact on student learning?
8. What are the results of the research?
9. How successful is the model, and what are the future directions?

University Students Go To Elementary School: Teaching And Learning Together

*Tim Ferguson, Veterans Memorial Elementary School
Debra Giambo and Linda Ray, Florida Gulf Coast University*

The formal PDS arrangement between the College of Education at Florida Gulf Coast University and Veterans Memorial Elementary School in Collier County, Florida, provides an opportunity for university students to attend some of their teacher preparation classes on the elementary school campus. For two undergraduate courses in particular, “Early Literacy” and “Second Language Acquisition, Communication, and Culture,” this provides a unique opportunity for completing field experience during class time, with extended class hours. Connecting theory to practice in a more immediate way seems to benefit students’ understanding of the applicability of the content they are learning. Holding the field experience in the middle of class meeting time provides an opportunity to connect the content of class to students’ experiences with their elementary buddies in

a meaningful way in addition to providing more support in helping students process their experiences, questions, and concerns.

By teaching these classes in the PDS, university students encounter the real world of teaching long before their first internship. University students benefit from the extra support that can be provided through the collaboration of the university professor, the classroom teacher, the ESOL teacher, and the school principal. Through modeling, students can also see how professionals solve problems together for the benefit of their students as well as the need for flexibility in the real world of the school day. From the perspective of the principal of the elementary school, the impact of the university and school PDS partnership is evident in all aspects of the school culture.

Using A Guided Literacy Practicum Within A PDS Model

Sandra J. Stone, Northern Arizona University
Brian Stone, Mountain School

The purpose of this session is to describe how a guided literacy practicum operates within a PDS model. A brief overview of the components of the Northern Arizona University DeMiguel/Knoles PDS program will be highlighted. In this program, which has successfully operated for twelve years, PDS interns work with mentor teachers on a daily basis in classrooms following the mentor teacher's guidelines for involving the interns in positive learning experiences. In addition to the daily experiences, a literacy professor integrates theory and practice by teaching interns literacy strategies and immediately providing interns with the opportunity to use these strategies with children during two semesters in mentor and/or practicum teachers' classrooms. Two days a week for a half-hour, the interns work with individual or small groups across grade levels including multiage classrooms. The professor supervises the interns during this guided practicum.

This session provides examples and evidence of the literacy strategies used and the operation of how mentor teachers, interns, and the professor are involved in this process. Participants will also learn how authentic assessment is used with the interns and children and how the professor gains insight in order to integrate the theory into practice. Discussion from a former PDS intern will highlight the benefits of this strategy for future teachers as they prepare for the profession. Statements from current and previous candidates will also be shared regarding the value of this strategy within a PDS environment. The benefits for the professor, teachers, and children will be discussed as well.

Using A Mock Science Books And Films Election To Link Science, Technology, Engineering, And Math (STEM) And Literacy In The Preparation Of Field Experience II PDS Students

D. Timothy Gerber, K. T. Willhite, and Jennifer Fuerst, University of Wisconsin La Crosse

The American Association for the Advancement of Science publishes a bi-monthly journal, Science Books & Films (SB&F), which annually awards a Prize for Excellence in Science Books (see <http://www.sbsonline.com/prizes.htm>). SB&F believes that through good science books, this generation and the next will have a better understanding and appreciation of science. At the University of Wisconsin La Crosse, we have developed a mock SB&F competition to increase PDS elementary and middle pre-service teachers' engagement with science books and to help prepare them to work with their K-12 students (see <http://www.uwlax.edu/murphylibrary/departments/curriculum/stem/mocksb&Lhtml>). The mock SB&F prize election promotes the critical analysis of science trade books by students, increases the use of high quality science nonfiction in the classroom, illustrates the connection between literature and science, and enhances a school's science curriculum. This presentation will describe how to set up a mock Science Books and Films award competition. Results from past elections will also be presented.

Using Electronic Portfolios To Assess PDS Students

Dale Blesz and Scott Scheuerell, Loras College

The Loras College-Wahlert High School PDS is in its second year of existence. This presentation will focus on how the new PDS structure has transformed teacher education at Loras College; in particular, how the Live Text electronic portfolio system is used by PDS students to demonstrate whether they are meeting INTASC standards as teacher candidates. At Loras, secondary education majors participate in the PDS during their general secondary methods course which meets on-site each Tuesday and Thursday afternoon. Sessions on Tuesday afternoon focus on general teaching methods such as lecture, discussion, problem-based learning, cooperative learning structures, and reading strategies. In addition, there is a great deal of emphasis on classroom management issues. Teachers from Wahlert also serve as guest speakers during the Tuesday class sessions to discuss how they use some of the general teaching strategies and offer suggestions related to classroom management. Each Thursday afternoon, PDS students are in classrooms with their designated partner teachers where they have the opportunity to teach using the general teaching strategies they have been learning. The culminating project in the PDS is an action research project in which teacher candidates focus on a problem they are dealing with related to teaching or classroom management. By the end of the semester, PDS students submit their action research projects to their Live Text portfolios, along with several other artifacts, to show whether they are meeting INTASC. Examples of the electronic portfolios created by PDS students will be shown during the presentation.

Using Site-Based Courses To Prepare Teacher Candidates In An Urban PDS

Linda Bufkin and Ann Rule, Saint Louis University

This presentation focuses on the preparation of teacher candidates through site-based courses. In this urban PDS, teacher candidates participate in site-based courses in math, reading and inclusion. Candidates spend half of their class time at the PDS working with students in individual, small group, and whole group activities tied closely to the school's standards-based curriculum and assessment. The presentation will cover building and maintaining the partnership, collaboration with school faculty, alignment of curriculum with professional standards, developing an annual plan, logistical challenges, and performance-based assessment. Pre- and post-tests are used to measure the impact on students and teacher candidates. Each site-based course is developed based on the needs of the students and teachers as well as the content of the courses. This individualized approach has provided more flexibility for teachers and faculty. In addition, university faculty are also site-based during these courses.

This model is used in an urban PDS which has the challenges common to many urban settings. While 95% of the students qualify for free or reduced lunch, the families have been supportive of the school. The school has adopted a "college bound" theme to encourage student motivation. The partnership with the university has supported this theme.

Objectives of this presentation include:

1. to share an effective model for PDS site-based courses;
2. to share methods for developing and maintaining effective site-based courses; and
3. to provide an opportunity for discussion and problem solving around this topic.

Webquesting For All: Using Technology To Foster Collaboration, Critical Thinking, And Integration Of Subject Matter For All Students

Alison Rutter, Katherine DiSimoni, Gina Scala, and Heather Garrison, East Stroudsburg University

Danielle Dos Santos, Donegan Elementary School

Judi Hartzler, Pleasant Valley Elementary School

Webquests were initially designed by Bernie Dodge and Tom March in the mid-1990s as a way to encourage teachers to expand their use of the computers in their classrooms by creating safe, interactive programs which used the web for informational research. While initially only those familiar with the computer language could create them, a website and webquest generator has made them useable for all with a platform on the web. The designs encourage higher order thinking tasks and cooperative learning that have students working both within the virtual world and with hands-on, minds-on tasks. They were also built upon the understandings of universal design so that all students would have access to this form of learning. We have been teaching our PDS students to create webquests

collaboratively in the science methods class for the past six years, encouraging them to design their own to include in their research centers at their field placements and to find others to tailor during student teaching as another means of harnessing technology. This year we have expanded that assignment to have them work in teams to design webquests that cross disciplines as one of our integrated PDS projects. That has involved our faculty teams learning about webquests together to better teach the concepts to our PDS apprentices and interpret questions related to our own disciplines. This session will model the process we went through in learning collaboratively and will share tips on teaching through the universal design of webquests.

What Do They See And Hear? A Mixed Methods Analysis Of Audio- And Video-Recording's Impact On Pre-Service Teachers' Self-Evaluations (Year 2)

Daniel J. Bergman, Wichita State University

This presentation will share results and analysis of research into the reflective practices of teachers. The purpose of this study—now in its second year—is to differentiate the effects of audio and video self-taping on pre-service teachers' self-evaluations of classroom instruction. Participants include those enrolled in the general teaching methods course for secondary educators and its school-based fieldwork counterpart. Two general methods sections met during the semester, allowing for two groups of participants. One section, the audio group, used audio-recorders during their fieldwork experiences to monitor their classroom teaching; the second section, the video group, used video-recording equipment for their fieldwork experiences.

Data indicate multiple findings about the impact of recording in general as well as results specific to each format. Multiple quantitative analyses (independent t-test, chi-square) found no significant difference between the two groups, both with regard to classroom behaviors (questioning, responding) and participants' self-evaluations. Both groups focused more on the role of curriculum over instruction. Participants identified self-improvement as the primary reason for recording their teaching, yet cited time constraints, embarrassment, and distractions as reasons why they would not record themselves. Only 7% of all participants observed their cooperating teachers video- or audio-recording themselves during the semester-long fieldwork placement. Implications for research, teaching, and teacher education in PDSs are discussed, including methods for enhancing and increasing the habit of teacher recording and self-reflection.

STRAND #2: THE PDS IMPACT ON CURRENT EDUCATORS

A PDS Partnership And Its Impact Across The K-16 Educational Continuum

Gail Shroyer, Kansas State University

This presentation will describe the findings of a long-term case study of a PDS partnership involving faculty and administrators from colleges of education and arts and sciences and five K-12 school districts. We will: 1) briefly outline the overall structure of the PDS partnership, 2) describe the on-going professional development initiatives, collaborative inquiry, and reflective practices that contributed to the continuous professional growth of the PDS educators, and 3) describe and interpret the data focusing specifically on how the partnership impacted PDS educators.

Data sources included multiple surveys and interviews of PDS partners. Analysis of data revealed the following three impacts as the most significant across all groups: 1) improvement in teaching, 2) collaboration, and 3) professional development. In terms of improved teaching, participants felt “more compassionate,” “more interactive,” “more accommodating and flexible with students,” and “used data-based decision making” in their practice. Under collaboration, participants stated that having opportunities “to interact with others and bring back ideas to the district,” “to learn from other campuses across the partnership,” and having the opportunity to “work with peers” within one’s own institution proved significant. This collaboration and networking built greater understanding of each unique educational setting. As part of the third theme, professional development, participants shared that they learned about “students and their needs” through professional development sessions, collaborative inquiry, and opportunities for reflective practice. This study documents the powerful impact of PDS partnerships on all educators.

Active Instruction In Math? The Journey Of Enacting Brain-Based Research For One PDS Elementary School And University

Kathy Evans, Shaun Suber, Susan Robey, and Felicia Richburg-Sellers, Rice Creek Elementary School

Megan Burton, University of South Carolina

This presentation will describe one Professional Development School’s journey to integrate an understanding of the natural world and physical activity into mathematics education. This focus was initiated by the elementary school personnel, which became an eFIT magnet school for the district. The school-based faculty received a grant to support these efforts. The university became a part of this through offering professional development, creating opportunities for pre-service teachers to implement active mathematics lessons to the entire student body, and changing the face of mathematics education in the methods course that is taught at the elementary school to support this new curricular focus. Surveys were administered to explore changes teachers made in their practice due to

these experiences. In addition, pre-service teachers wrote about their experiences teaching lessons and taking a mathematics methods course at an eFIT school. Comments from both teacher candidates and current educators demonstrate the positive changes they experienced from this joint endeavor. This session will describe details of the experience, provide photographic artifacts, share findings from the survey, and share future plans for this partnership. In addition, ideas for integrating activity and explorations of the natural world into mathematics will be shared.

Another Dimension To Addressing A PDS's Needs: An On-Site Master's Program

Arti Joshi, Jody Eberly, and Harlene Galen, College of New Jersey

Findings will be shared from the third year in our initiative to strengthen our PDS model. This PDS is between our 4-year teaching college and one of the schools where we place senior year student teachers. Our model provides multiple opportunities for professional development for all —teacher candidates, cooperating teachers, and college faculty. The PDS model takes the form of shared expertise and supervision which features co-supervision of teacher candidates by three college supervisors and thirteen cooperating teachers. Throughout the first year, discussion regarding a need for a Masters in Education in early childhood with an emphasis on mentoring took place. The impetus emerged from dialogues held by college faculty with both the cooperating teachers and school administration. It encompassed two facets. The first was a desire to deepen teachers' professional expertise in the grades in which they were teaching, pre-school through third grade. The second was the need to expand teachers' knowledge and skill sets in the area of effectively mentoring teacher candidates. The outcome of these discussions was the development of a 30-credit Masters program distributed over a three-and-a-half year period, offered on-site in the PDS to all teachers in the district. A cohort of 32 teachers enrolled in this program with the district's support. Our presentation will involve a detailed description of the Masters program, currently in its second year, and how it strengthens our PDS model.

Back To The Classroom: The Impact Of A PDS On Hybrid Educators

Doris Grove, Pennsylvania State University

William Benson, Radio Park Elementary School

Jodi Kamin and Deana Washell, Park Forest Elementary School

Pennsylvania State University and the State College Area School District Elementary School partnership provides veteran teachers with the opportunity to serve as Professional Development Associates (PDAs). These teachers are given the opportunity to step out of their classroom teacher role into the role of Professional Development Associate for two to three years. The job requirements during these years includes supervising student teacher interns, supporting the mentor teachers, facilitating work with children in the classroom, and teaching methods courses, as well as being an integral part of decisions made in the PDS community. The role

provides and encourages tremendous professional development for the classroom teachers turned PDAs, yet it creates changes in teachers that impact their return to the classroom.

This presentation focuses on the impact of a PDS on hybrid educators who have stepped away from the role of classroom teacher and into the role of university supervisor. Two perspectives will be shared: how experienced hybrid educators view their return to their role as classroom teachers and how one hybrid has already made that transition back to the classroom.

Book Clubs And Beyond: A Professional Development Journey

Rita Croteau, Carolyn Halloran, Debra Sousa, Traci Vecchiarello, and Marie Viola, Peabody Elementary School

“A shared commitment to innovative and reflective practice by all participants” (NAPDS Essential #4) is a key component of the relationship between Lesley University and Peabody Elementary School. When our steering committee sat down many years ago, the first question was, “How can we benefit from one another?” Ultimately, this question led us to NAPDS Essential #3: “ongoing and reciprocal professional development for all participants guided by need.” This premise has become a cornerstone of our shared mission.

Thus, our book club became a comfortable and open venue where our PDS community could share, converse, and reflect upon their work. The resulting dialogue has been honest and authentic and has informed our teaching practices. Our format is one that can be replicated, and has been, as we have incorporated book discussion into our early field experience with pre-service teachers. In this session, we will share the ways in which our book club has developed and evolved over the years.

In addition, we have established other initiatives aimed at fulfilling our mission. We will identify and outline the additional professional development opportunities our partnership has created to suit our current needs. For example, when our paraprofessionals requested additional computer skills, we organized a series of workshops led by our university technology liaison. We will also discuss our artist-in-residence program, incorporated just this past year. Lastly, we will share that while we revisit and refine many of our initiatives, we continue to reflect upon our growth, sometimes tweaking, sometimes reinventing our efforts to address our needs as they change.

Broadening Behavioral Tactics Through Eco-Behavioral Assessment And Coaching

Karen A. Sealander, Northern Arizona University
Mary Lou Duffy, Florida Atlantic University Jupiter

Ask an educator what area they would like to have additional training in and behavior management is often the response. Pre- and in-service programs typically provide instruction in behavior management, but how that preparation looks varies by institution and instructor. This presenta-

tion will describe: 1) an observational recording system called Eco-Behavioral Assessment (EBA) designed for collecting student behaviors (appropriate and inappropriate) associated with the classroom contexts and activities in an easy to interpret matrix and 2) our process of providing practice and feedback. Undergraduate pre-service and graduate in-service teachers, along with doctoral level school psychology students, used the EBA system in their partnership practicum settings and were asked to reflect on the process.

Overall, participants reported that they found the eco-behavioral approach and process to data collection an effective tool in classrooms with those students with persistently challenging behavior. Our pre-service and in-service participants noted that having data on both appropriate and inappropriate behaviors within the ecological categories gave them increased confidence in designing interventions and in fact drove the generation of stronger hypotheses as to why a behavior might be occurring. They suggest that the EBA data has broad applicability and allows the professional to collect data on students in various settings and tasks, regardless of the student's ability (or disability), age, or cultural background. Moreover, because our participants were engaged in partnership practicum, the outcomes had classroom and in some cases school-wide implications.

Building Curriculum Collaboratively

Cathy Siebert, Laurie Mullen, and Peggy Lewis, Ball State University

How does change happen in such a tradition-laden profession as teaching? Ball State University accepted the challenge to explore this question when we were chosen to partner with the Woodrow Wilson Foundation in a fellowship program. With the intention of overhauling teacher education and encouraging exceptional STEM teacher candidates, the primary goals of the fellowship are to increase the number of qualified teachers in the STEM areas, to get strong teachers into high-need schools, to attract the very best candidates to teaching, and to cut teacher attrition and retain top teachers.

To accomplish these goals, we looked at innovative ways to deliver a program that would meet the criteria of the program and stay true to our standards of quality. Working with a cadre of clinical faculty at four PDS sites and BSU faculty from Teachers College and the College of Science and Humanities, a modular program has been designed to introduce curriculum in a way that removes it from traditional silos, to make strong content connections, and to build in enhanced supervised clinical experience and ongoing mentoring in schools.

Developing this program has stretched the PDS relationship to include a true blurring of roles and sharing of a common vision. Presenters will share how the process has worked, the challenges of re-creating roles, the benefits of building collegial teams to bring about reform, and a look at the structure for this program.

Changing Academic Performance And Promoting Success (CAPPS): The PDS Impact On Educators

Teresa Jayroe, Rebecca Robichaux, Margaret Pope, and Kent Coffey, Mississippi State University

In an effort to provide on-going and reciprocal professional development for teachers in a partner Professional Development School, faculty in the College of Education at Mississippi State University collaborated with personnel from the PDS and from the local Boys and Girls Club to submit a proposal and subsequently implement a 21st Century Community Learning Centers (CCLC) grant, Changing Academic Performance and Promoting Success (CAPPS). The CAPPS coordinator, project director, and MSU faculty work with the principals, teachers, lead teachers, paraprofessionals, family members, and CAPPS Advisory Committee to facilitate collaboration among all partners.

MSU faculty work in the CAPPS program and also plan and implement weekly professional development workshops for all teachers and paraprofessionals affiliated with the program. Collaboration for the CAPPS program is enhanced with the hiring of four lead teachers from the PDS for the middle school, high school, and two attendance centers, twelve teachers in the PDS for the after-school and summer programs, and twenty-four paraprofessionals from the PDS and local community and from MSU.

The CAPPS program brings community organizations and MSU faculty together in an effort to better serve at-risk youth and their families. Some of these partners include the Louisville School District, Winston County Boys and Girls Club, MSU College of Education, MSU Bagley College of Engineering, MSU College of Veterinary Medicine, MSU Athletics Academic Office, MSU Riley Center in Meridian, Winston County Library, Louisville Police Department, and Winston County Sheriffs Department.

Collaborative Faculty In Residence: Creating Spaces For Simultaneous Renewal

Aimee Morewood, David Hoppey, Sharon Hayes, and Diane Yendol-Hoppey, West Virginia University

The call for simultaneous renewal and shared inquiry between university and public school faculty is an essential element of Professional Development Schools. During the last decade, one area of PDS restructuring that has received limited attention is the role that university faculty play within professional development. Tom (2000), in his discussion of Professional Development Schools, argued that the demands the PDS promised would lead to a destabilization of faculty identity as faculty expanded the roles they assumed as teacher educators. Not long after this discussion of destabilization, PDS researchers began calling for the reconceptualization of the university faculty's role within the PDS (Yendol-Silva & Dana, 2001; Weiss & Weiss, 2003). Given the need to better understand how the university faculty presence supports the realization of the NCATE PDS Standards, we wondered exactly how our school-based partners understood and valued the Collaborative Faculty in Residence (CFIR) role in the partnership.

In this presentation, we will share the individual stories of CFIR and the shared themes that cut across their work, as well as engage the audience in discussions guided by the following questions:

- How do we encourage on-going development of the Collaborative Faculty in Residence role?
- What are the barriers and facilitators?
- How do we study the impact of these roles on PDSs and teacher education reform?

Coordinating The Connection: Liaisons, PDSs, And Professional Development

Jaci Webb-Dempsey, Barbara Owens, and Carolyn Crislip-Tacy, Fairmont State University

The role of a university liaison in a school/university partnership is often crafted to simultaneously support the major goals of school/university partnerships: the improvement of teacher preparation and the renewal of schools. Liaison responsibilities typically involve some form of clinical supervision of teacher candidates, some form of participation in professional development for and/or with PDS faculty, or a combination of both. Balancing the demands of both purposes — supervision and professional development — while fulfilling institutional requirements for teaching, research, and service presents a challenge for liaisons. This challenge is compounded when the partnership is committed to a tripartite mission and faculty from outside teacher education are recruited to serve as liaisons. Liaisons in the Fairmont State University PDS Partnership are from nearly every unit on campus and every level, including first year assistant professors, deans, and the provost. The “job description” for FSU liaisons explicitly requires these faculty, regardless of experience with public schools or field of expertise, to support both supervision and professional development while building an authentic relationship with a PDS community. The FSU Partnership has developed a Professional Learning Community (PLC) aimed at building the capacity of liaisons which includes both embedded professional development and online social networking. This session will: (1) describe coordinated PLC professional development and social networking strategies, (2) share the results of these strategies, and (3) provide a forum for participants to share their experiences and explore possibilities for strengthening their liaison networks.

Developing An IPDS Partnership Using Book Study And Critical Friends

Lanette Waddell, Lehigh University

Dawn Bothwell, Broughal Middle School

Broughal Middle School is the newest member of the Lehigh University College of Education – Bethlehem Area School District IPDS partnership. The school has a low income, high minority population; however, with a new eco-friendly school building (August 2009), a new inquiry-based science curriculum, and a strong media program, the school community is working to support the learning of all students. This year,

the school's goal is to incorporate differentiated instruction in all classrooms - high and low level learners, ESOL learners, and inclusion students.

Unfortunately with budget cuts, there is little money to support a widespread, on-going professional development plan to help implement this strategy. Providing the teachers with a structured and safe setting to learn about, explore, and practice differentiated instruction would benefit the school's efforts. The school librarian and the IPDS site professor are developing a long term professional development plan in differentiated instruction around the concepts of book study and critical friends. The goal is to provide a teacher study group with multiple resources on learning about differentiated instruction, allow them to practice new ideas and activities with a non-evaluative observer, and share successes and concerns with the study group in order to reflect and improve the practices associated with differentiated instruction. The provided time and space to experiment and critique their own practices will support the teachers' work in developing classrooms that support all learners. This concurrent session will share our preliminary findings on teacher growth in incorporating differentiated instruction in their classrooms.

DIALOGUE, Not To Be Confused With DISCUSSION

*Terri Harpster and Tommie Murray, Bellwood-Antis Middle School
Karen Pletcher, Penn State Altoona*

Even though this particular university and school partnership is barely a year old, the transformation in teachers and the way they think about their work is changing. Most evident is the "dialogue" and the conversations that have evolved. Mentor teachers are frequently asking, "Why do we do things this way?" Both individually and collectively teachers are beginning to reflect on their practice as they work with pre-service and practicing teachers in their teaching communities. This presentation will describe the growth and professional development that is evolving from this new university/public school partnership from multiple perspectives - that of a teacher, an administrator and college faculty.

Presenters will discuss the difference between "dialogue" and "discussion," how an opportunity for "dialogue" has contributed to the beginnings of an inquiry stance, and how this developing school/university partnership has also influenced the wider school community. Ideas for continuing this professional growth will be explored and shared.

Does Mentoring Pre-Service Teachers Affect In-Service Teachers?

Jenny L. Santilli, Marshall University

Universities and colleges know a vital component of developing novice teachers is placement in public schools as they move from theory to practice. However, the effects on in-service teachers are not researched as often as the effects on programs or pre-service teachers. Data proving efficacy is essential for partnerships to obtain funding for sustainability. A mixed method study of seven Professional Development Schools in Harrison County, West Virginia, investigated in-service teachers' percep-

tions of the effects of mentoring pre-service teachers. All seven PDSs partner with the West Virginia University Benedum Collaborative, and two also partner with Fairmont State University.

The study, conducted in Spring 2009, found that the in-service teachers perceived mentoring pre-service teachers as positively affecting them and their students. Four themes emerged from the data: professional development, value in the task, public school student benefits, and least valued aspects of mentoring.

Effective Resource Utilization: Merging PDS Functions With School Professional Development

Walter Burt and Van E. Cooley, Western Michigan University

Professional Development Schools can play a critical function in reform. To expand the PDS role, leaders must build a bridge between PK-12 and universities. This expansion of PDS strengthens the undergraduate and graduate programs and helps to provide leaders (teachers, pre-service teachers, and administrators) the opportunity to increase student learning.

This presentation chronicles the collaboration between PDS students and teachers in several school districts. Through a graduate class sponsored by the university and planned with district leaders, teachers and pre-service teachers worked in groups to identify curricular shortcomings and focused on discipline problems, parenting issues, communication problems, and organizational issues and conditions that compromised student learning. Participants established a learning community by developing problem statements, using data to define the extent of the problem, and creating realistic solutions to bring about meaningful change. Collaboration resulted in improved discipline; strengthened relationships between teachers, administrators, and university officials; enhanced building climate; improved communication between parents; and the emergence of teacher leaders.

PDSs have the opportunity to move beyond the traditional framework of supporting pre-service teachers. In an era of declining resources, expansion of PDSs to serve teachers, pre-service teachers, and administrators through a number of targeted professional development activities provides the best opportunity to improve school districts and to positively impact student learning.

Effective Strategies For Intern Observation And Data Collection

Gay Jewell Love, Donna McPartland, and Susan Nash Travetto, McDaniel College

Do you wish you could give better feedback to your intern about his/her classroom performance? Are you looking for ways to tailor your observations to address specific aspects of your intern's lessons?

The session will focus on five effective observation strategies. Participants can expect to leave this session with concrete tools and skills to enhance their work with interns and with an increased ability to capture

meaningful information for their interns. The strategies will vary according to the focus and purpose of the observation. After a discussion of each strategy, participants will use the strategies while observing video clips of interns engaged in instruction. These strategies will assist mentor teachers in providing meaningful and purposeful feedback to their interns.

Enhancing Leadership In A School-University Partnership

Sharon Smaldino and Portia Downey, Northern Illinois University

Project REAL (Rockford Education Alliance), a comprehensive partnership between Northern Illinois University, Rock Valley College, and Rockford Public School District 205, focuses on improving student academic performance, improving the quality of educators, and developing and enhancing leadership proficiencies. This session will discuss one initiative within the partnership that addresses the need for creating and retaining leaders in a “leadership for learning” approach through a school-university partnership. A leadership committee, with equal representation from each of the institutions comprising the partnership, was formed to screen applications, conduct interviews, and select candidates for the “leadership for learning” program. All decisions about the leadership program were made by a joint committee.

The partnership has the comprehensive intent of increasing the number of new, permanent leaders placed within the large, urban school district. The partnership’s development of a “leadership for learning” model connects to furthering student learning outcomes, sustaining school improvement, supporting instructional and curricular programs, and enhancing the organizational culture of the district. This “leadership for learning” partnership is aligned with NSDC (National Staff Development Council) and ISLLC (Interstate School Leaders Licensure Consortium) standards. Some examples of curricular areas studied by candidates included: Discipline, Using Good Judgment, 504 Training, Legal Issues, Special Education Rules and Regulations, Finance, Title I, Opening and Closing of Schools, and Bilingual Issues. Through this partnership initiative, two cohorts of new leaders were trained, resulting in a substantial increase of well-qualified leaders in a large urban school district committed to filling administrative positions. As well, existing leaders enhanced their skills through professional development offered by the partnership. The “leadership for learning” approach’s data indicated that this model proved to be successful for the partnership’s leadership initiative by retaining over 90% of new and existing administrators.

Enhancing The Triad: Being Present To Build Trusting Relationships For A Firm Professional Foundation

Pat Jones and Kate Boney, University of South Florida

The traditional triad model of student teacher supervision comprised of a university supervisor, cooperating teacher (CT), and intern has remained a standard practice for many years (Griffin, 1989); however, problems inherent within the traditional structure also persist: unclear and

shifting roles and expectations among the three parties, (Slick, 1997); hierarchal positioning and decision making, and the lack of alignment between the student teaching experience and university coursework. (Hoy & Woolfolk, 1989).

We will describe how enhancements to the traditional model of student teaching internship across three domains resulted in enhanced professional development in pre-service teachers, field-based cooperating teachers, and university supervisors within the context of a school-university partnership (SUP). We will outline the three features of SUP that served to promote collaborative mentorship of five interns: regular on-campus presence of two university liaisons/supervisors (liaison domain), on-site university seminar meetings for interns (intern domain), and a CT professional learning community (CT domain). By describing one CT and intern team in depth, we will make the case for an expanded model of pre-service teacher preparation within a SUP as a viable approach to enhance the professional development of all members of the collaborative team. Unlike the traditional model, our enhanced model allowed for the development of trusting relationships cultivated and sustained by frequent interactions among two university liaisons, CTs, and interns. These relationships allowed for multi-directional communication, support, and influence, and increased understanding of self and others through the engagement of multiple perspectives.

Excellence From Within: A Powerful Program Of Reciprocal Professional Development

Carolyn King, Renee Williams, and Gretchen Montgomery, Reaves Elementary School

Joyce McCauley and Brian Miller, Sam Houston State University

Who needs to wait for the school district to offer professional development workshops? We don't! We have created a program, "Excellence From Within," that taps the strengths of our teachers, pre-service teachers, administrators, and college professors. Over the years, we have addressed a range of topics from "How do you get those wiggle worms to sit still?" and "Keep your stuff organized" to "Techniques for assisting children with dyslexia" and "Ideas to increase the power of your guided reading lessons." In addition to sessions addressing topics to a large audience, our teachers visit other classrooms to receive one-on-one training or to watch model lessons. One of our brilliant ideas for professional development, our Mentor Orientation Workshop, has now been adopted by school districts to provide tools for public school mentors to support emerging teachers.

In this session, we'll share how this program began, in-school and out-of-school scheduling, techniques for identifying strengths, and feedback from participants. The program is simple to implement, powerful, and one of the best ways to develop a community of learners on your campus.

Hitting The Ground Running: A Panel Discussion On Developing Teacher Educator Identities And Praxis On The Job, Within A PDS Context

Ellen Ballock and Cole Reilly, Towson University
Rebecca Burns and Kristen Dewitt, Pennsylvania State University

Discussion of PDS impact does not often explicitly consider the professional development that emerging teacher educators experience while working in a PDS. Whether individuals are invited into the fold as graduate students on assistantship (with teaching, supervision, and/or research responsibilities in PDS settings) or as new university faculty members hired to develop and/or maintain PDS partnerships, their perspectives are important for informing the preparation of new teacher educators. This presentation will feature a panel of such emerging teacher educators who have been (or are currently) affiliated with a well-established PDS partnership to highlight the role of Professional Development School work in the (trans)formation of their philosophies of teacher education, their research/scholarly agendas, and the ways they meaningfully connect theory with practice.

A sampling of the broader themes these panelists intend to address include: 1) learning what a PDS is (as well as what it means to be a part of one) from the inside out; 2) (re)conceptualizing curriculum, pedagogy, and/or collaboration; 3) re-inventing one's teacher identity and philosophy within frameworks of teacher education and supervision; 4) re-imagining the trajectories of one's career in education; and 5) structures within the PDS that facilitate this professional development – how PDS serves as an invaluable context for teacher educator education.

I Now Pronounce You: Building A Successful Marriage Between Interns And Mentors

Christine McDonald, Kristen Dewitt, and Susan Lunsford, Penn State University

Cindy Cowan, Gray's Woods Elementary School
Kelly Kaminski, Ferguson Township Elementary School

In the past eleven years, we in the PDS at Penn State have learned what is needed for interns and mentors to have a successful experience, and, after studying these relationships for over a year, we've realized that the partnerships are much like a marriage — built on communication, support, and trust. A proactive approach to building this rapport involves providing opportunities and tools to empower both parties for a successful PDS experience.

As a result of our continuous research efforts, the mentors and interns in our program have been impacted in numerous ways. This session addresses Conference Strand #2: The PDS Impact on Current Educators. Examples and evidence of how mentors have benefited from our research:

- A PDS guide for mentors
- Fall, winter, and spring mentor workshops and retreats
- Professional development opportunities

- On-going communication through monthly mentor meetings and monthly stakeholders meetings
- On-going support from Professional Development Associates

Examples and evidence of how interns have benefited from our research:

- A two-week Jump Start orientation program
- Year-long professional development through methods courses and seminars
- On-going communication through weekly intern meetings and weekly reflective journaling assignments
- On-going support from Professional Development Associates

Improving Effective Technology Integration Through Simultaneous Renewal: Take Two

Cathy J. Siebert, Vanessa L. Wyss, and Karen A. Dowling, Ball State University

Last year, we had the opportunity to present the beginnings of a project designed to both address the needs of in-service teachers to remain current with emerging technologies and help our pre-service teachers think critically about when and why to implement the use of the technologies in their instruction. While our presentation was well-attended and seemed well-received, several questions emerged from attendees that resulted in our re-thinking and revising aspects of this project. Since the effective integration of technology remains a critical topic, we feel our work continues to contribute to the on-going conversation regarding how best to meet the needs of in-service and pre-service teachers in this area of their professional development.

In addition to presenting the variety of ways our pre-service teachers influence the technology capacity of in-service teachers during practicum and student teaching field experiences in our partnerships and considering ways in which experienced teachers work with our pre-service teachers to think through pedagogical issues related to the use of technology in instruction, we propose sharing early results from data collected to determine the effectiveness of our initiatives.

Please note: During last year's presentation, we were unable to share some of the digital components of the presentation due to a lack of external speakers. We have since purchased external speakers, thus ensuring that all attendees will be able to both see and hear all aspects of our presentation. Problems with technology ... go figure!

K-12 Classroom Teachers' Perceptions On Professional Development School Program: Benefits And Challenges Of Professional Development

Jin-ah Kim, Roosevelt University

The Holmes Group (1986, 1990) established Professional Development Schools to help pre-service teachers, classroom teachers, and K-12

students. PDS is a partnership between a public school system and a university that provides a year-long intensive clinical preparation for interns and a support system for student learning. It also provides continuing professional development for teachers and university faculty to improve teaching and learning.

An abundance of PDS research studies have been conducted on the benefits and preparation for pre-service teachers. Researches on PDSs also explore the barriers and difficulties of building relationships needed for the establishment of PDSs (Clark, 1999; Kochan, 1999; Metcalf-Turner, 1999; Mitchel, 2000; Rasch, 1999; Snyder, 1999; Tom, 1999). Benefits and challenges of having PDS interns in the classroom have been documented. Nonetheless, addressing the benefits and challenges of on-going professional development for classroom teachers and university faculty has received little attention.

The purpose of this study was to examine classroom teachers' perceptions of participating in PDSs and the benefits and challenges of receiving professional development. Fourteen classroom teachers (eight mentors and six non-mentors) who had seventeen to thirty-six years of experience were interviewed. The results revealed that the majority of teachers did not understand the main purpose of participating in a PDS, whether they were mentors or non-mentors. The benefits outweigh the disadvantages of having university PDS interns in the classrooms in regards to classroom management, reflective professional practice, and student achievement. Additionally, classroom teachers reported challenges of receiving professional development training outside of their regular class time.

Leveraging A PDS Partnership To Support Elementary Mathematics Instruction

Drew Polly, UNC Charlotte

This presentation describes the impact of a multi-year professional development partnership in which a university faculty member served as a mathematics coach for elementary school teachers at PDS schools. The faculty member worked with teachers interested in using standards-based pedagogies in their classrooms. The faculty member supported teachers by providing resources, co-planning and co-teaching lessons, and offering feedback. Supporting activities were based upon teachers' requests for support.

Over the duration of the project, teachers used more high level tasks, hands-on experiences, and questions about students' thinking. In classrooms where teachers enacted reform-based pedagogies more frequently, gains in student learning were found. This presentation will discuss these findings and offer suggestions related to leveraging PDS partnerships.

Literacy Learning Communities In Partnership

Deidre Clary, Mary Styslinger, and Victoria Oglan, University of South Carolina

Presenters will share the results of a qualitative study into secondary content teachers' professional learning supported by school-university partnerships. Seven partner school teachers engaged in Project RAISSE (Reading Assistance Initiative for Secondary School Educators), a two-year professional learning experience that structured ways of intersecting literacy and professional community to support content area instruction in the context of embedded staff development. Collection methods consisted of surveys, interviews, and observations; data sources included teacher artifacts such as personal narratives and a portfolio. The process of open coding and discriminatory coding located themes grounded in the data.

As the partnership deepened, the inquiry revealed a positive impact of the professional learning model on the participants and the school-university partnership. Teachers' learning, located within the context of a professional learning community, was represented by the following:

- shifting theoretical orientation toward reading and beliefs about instructional practice and teaching content,
- changing thinking about adolescents and adolescent literacy, and
- growing responsibility for teaching literacy and showing literacy leadership.

The following elements were determined as necessary for guiding and sustaining a successful school-university partnership:

- enlisting the leadership and cooperation of the school principal in instilling goals for professional learning;
- assessing an individual school's needs;
- structuring effective partnerships between the high school, district, and the university;
- scaffolding structures to sustain on-going professional development at the school and district level; and
- building capacity for a school-side literacy learning community.

Mentor Teacher Professional Development Through PDS Leadership Team

Stacey Brown-Hobbs, Mount St. Mary's University

Paula Gordon, Hood College

Jo Ellen Smallwood, Frostburg State University

This session will provide examples of how a PDS leadership team consisting of a school system partner and the three institutions of higher education that have PDSs within the system meet regularly to collaborate on PDS initiatives. One such initiative has been mentor teacher professional development. Three professional development sessions a year have focused on mentoring pre-service and in-service teachers. Session presenters include school system staff, university faculty, and university supervisors, and topics include co-planning and co-teaching, courageous

conversation, classroom management, and education that is culturally responsive. Examples from the professional development sessions will be shared, as will the development of the leadership team and its other projects such as developing one system-wide internship handbook and incentives provided to mentor teachers.

Mentoring Circles: How A Graduate Course Developed To Support And Encourage Strong Mentor Teachers Delivered Mutual Benefit To School And University

Becky Wilson Hawbaker and Daphne Schuchart, University of Northern Iowa

Mentoring Pre-service Teachers I, II, and III were originally conceived to be a reduced-cost graduate credit courses that would enhance mentoring practices and would be additional perk to offer mentor teachers in a new PDS. Over the course of four semesters of implementation, the courses have evolved to become not only an opportunity to develop strong mentor teachers and teacher leaders, but also to provide new opportunities for collaborative discourse between university faculty and teachers, to connect a university laboratory school to the university's PDS network, to create a neutral forum for addressing issues important to both school and university, and to drive change and innovation in the teacher education program. In this presentation, the strands of inquiry, learning activities, and assignments for the courses are described and illustrated, data on the positive impact of the courses are shared, and examples of innovations that originated from the courses are illustrated.

Mentoring The Mentor

*Robert Rodgers and Keith A. Neigel, College of Saint Elizabeth
Mary Quigley, Washington Avenue School*

Professional Development Schools offer the opportunity for colleges and public schools to join together to accomplish common goals. Many factors contribute to the long-term success of a PDS. Among these are the creation of a well-delineated agreement between colleges and partner schools, thoughtful planning, on-going dialogue between all parties, collective problem solving, positive relationships, and the selection and mentoring of cooperating teachers. Of all of these factors, the latter is perhaps the most critical and yet receives the least attention. It is the cooperating teacher who works closely with the student teacher every day, who helps the student teacher plan and execute lessons, and who mentors the student teacher on every aspect of teaching. Ultimately, it is the cooperating teacher who observes and counsels the student teacher after each lesson. Yet, who trains the cooperating teacher to work with student teachers? Indeed, who mentors the mentor?

Our presentation will provide insights into the various methods used by the College of Saint Elizabeth to mentor cooperating teachers in a district in a PDS relationship with the college. It will include a discussion of the structure of the group meetings held with cooperating teachers at the college, the group discussions held on-site, and individual conferences

with cooperating teachers also held at the host school. The presentation will highlight the topics addressed at these gatherings, including: the seamless interaction between the cooperating teacher, principal and college supervisor; effective lesson planning; observation techniques; clinical supervision; communications; conferencing; and appropriate professional behavior.

Mentoring The Mentors: A Year-long Collaboration

Jan Mathis and Melissa Jaramillo, Paradise Professional Development School

The role of the mentor teacher is evolving. The mentors are the teachers supervising pre-service education students. The teacher candidates are fourth-year education students at the University of Nevada Las Vegas. Previously, the university assumed the responsibility for evaluation of the pre-service teacher candidates. Due to budget restraints, mentor teachers at Paradise Professional Development School have taken on the role of evaluator in addition to their other established responsibilities. The school/university-based team is now responsible for training mentors on instruction and evaluation. Each mentor evaluates the assigned teacher candidate during the trimester. The presenters worked through the summer developing a mentor training program that met the needs of their new roles. The staff at Paradise PDS instituted a program for mentoring the mentors based on training received from the University of California, Santa Cruz on mentoring first-year teachers. Paradise PDS identified new roles for the mentors and developed expectations for both mentors and teacher candidates. Professional development sessions on co-planning, co-teaching, cognitive coaching, instruction, and assessment are held monthly. Mentors now have a clearer vision of role responsibility. The presenters will provide an overview of the training process that has been developed.

National Board Training As School Reform

Barb Baltrinic, University of Akron

National Board for Professional Teaching Standards (NBPTS) is an effective way to identify highly skilled teachers. The National Board certification process includes knowledge of content standards and pedagogy; innovative lesson design; analysis of student work; inclusion of family, community, and other stakeholders; and reflective practice to improve student learning. All efforts identified as professional development can be found within the structure of National Board training and assessment. National Board certified teachers build the framework for success of not only their classroom students, but the students in the whole school setting.

Teachers who pursue National Board certification show significant improvements in their teaching practices, regardless of whether they achieved certification. National Board training provides on-going and reciprocal professional development between university professionals and the various professional stakeholders within a school district. School reform can include collection of data which can be done through National Board training as teachers transform their teaching strategies to increase

student learning. Using National Board as school reform will improve teacher practice, inspire deeper learning, raise student achievement and create transformative professional development within a school.

Participants of this session will leave knowing how to use the National Board process as a professional development partnership with the university and school districts with whole schools or as advanced training for teachers, while at the same time impacting student learning and achievement. Examples of how this program is being used at PDS Allen Elementary in Canton, Ohio, will be shared.

New Mentor Surprises

Bernard Badiali and Kristen Dewitt, Pennsylvania State University

William Benson, Radio Park Elementary School

Jessica Cowan, Gray's Woods Elementary School

Nicole Titus, Easterly Parkway Elementary School

Over the eleven year history of the Professional Development School collaborative between the State College Area School District and Pennsylvania State University, many teachers have committed themselves to becoming teacher educators. This year fifteen of our fifty-seven mentors from grades K-6 have begun the journey for the first time. We believe these new mentors will find many avenues of personal and professional growth from this commitment as they join a community of seasoned professionals. In this session, we will share experiences, evidence, and beliefs that the new mentors have established. Through interviews, observations, and surveys, we will explore the similarities and differences of their new roles compared to their traditional classroom assignments and the newly developed personal and professional strengths believed to have formed because of the adventures of being a mentor in a Professional Development School for the first time.

No Learner Left Behind: The Impact Of Differentiated Professional Development On Students, Teacher Candidates, And Current Educators

Rebecca West Burns, Lori McGarry, and Megan Fricker, Pennsylvania State University

Donnan Stoicovy, Park Forest Elementary School

Professional development for current educators typically consists of a universal approach that fails to meet individual needs. As a result of the unique partnership between a university and a school district, a PDS offers a context where differentiated professional development and professional learning are not only a reality but are an embedded part of the school culture. Current educators tend to be the focus of such experiences, but such powerful learning opportunities do not happen in isolation; in fact, they impact all parties involved. Teacher candidates learn alongside their mentor counterparts, and students become the beneficiaries of such powerful professional learning engagements. This session will present the findings of an inquiry into how engaging in meaningful, job-embedded

K-12 and university educators will benefit from this presentation by discussing different forms of professional development. Participants will also benefit by discussing avenues to communicate the work of Professional Development Schools beyond the school community.

PDS Influences On Teacher Leadership And Self-Concept

Emily Milleson, Frostburg State University

This presentation will feature qualitative data from a dissertation study examining teacher decision-making and empowerment within the development of Professional Development Schools. The study examined a PDS collaborative that was established over twenty-five years ago and is still in place today. In-depth interviews were conducted with ten participants who were classroom teachers at the inception of the program and who were involved in the development and the continuation of the PDS collaborative. The data presented will include comments from participants regarding the roles of classroom teachers when developing school/university partnerships, as well as comments regarding the importance of teacher participation and decision making when conducting site-based reforms. Data from classroom teachers regarding teacher decision making and teacher self concept, as influenced by the PDS partnership, will also be presented and examined reflectively. This presentation will speak directly to the second conference strand, as it presents and explores the long-standing impacts of PDSs on educators, as perceived by classroom teachers. The data shared will also allow for a retrospective analysis of the changes within the PDS model as experienced by stakeholders in the public schools.

PDS Website: Working Together In Real Time

Anita Reynolds, Charles Grindstaff, and Terry W. Mullins, Concord University

One of the primary foci of Professional Development Schools is contributing to improvements in the K-12 classroom. In an effort to facilitate this goal in a continuous and meaningful manner, Concord University developed a PDS website for use by our PDS partners. The website incorporates contact information for PDS schools and liaisons, PDS news of accomplishments and educational events, and links that provide assistance for teachers. In addition, all current action research projects are posted, along with methodology, research participants, and outcomes. PDS partners may also post action research topics and locate colleagues who have a common interest in the research topic.

Another key component of the website is the provision for professional development. Numerous video presentations that have been developed and taped by faculty are available via the website. Using this format, K-12 partners are able to view the presentations on demand. PDS liaisons provide the topics that are of current value and interest to their faculty. University faculty prepare professional development sessions on the requested topics and utilize Mediasite technology to record the faculty development presentations. This strategy provides a venue that can deliver requested professional development topics to all faculty and pre-service teachers at all PDS partner schools. This session will provide

information on the development of the website, allow participants to view the components of the website, provide feedback received on this approach, and discuss lessons learned and future plans to expand the scope of the PDS website.

Planning And Learning Together In A PDS: Teacher Interns, Cooperating Teachers, And UbD

Joseph Corriero and Kathleen Corriero, Monmouth University

Building on the belief that everyone learns in a PDS, the Monmouth University/Hazlet Township PDS organized a series of seminars at the school site whereby teacher candidates and their cooperating teachers collaboratively planned and created meaningful learning experiences for their students. The school district recently adopted the UbD as the model for the creation of curricula units, and teachers felt an urgency to learn more about this process. The university requires teacher candidates to develop a teacher work sample which utilizes the “backward design” model. In the initial phase of our PDS relationship, we saw this as an opportunity for both teacher interns and their cooperating teachers to learn the process together, collaboratively plan and design units and lessons, and develop collegial relationships. Four teacher interns and five cooperating teachers (one special educator was included) participated in four after-school seminars facilitated by university faculty in creating unit and lesson plans using the “backward design” model advocated by Wiggins and McTighe. At this session, university faculty and a teacher from the school will describe their efforts and discuss the professional learning opportunities, benefits, and challenges in actualizing a core belief – everyone learns in a PDS.

Principals’ Perceptions Of Professional Development School Graduates’ Readiness To Teach

Merwin A. McCoy, University of Tennessee at Chattanooga

In October of 2009, U.S. Education Secretary Arne Duncan called for a new generation of extraordinary teachers, saying that education is the civil rights cause of our times. What actions are called for? Duncan says that this country’s prospective teachers can actively reduce school dropout rates, promote individual opportunity, and reduce social injustice. He added that strong education is needed to reduce the dropout rates, particularly among African-American, Latino, and low-income students.

How do these problems and their possible solutions relate to teacher readiness and Professional Development Schools? The literature on teacher readiness shows that PDS graduates feel capable of instructing ethically and linguistically diverse student populations. PDS participants also are more likely to seek teaching positions in inner-city schools and experience less “culture shock” when they become employed in same (Arends & Winitzky, 1996). Also, pre-service teachers whose practicum

experiences take place in PDS programs feel more prepared, proficient, and effective (Reynolds, 2005).

This presentation will focus on the role Professional Development School preparation plays in a teacher's readiness and ability to successfully manage multicultural classrooms with diverse learners. At the University of Tennessee at Chattanooga, PDS and non-PDS programs generally have the same admission requirements, with candidates self-selecting their courses of study. PDS candidates have a semester-long internship, enroll in day-time courses, and are full-time students. Non-PDS candidates are oftentimes employed, take evening courses, and are part-time students until they participate in student teaching. Both types of candidates take the same courses, but the sequence may vary.

Data will be presented based on surveys of principals' perceptions of the preparedness, competency, and pedagogical knowledge, skills, and behaviors of their respective teachers. Differences in the evaluations of PDS and non-PDS program graduates will be examined using scaled responses and principal interviews.

Professional Development For Student Learning In A Professional Development School

Jill Miels, Ball State University

Karen Boatright, Mary Hendricks, Rae Quarles, and Jennifer Nichols, Rhoades Elementary School

Rhoades Elementary is one of the many public elementary schools working to improve their performance on high-stakes state tests and on meeting the standards set by NCLB. For the last two years, administrators, teachers, university faculty, and pre-service teachers have focused on student learning through a carefully defined professional development process. This session is an examination of the professional development activities developed for in-service teachers, of the ongoing efforts to provide growth opportunities for pre-service teachers, and of improved student learning environments for 750 PK-6 students in one urban elementary PDS. The presentation group represents constituents from both school and university settings. They will describe how teaching for student learning is emphasized and supported by professional development activities. Presenters will discuss faculty focus groups aligned with the current School Improvement Plan, annual academic goal setting by classroom teachers, and a current project underway to gather qualitative data on perceptions of efficacy of professional development in the building. Participants will view preliminary data collected from a pre/post survey measure and a summary of other documentation used to emphasize the importance of student learning.

Professional Development Of Early Childhood Administrators Within A Professional Development School Learning Community

Ginger L. Zierdt, Minnesota State University Mankato

Through the stories and observations of early childhood administrators who participated in a Professional Learning Community within a Professional Development School partnership, we discover new insights about the leadership and management skills needed to lead quality early learning programs.

The purpose of this case study was to understand the nature of professional development for early childhood administrators within the context of a Professional Development School learning community. For the existing body of knowledge on early childhood administrators, the major contributions resulting from this study is a greater understanding of the inadequate training and professional development available to these leaders.

Through interviews and observations, the stories of six early childhood administrators were elicited. All interviews and observation notes were transcribed, analyzed, and coded for salient themes. An external auditor was used to examine both the process and product of the inquiry and to evaluate the trustworthiness of the study.

Five themes emerged from the study: strength of peer network, rich resources, tangible results and activities, role of top leadership within early childhood, and collaboration across the greater community. The findings may inform and emphasize the importance of the following: engaging Professional Development Schools more intentionally with early learning programs and professionals affiliated with them; offering new early childhood administrators leadership training; engaging K-12 leaders more intentionally in early childhood, specifically elementary principals; exploring the viability of new or expanded licensures for administrators; and encouraging and supporting mentor-mentee relationships between early childhood administrators.

Professional Development Schools As A Structure For Teacher Professionalism

Jason Jude Smith, West Virginia University

This presentation, geared for educators at all levels, considers teacher professionalism and specifically how professionalism can be supported through PDS work. Culled from a review of the literature on professionalism and teacher professionalism, findings will be presented which serve to illustrate the structures which both support and inhibit the professional aspects of teaching. Of special importance to this audience, findings which align with the Nine Essentials adopted by NAPDS will be highlighted.

Summary findings of this research indicate that while teaching is counted amongst other professions in American society, the work of teachers is less aligned with the tenants of professionalism developed in the literature than is the work of other professionals. While components of a profession such as ‘a common knowledge base’ and ‘clear standards

of practice' are absent when considering the teaching profession as a whole, PDSs are well positioned to both provide these components to practitioners and to provide examples which the profession as a whole can look to for consideration. Most notably, well-functioning PDSs support job-embedded professional development, mentorship to both pre-service and in-service teachers, systematic inquiry of practice, and opportunities for practitioners at all levels to boundary-span across traditional roles.

Upon consideration of the narrative provided by literature which is focused both on the teaching profession specifically and broadly on the general idea of professions, audience members will be asked to consider how those components of PDS work which facilitate professional work by teachers can be expanded both within PDSs and across multiple teaching contexts.

Professor-In-Residence: Learning Alongside Practicing Teachers

Teresa H. Filbert and Nancy Rankie Shelton, University of Maryland Baltimore County

For the first time in the history of our PDS program, UMBC has a Professor-in-Residence in a PDS site. Violetville Elementary Middle School is located in Baltimore City on the doorstep of UMBC. Dr. Shelton spends at least one day a week at Violetville, engaging in professional conversations with faculty, visiting classrooms, and encouraging teacher-driven and school-specific professional development. Her duties do not arise from supervision or other traditional PDS roles but instead focus on listening to, learning from, sharing with, and supporting the teachers.

From the beginning of discussions regarding a partnership, Violetville has been an active partner, seeking out UMBC in its efforts to engage with the total school community on behalf of its students. In the year and a half leading up to a formalized PDS, Dr. Filbert attended meetings and events, learning about Violetville's unique strengths and challenges in order to use what is learned in other PDS sites.

As the partnership grows, the school's principal and UMBC's faculty share a vision of a dynamic relationship folded within a community of lifelong learners - teachers, students, interns, and parents. While the Professor-in-Residence initially impacts the current teachers of Violetville, its power is in the future collaborative support for the entire school community, targeted improvement in instructional practice, and increased student achievement.

Redefining Continuous Professional Development: A Model For Job-Embedded Multi-layered Professional Development

Merilyn Buchanan and Manuel Correia, California State University Channel Islands

A partnership of teachers, administrators, and the university liaison at University Preparation School at California State University Channel Islands (UPS) implemented a multi-layered infrastructure of job-embedded professional development. Our model teachers engage daily in effective

professional development through a variety of learning communities. These encompass staff-wide experiences in cross-grade councils, grade-level collaborative teams, a critical friends group, and individualized professional development activities. These multiple learning communities provide opportunities for building leadership capacity, developing collaboration skills, increasing teachers' content knowledge, and expanding their pedagogical strategies to positively impact student learning.

Teacher candidates are included in the various activities alongside their cooperating teachers. Candidates become equipped with the experience of team planning, models of cooperative interaction, participation in action research, and an expanded repertoire of teaching methods. Additionally, they have high expectations for their own professional development

Current implementation processes and the multi-layered approach evolved at UPS from a desire to improve student learning while fulfilling the professional development needs of the teachers. The design of the job-embedded professional development was research-based, drawing from Berliner (1986), Clandenin and Connelly (1991), Darling-Hammond and Baratz-Snowden (2007), Roberts and Pruitt, (2003), and Sarason (2002), as well as DuFour and Eaker (2002, 2005) and Reeve's (2004) work on learning communities.

On-going data collection reveals teachers' high levels of satisfaction with both the organizational structures and the degree to which personal professional development needs are met. Successes as well as pitfalls and lessons learned will be discussed.

**Taking Stock Of A PDS's Impact In
(Re)Shaping The Teacher Education
Profession: Perspectives Of Former Doctoral
Students Who Learned To Become Teacher
Educators Within A Shared PDS Context —
Where, Who, And How Are They Now?**

Ellen Ballock and Cole Reilly, Towson University

The purpose of this presentation is to highlight initial findings and considerations from a pilot study examining the impact of PDS participation on doctoral students - i.e., the role that experiences with teaching, supervisory, or research assistantships within a PDS played within the larger career trajectory of each participant. By design, this research project has been conceptualized as a multi-narrative inquiry, drawing upon initial survey responses as well as in-depth follow-up interviews as the primary means of data collection. Data analysis focuses particularly on key "light bulb" moments, connections, contradictions, and turning points that collectively guide the formation of identities as teacher educators and scholars. Cross-narrative analysis suggests particular structures and aspects of PDS culture that facilitate personal and professional learning for participants. This presentation will conclude with an invitation to those in attendance to share their own interpretations, ideas, suggestions, and stories, adding to the data and on-going analysis of this study.

Teacher Empowerment - Enhancing PDS Partnerships One School At A Time Via Longitudinal Professional Development

Neill F. Armstrong, Stephen F. Austin State University

Partnerships between Colleges of Education and local school districts are essential to the well-being of teacher preparation programs. Under optimal conditions, in the context of a PDS relationship, local schools also benefit in multiple ways. However, when partnerships become diminished the opposite effect occurs and consequently, all stakeholders suffer. Unfortunately, it is not easy maintaining a quality partnership, especially in a cultural milieu where all change is viewed as suspect.

One East Texas teacher preparation program has wrestled with diminished partnership relationships with two key area school districts. In an effort to regain a status of positive interaction, meaningful reciprocity, and professional growth for all constituents, a plan for rejuvenating the partnerships has been devised and implementation will begin in the 2009-2010 school year. This plan is grounded in a research-based approach to professional development and the notion of teacher empowerment.

District leadership has been asked to select two schools within their district, one secondary and one elementary, to participate in this undertaking. Teacher participants will engage on a voluntary basis. University faculty support will be widespread, also voluntary, and will flow from multiple programs and departments. The project is targeted to last a minimum of two years, at which time local teachers will assume leadership of future professional development activities to include the development of teacher centers and related on-site endeavors. University faculty will offer continued support as requested or specified by teacher leaders at the various school sites.

Teachers As Students: University Relationships

*Dustin B. Mancl and Cindy Stunkard, Paradise PDS
Pam Campbell, University of Nevada Las Vegas*

Paradise PDS is located on the campus of the University of Nevada Las Vegas. Being in close proximity provides Paradise PDS teachers with unique opportunities to develop university relationships that are not as readily available to other schools in the Clark County School District.

Paradise PDS incorporates a mainstream IRB process and with its connection to UNLV, the teachers at Paradise PDS are on the front lines of research, professional development, grant writing, and professional writing. Many teachers at Paradise PDS are currently pursuing higher degrees, teaching university courses, and holding local, state, and even national positions on boards within their respected fields of study.

The uniqueness of its location on the campus of UNLV also provides Paradise PDS staff the opportunity to make professional ties to numerous university department staff. These professional connections expand the teaching and learning process for the students who attend Paradise PDS. The discussion will focus on the partnerships developed between the university and a PDS, including the professors, administrators, teachers,

and pre-service teachers. The format of the presentation will allow for participants to engage in the conversations.

The 3-Way Conference: Is This Professional Development?

Mary M. Witte, Baylor University

Kathleen Minshew, Lorraine Randazzo, Gayla Reid, and Lindsey Stevens, Hillcrest PDS

Intentional, scheduled 3-way conferences between university faculty, clinical instructors/mentors, and teacher candidates provide opportunities to discuss progress and offer ways to improve classroom practices for teacher candidates. However, in what ways might the clinical instructors/mentors gain understanding to improve their classroom practices? Professional Development Schools believe in ongoing and reciprocal professional development for all participants guided by need (NAPDS Essential 3). Hillcrest PDS, a sixteen year old Professional Development School in the Waco Independent School District, continues to refine the reflective process of the 3-way conference. Twice a semester, 3-way conferences are held with each teacher candidate to review progress on the Baylor University School of Education's eighteen benchmarks. Rubrics of each benchmark guide the discussions while teacher candidates present evidence that addresses each benchmark. Clinical instructors/mentors provide information about what they have observed as well as feedback for the teacher candidate. University faculty facilitate the discussions by stating the benchmark, asking questions, and offering additional observations and feedback. Teacher candidates are able to discuss their own teaching as a result of watching videos of their teaching, often noting strengths and areas of concern. Goals are then agreed to and set for the next observation period. Most recent, successful adaptations include scheduling, use of language, flexibility of members, and connections to observations. This session will describe each of these adaptations, along with testimonials from clinical instructors, mentor teachers, and their principal about the impact of 3-way conferences on their professional development in a meaningful way. Documents and forms used to facilitate the conferences will be shared.

The Clinical Faculty Associate Experience: A Real-World Approach

Joseph Thoma, Susan Kiger, and Della Thacker, Indiana State University

Indiana State University has a very productive PDS partnership with Vigo County Schools; one built on mutual trust, common goals, and a deep respect for the expertise brought by each partner. Our teacher candidates are "immersed" into an extended, truly clinical field experience equally supervised by classroom teachers, education faculty, and content discipline faculty. Candidates not only teach in classrooms; they also work in the school-at-large to encounter the school as a learning community wholly dedicated across disciplines to supporting student achievement. The logical "next step" in our partnership was to have a teacher join our ranks as a clinical associate to renew and enhance our theory to practice connections.

This presentation shares the Clinical Faculty Associate experience from the perspectives of the associate and university faculty. Interviewing for the position, parameters of the sabbatical leave, negotiation of roles, shared responsibility for teaching and assessment, scholarship in and service to the district and university, acculturation to the university environment, and returning to the culture of the district are among the topics explored.

The Direct Impact On Educators In The PDS Program Of Rice High School And Iona College – “What’s In This Deal For Me?”

Michael Pregot, Iona College

Michael Segvich, Rice High School

This workshop will address the topic of the specific performance skills that educators acquire from their clinical experience. In other words, how do trainers of educational practitioners use the PDS environment to hone their skills in their own craft and grow professionally?

Within the collegiate education department, there are specialists in the areas of student assessment practices, curriculum development, instructional methods, educational psychology, literacy skill acquisition, administrative leadership, and advancing multicultural diversity. We will examine the role of the teacher trainer, the intern, the new and veteran teacher, the curriculum developer, the guidance counselor, the admission official, the school psychologist, and the school leader at both the secondary and the collegiate level involved in our PDS program. How are their professional lives enriched or improved as a result of the programs they are implementing?

In a professional development system specifically designed for continuous self-improvement, we were able to construct a strong inquiry component to every aspect of our work. We will elaborate on the ways that our educational practitioners examine their own performance and dialogue with our audience on the ways that we meet program goals. Since Rice High School is a secondary school comprised exclusively of Hispanic and Afro-American male students in Harlem New York, the collegiate educators are exploring program development in the context of a culturally diverse urban setting.

The Impact Of A Professional Development School Network On Principal School Improvement Goals And Leadership Development

Catherine Larsen and Barbara Rieckhoff, DePaul University

School leaders are under increasing pressure to meet school improvement goals, provide each child with a quality instructional program, and generate test results that provide documentation of these factors. Principals are expected to create a vision for their schools with clearly articulated goals for sustainable change. The Interstate School Leaders

Licensure Consortium Standards provide the framework for leadership knowledge, behavior, and dispositions. Standards 1 and 2 outline the school leader's responsibility in articulating the school vision and providing a successful instructional program. Professional Development Schools provide a model of school reform for school leaders and university faculty to work together collaboratively. This presentation focuses on the impact a Professional Development School partnership has on a principal's implementation of school improvement goals, increased student achievement, and focused professional development. This focus will be on the principal's perspective of the impact of the PDS partnership and how the partnership allows them to focus on clear school improvement goals and focused professional development as their leadership develops over time.

This presentation is based on the work of the Urban Professional Development School Network, a university-school partnership between a large urban private university and seven schools in the local surrounding area. Using four years of qualitative and quantitative data, the presenters will document the principal perspective in three key areas: school improvement goal attainment, professional development planning and focus, and school-wide changes over time.

The Power of Partners

Fran Greb, Montclair State University

Two Montclair State University (MSU) partner schools from different districts are studying teacher language and its impact on student behavior and learning. One school, Knollwood in Parsippany, New Jersey, is designated as a Professional Development School; the other, Bradford in Montclair, New Jersey, is the University Magnet. Both of these schools work with the same MSU liaison who is on-site at the schools on a weekly basis. Additionally, both of these schools have also been studying the development of community through the Northeast Foundations for Children's Responsive Classroom model. The concept of teacher language was introduced to the liaison and shared with both schools. "Because teacher language is such a powerful shaper of identity and perceptions, it's vital that teachers carefully use it to open, rather than to close, the doors of possibility for our children" (Denton, 2007 p. 19). Excited by the prospect of enhancing teacher/student communication, teachers from both schools sought assistance from the university's Center for Educational Renewal. This led to the formation of study groups in both schools which are being co-facilitated by teachers and the MSU liaison. Teachers in the two elementary schools are blogging with each other, honing their skills of communication by remembering that teaching is "not a monologue, but a dialogue" (Tomlinson, 2007).

The Tipping Point: How One PDS Promotes A Culture Of Reflective, Engaged, And Responsive Educators

Diane Calhoun and Scott Imig, University of North Carolina Wilmington

Malcolm Gladwell (2002) defines a tipping point as "the moment of critical mass, the threshold." We believe that we are at a tipping point

toward a professional development system comprised of reflective, engaged, and responsive educators. Through a countless series of small-steps and their intended and unintended consequences, the Watson School of Education has established a systemic approach to partnership that we believe is sustainable and meaningful in the lives of the teachers and students it affects. Our PDS represents a comprehensive approach to partnership. It has become broad-based and powerful enough to include the entire teacher education faculty, representatives from departments in the College of Arts and Sciences, more than 350 teachers-in-training yearly, and more than 500 public school educators each year from 122 partnership schools in 13 systems.

We embrace Costa and Garmston’s (2002) research on cognitive coaching and believe effective partnerships are founded on “dispositions, beliefs, and values that honor the human drive for continuous learning and the spirit of collaboration.” The presenters will share specific examples of innovative practices and processes used to build a cadre of reflective practitioners who add value to the profession, the academic achievement of their students, and their own learning. Results of a study on the effects of our PDS on the pedagogical practices of our preK--16 educators will be presented.

This One’s For You: Professional Development For The PDS Community

Paula Gordon and Judy Sherman, Hood College

Ongoing professional development for all stakeholders is a major focus of Hood College’s Professional Development School partnership. In our presentation we will share how, through the collaborative efforts of the PDS Education Council, we are able to provide an annual professional development opportunity for PDS faculty and staff and our Hood College student interns. Our annual mini-conferences offer continued learning opportunities on selected topics that are of interest to all constituencies. NAPDS Essential 3 emphasizes “...continuous learning focused on an engaged community as a critical feature of a PDS.” The conference presenters, including college faculty, local school district curriculum specialists, and classroom teachers, are all committed to that concept.

The focus of this session will be to give participants the step-by-step process we follow that can be easily modified to any PDS community. We will share how to work with stakeholders to organize and plan a conference on a very limited budget, as well as lessons learned throughout the past four years. Session attendees will receive a packet of information that will allow them to plan their own PDS mini-conference.

for mentor teachers, evaluation of training experiences, and impact of a successful training program on the success of PDS interns.

**Transitioning Identities In Teacher Education:
Emerging Scholars Reflect Upon The Shared
Experience Of Reorienting From One PDS
Context To The Next**

Cole Reilly and Ellen Ballock, Towson University

The purpose of this presentation is to explore the impact of preparation as a teacher educator within one PDS context on the transition to full-time faculty positions within a PDS at another institution. The presentation focuses upon the stories of two teacher educators who share the experience of moving from the elementary classroom to a PDS graduate assistantship to the role of full-time university faculty in a PDS affiliated with another institution. This pair of parallel narratives highlights the process of developing a vision for and commitment to PDS work and a grounding in the collaborative structures essential for maintaining PDS relationships. These stories also emphasize the challenges of negotiating identities during career transitions and re-imagining the PDS vision in new contexts with different structures and resources. This presentation will conclude with an opportunity for participants to discuss the implications of these specific narratives for graduate students who plan to move into full-time PDS roles, for those who prepare teacher educators, and for those who mentor new faculty who do PDS work.

**Understanding The Transformative Nature Of
The Hybrid Role**

Rebecca West Burns, Pennsylvania State University

Hybrid educators, also known as border spanners, site liaisons, clinical faculty, or teachers on special assignment (TOSA), are individuals who support Professional Development Schools. Hybrids voluntarily leave their classroom and assume a new identity as Professional Development Associates (PDA) in a PDS. After two years, these individuals return to their classrooms and re-enter the cultures that they left behind. Through the examination of a hybrid's re-enculturation (Burns, 2009, under review), we learned that the journey is not seamless. Rather, it contains points of disequilibrium as a result of re-learning the curriculum, a role reversal and discrepancy in expectations of performance, and the loss of ownership, freedom, and time due to the constraints of working in a public school. Understanding the points of disequilibrium associated with this transition offers insight into how the hybrid role impacts hybrid educators' development. This phenomenological case study uses qualitative means to describe transformations of one teacher's knowledge, beliefs, and practice. The results of this case suggest that the hybrid role has powerful transformative qualities.

Un-standardizing The Teacher Preparation Curriculum: Lessons For Large University-School Partnership Networks

Darby Delane, University of Florida

Kevin Berry, Alachua Elementary School

Lacy Redd, Newberry Elementary School

Megan Scharett, High Springs Community School

It can be a natural temptation for large, unified teacher preparation programs with access to strong, well-developed university-school learning partnerships to try to provide identical learning experiences for all prospective teachers across multiple PDS settings. A PDS site coordinator, a blended university site coordinator and school-based teacher, and a PDS principal from three of our eight different PDS contexts will come together with a university-based PDS program coordinator to share multiple perspectives about this on-going tension through a case in point. Findings from our shared inquiry on the implications for trying to “insert” a reading program into all eight of our PDS learning communities had mixed outcomes. We will share how it clearly strengthened some of these PDS contexts but inadvertently weakened the hard-won signature features of others. Our conclusion is that large, exemplary teacher preparation programs that depend on PDS partnerships to thrive cannot expect to “standardize” the university curriculum across unique PDS contexts. Please join our on-going conversation as our PDS network continues to grapple with this critical concept from NAPDS Essential #1: that the mission of PDS partnership networks must fundamentally be... “broader in its outreach and scope than the mission of any (single) partner...”

Was It Helpful? Beginning Teachers’ Perception Of The Value Of Working In A PDS

Lawrence R. Bice, Michele Vosberg, Debrah Fordice, and Paula Schmidt, Clarke College

Jennifer Hoffmann, Fulton Elementary School

Clarke College PDS is a unique model in that our students are placed in PDSs without choice well before student teaching. We place junior level methods courses in a PDS partnership. Each PDS experience combines four courses together into an interdisciplinary block of eleven credits. Students spend three to four hours each day for an entire semester practicing teaching as they learn to teach. Our contention is that spending one (secondary), two (elementary education) or three (elementary education plus special education) semesters in PDSs prepares students to be successful in their teaching. The benefits of PDS are well known to practitioners (Levine, 2002; Murrell, 1998; Teitel, 1997.) Are the benefits realized by teacher candidates who have learned in a PDS? How do beginning teachers, once they have experienced their own classroom, perceive the value of PDS? This study will examine how recent graduates who are currently teaching report the influence of PDS on their preparation for, and success in, teaching. Teachers who have graduated from Clarke within the past five years were surveyed for their preparedness to be successful teachers. In addition, they were asked to articulate the value of their PDS experiences in their preparedness to teach. Interviews of selected

teachers will be conducted to clarify and inform findings. In this study, the authors analyze and report on beginning teachers' perceptions of their preparedness in relation to their PDS experiences.

We've Graduated. Now What?

Cynthia L. Gissy and Greg Boso, West Virginia University Parkersburg

The Partnerships Project at West Virginia University at Parkersburg, the Professional Development School partnership that involves West Virginia University at Parkersburg and sixteen elementary schools in a five county area, added a new goal and piloted a new event to bring recent graduates together for the purpose of networking. Graduates were given the opportunity to share the challenges of finding jobs, beginning the new school year in their own classrooms, substitute teaching, and continuing life-long learning.

This first alumni meeting was held in October. These new teachers shared personal triumphs and challenges. They worked collaboratively to give ideas for future meetings that would help them become successful professionals in the classroom. Each attendee received a copy of the book *Teaching for Tomorrow* by Ted McCain for continuing professional growth and development. Planning, organizing, implementation, and follow-up will be reviewed. Come see what we have planned for the next step of our alumni reunions.

Writing From The Heart: Developing A School-wide Writing Program

Cyndi Giorgis, University of Nevada Las Vegas
Susan Steaffens and Melissa Leicht, Dean Petersen PDS

Developing a school-wide writing program in an at-risk school was a challenge for both teachers and students. The journey from not having a consistent writing program to now using writer's workshop throughout the school was an interesting process that included getting staff to buy into this workshop approach, understanding the process, and feeling comfortable with student-centered writing. Differentiating the needs of each teacher also became a challenge, but over time resulted in a strong commitment to the writing process. Along the way, both teachers and students became empowered through the writing that they produced and the writing that they shared.

During this presentation, participants will hear about the process that was followed to initiate writer's workshop from both the principal and a second grade teacher. In addition, two UNLV professors from the PDS partnership who became involved during the second year of this process will share their role and their perceptions of this partnership.

STRAND #3: THE PDS IMPACT ON P-12 STUDENTS

911: What Is Your Emergency?

David Lancaster and Melissa Spivy, West Virginia University Parkersburg

Searching for a way to increase student achievement, the administrators at Mineral Wells Elementary School and Lubeck Elementary School turned to the Partnerships Project. The Partnerships Project is the Professional Development School program associated with the education program at West Virginia University at Parkersburg. Because of socioeconomic factors, Mineral Wells Elementary School and Lubeck Elementary School do not qualify for supplemental funding or instructional resources.

The public schools and college collaborated to develop a program to meet the needs of the public school students. A professor at WVU at Parkersburg, in collaboration with the classroom teachers and principals, targeted students with deficiencies and developed a plan for remediation. Classroom teachers identified deficiencies, developed implementation strategies, and wanted assistance with the project. The issue remained as to where to obtain individuals to participate in one-on-one instruction with the public school students.

The Cooperative Discipline class (Education 230) from WVU at Parkersburg works with college students desiring to work as paraprofessionals in the classroom. This course and practicum incorporates facets of planning, teaching skills, and decision-making skills as integral parts of the instructional process. Students in the Cooperative Discipline class are expected to incorporate 21st century learning skills into the teaching exercises. It was determined that the college students in Cooperative Discipline would help to meet the needs of the public school students.

This session will focus on two aspects of the pilot program. First, presenters will offer a description of collaborative efforts in a PDS network to meet immediate needs of a school. Second, presenters will discuss the professional growth of the paraprofessionals. This session will exemplify the power of PDS to build “common understandings” and prepare new professionals.

A Collaborative PDS Model To Enhance The Transition From Elementary To Middle School For Students With Disabilities

*Leigh-Ann Styles, John C. Fremont Professional Development Middle School
Sherri Strawser, University of Nevada Las Vegas
Dustin B. Mancl, Paradise Professional Development School*

School district/university PDS partnerships primarily have focused on elementary schools. However, the NAPDS’s Nine Essentials of a PDS provide a rich opportunity for joint participation to enhance middle level teacher preparation, promote student learning, and close the achievement gap. In 2008, the John C. Fremont Middle School joined the Clark County

School District (CCSD)/University of Nevada Las Vegas (UNLV) partnership as a Professional Development School.

This year, all teachers and administrators from the CCSD/UNLV partnership schools participated in a joint mini-conference that featured sessions by teachers who had presented at the 2009 PDS National Conference. Participation in this conference by both elementary and middle school teachers provided the opportunity to share beyond individual PDS communities and created the impetus for a model to ease the transition from the elementary to middle school level for students with disabilities.

Both Paradise Elementary and Fremont Middle PDSs are urban schools where resources are minimal and stakes are high. Like many schools, our students must show progress in the general education curriculum to meet the accountability mandates of NCLB and IDEA. However, students are often unprepared for the differences in school culture between elementary and middle school settings, as well as the challenges they will encounter when held responsible for the curriculum in secondary-level resource and inclusive classrooms.

This session will describe the model for transition from elementary to middle school that was developed by PDS teachers of students with disabilities. Participants will be encouraged to share ideas and experiences with the presenters and collaboratively discuss issues that may arise as we continue implementation of the model.

A PDS Partnership Success Story: Focusing On Equity And Social Justice Produces A Powerful Learning Community For P-5 Students

Joan Maier, Sam Houston State University

In 2002, McWhirter Elementary was the lowest rated school in the Clear Creek Independent School District (CCISD), a suburban district in Houston, Texas. In CCISD, McWhirter Elementary has the highest percentage of economically disadvantaged students at 72%. It also has the highest percentage of Latino students (62%) at the elementary level in the district and the highest number of English language learners (42%). Because of the academic achievement issues, a seven-year contractual partnership between CCISD and the University of Houston Clear Lake (UHCL) was established in June 2002 to develop the McWhirter Professional Development Laboratory School. The initial PDS planning committee developed the mission, vision, operational goals, and primary programs with a focus on improving achievement, equity, and social justice for all students.

Results from analyzing data collected through teacher/parent surveys, interviews, and focus group discussions; action research projects; discipline referrals; literacy and mathematics assessments; CCISD benchmark assessments, Texas Assessment of Knowledge and Skills (TAKS) tests, and Title II reports (2002-2009) indicate student achievement has increased significantly and that issues of equity and social justice were positively being addressed through the PDS partnership program. Results of the TAKS tests indicate that the scores of the Spanish-speaking students are significantly higher than they were before the PDS was established. Cultural awareness survey data indicate that Spanish-speak-

ing and English-speaking children are engaging in cross-cultural activities and friendships. The confidence of all constituents in the PDS success story was evident at the recent signing of the second seven-year contractual partnership between CCISD and UHCL.

Action Research - Identifying And Increasing The Student Depth Of Knowledge Of The 3rd Grade Curriculum Through The Integration Of 3rd Grade Standards And Art Standards

Michael Henry and Maureen Stout, Paradise Professional Development School

The Paradise Professional Development School is located on the University of Nevada Las Vegas campus. Some of the challenges at Paradise include a significantly high student transience rate (45%), free and reduced lunch (83%), and an English Language Learner population (46%).

Clark County School District (CCSD) has identified demonstrating depth of knowledge and writing constructed response answers as a concern in the intermediate grades. Academic vocabulary acquisition is an essential component of being able to articulate and communicate mathematical thinking. An underlying need exists for students to appreciate and value mathematics within the context of other disciplines.

The new CCSD Elementary Visual Art Curriculum has identified the strategy of using enduring ideas as the foundation for curriculum development. Enduring ideas are concepts and life issues that extend beyond all times, cultures, and disciplines and have lasting human importance. Art specialists have the unique opportunity to reach the whole child. The arts can support higher level thinking and problem solving, as art programs can reach beyond the spatial/mechanical and logical/mathematical spectrums of intelligences.

Through the use of unit objectives, instruction planning, language objectives, lesson plans, and Mr. Henry's enthusiasm for integrating art with math and science, the presenters expect to show an improvement in student learning and test scores while they gather valuable data. The presenters hope to add research information to the question: Does applying mathematical knowledge and vocabulary in the art classroom lead to greater reinforcement and retention of math skills, as well as a deeper understanding of the concepts?

The presentation will include

- math and art lesson plans utilizing instructional strategies and cross-curricular experiences, with an emphasis on math and science test preparation and
- 3rd grade math and art tips and strategies that integrate math and writing standards.

Instructors without the benefit of an art specialist can easily utilize these lesson plans and strategies in their classroom.

Action Research Improving Student Behavior In Special Education Professional Development Schools

Debi Gartland, Towson University

One of the basic tenets of the PDS initiative is improved P-12 learning and the recognition that all children can learn and achieve. As such, this presentation will address Strand #3: The PDS Impact on P-12 Students. Each teacher candidate must complete an action research project during the professional year when the candidate is a PDS intern. This project is a requirement for education majors and must be completed successfully in order for candidates to graduate from Towson University. Special education teacher candidates complete their action research project during the final semester of their program as a full-time PDS intern. These special education PDS interns' action research projects are a Positive Behavior Support Plan. The interns complete a functional behavioral assessment (FBA) followed by a behavior intervention plan (BIP), in collaboration with their PDS mentors and other school personnel and in consultation with the guardians/families. This presentation will provide examples of documented successes our interns have had in enhancing the academic achievements, as well as social-emotional and behavior outcomes, of elementary school students with disabilities. Guidelines matched to national standards and the rubric will also be shared.

Changing Academic Performance And Promoting Success (CAPPS): The PDS Impact On Students

*Teresa Jayroe, Margaret Pope, Rebecca Robichaux, and Kent Coffey,
Mississippi State University*

Faculty, teacher candidates, and teacher interns in the College of Education at Mississippi State University work with a rural PDS site where residents in the community are low-income and many children live in poverty as demonstrated by a district poverty rate of 35.96%, which is the 16th highest poverty rate in the state. Each school in the district is classified as a school-wide Title I school with 79% of the students receiving free or reduced lunch.

To strengthen the PDS partnership, COE faculty collaborated with personnel in the PDS and the Boys and Girls Club to implement Changing Academic Performance and Promoting Success (CAPPS), a 21st Century Community Learning Centers grant. The Mississippi Department of Education Level 2 Under-Performing action for Louisville High School and poverty in this area provide the greatest rationale of need for the program.

CAPPS teachers, paraprofessionals, and MSU faculty engage students in meaningful learning activities aligned with rigorous learning standards. The academic enrichment components of the CAPPS program are producing positive results among participating students that include improved achievement in classroom academics, improved test scores, increased retention rates, and increased class attendance.

CAPPS provides academic tutoring using evidence-based curricula and strategies to increase vocabulary, reading fluency and comprehen-

sion, mathematics fluency and sense, learning and problem-solving skills, and includes career/college preparation activities. Instruction is based on individual performance assessments of the students and complements the students' regular academic program with an emphasis on active, hands-on learning activities.

Co-Teaching And Differentiation: An Approach To Support 5th Grade Reading Readiness

Dusin B. Mancl and Cindy Stunkard, Paradise PDS

Paradise PDS is located on the campus of the University of Nevada Las Vegas. As part of a large urban school district, Paradise PDS serves students from a wide range of backgrounds and educational experiences. Like many schools, Paradise PDS is challenged to support all students in inclusive settings where general education curriculum is taught by highly qualified educators in their respected fields.

This presentation will focus on the structure used in one fifth-grade, co-taught classroom to assist in promoting improvement in fifth-grader reading readiness. Strategies for lesson planning and implementation will be discussed. The presenters will highlight differentiated strategies and the theories behind the methodology that support current practices used at Paradise PDS. The presentation will include a discussion of the data related to student achievement and how the university partnership supports best practice at Paradise PDS.

In order for teachers to prepare meaningful, academically enriched lessons where students are exposed to grade level standards, co-planning between general education and special education teachers has become increasingly more important. Regardless of which co-teaching model is adopted, differentiated instruction and varied academic approaches can be provided at a greater level with the use of two teachers in one setting.

Teachers new to the profession, both general education and special education, must learn to co-plan and co-teach in the new era of instructional delivery. The benefit to this approach is that all students are being served with specialized instruction.

Co-Teaching In Student Teaching: A Value Added Model

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

Student teaching is generally considered to be the final frontier in the journey to becoming a "real teacher," the time when methods and theories are transferred and applied in actual classroom situations. Historically, student teachers have assumed the role of observer, eventually being left alone to take over the entire classroom. In a PDS model, major steps have been taken to narrow the gap between theory and practice and to create more collaborative student teaching environments.

A promising alternative approach to student teaching for PDS partnerships is to adopt a co-teaching model which allows both adults in the classroom to work collaboratively throughout the student teaching experience to best meet the needs of all learners.

At the heart of the PDS initiative is the improvement of P-12 learning. This study examines the impact of co-teaching in student teaching on grade 1 through 6 learners. During the 2004-2008 academic years, co-teaching in student teaching occurred in 20 school partnerships throughout central Minnesota, involving over 800 classrooms. Four years of data have been collected to determine the impact of this model of co-teaching in student teaching. The study utilized two measures, the Woodcock-Johnson III - Research Edition and The Minnesota Comprehensive Assessment to assess proficiency in reading and math. In all four years researchers found a statistically significant positive effect on reading and math scores for students in a co-taught classroom as compared to classrooms using a more traditional model of student teaching.

Developing Student Achievement through A PDS Cohort Model

René Zender and Ramona Fowler, Fremont Professional Development Middle School

As a second-year PDS, a beneficial result is the presence of teacher candidates to assist with the goals of improvement of student achievement. A partnership of mentor teachers and interns is a critical component in student success. This presentation focuses on strategies used by middle school English Language Arts teachers that enhance student performance in reading and writing. A critical piece of the puzzle is data-driven instruction. Results from pre- and post-assessments are used to help diagnose, design, differentiate, and complement instructional practices in the reading and writing classroom. Students find interconnectedness to reading and writing activities while improving skills used across all curricula. Examples and quantitative evidence will be presented to demonstrate improvements in student achievement utilizing this unique approach to collaboration.

Effective Literacy Instruction: The Impact Of Small Group Instruction On Urban PDS Students

*Barbara Purdum-Cassidy, Baylor University
William Shepard, and Sue Miller, Mountainview Elementary School*

Effective teachers must be knowledgeable and reflective about literacy research and instructional practices, and they must use that knowledge to make informed instructional decisions in order to meet the literacy learning needs of students. The purpose of this session is to describe the impact of a small group tutoring model for literacy instruction developed as part of the collaboration between PDS mentor teachers and the university supervisor. Specifically, this presentation will:

- describe the design and implementation of the small group tutoring model using junior-level teacher candidates;

- outline the research-based instructional practices for emergent literacy learners that were utilized by mentor teachers and teacher candidates;
- discuss how mentor teachers and pre-service candidates monitored student learning and adjusted instruction to help students develop their independence as readers and writers;
- share the results related to student achievement; and
- describe the impact on the local partnership.

Flourishing As A Model PDS Community In A Climate Of Growth

*Margo Jackson and Brittany Robinson, University of South Carolina
Jan Faile and Kelly Dingle, Lake Carolina Elementary School*

We would like to engage participants in a discussion about our experiences here at Lake Carolina Elementary School, in Blythewood, South Carolina, as a thriving PDS site. We will review our initial road map that we developed for implementing our inquiry-based research project. Our question was, “What is the impact of implementing brain-compatible strategies on academic performance and character development?” Participants will gain an understanding of the process of engaging the entire faculty and interns in professional development sessions and the data collection for our research project. We will share our findings and convey the importance of these teaching strategies in an ever-changing community where growth is on-going and constant. In addition, we will discuss the implications of our findings on academic performance and character development for the future here at Lake Carolina Elementary. Lastly, we will come full circle with this experience and look forward to the future as we plan to implement the three-year cycle again.

How Can Partnerships Address A Major Hindrance To Student And Faculty Efficiency: Mental Health Issues!

Dan Lowry and James Koller, University of Missouri

Why did our partnership initiate an academy that focuses on student and faculty mental health issues? The Centers for Disease Control (CDC) estimates that 5% of the population of children between the ages of 4 and 17 demonstrate behaviors related to mental health issues. Of this number, the CDC reports that 50% of the children’s parents describe their children as being upset or distressed by their emotional and behavioral difficulties. Eighty percent report that the difficulties impacted their family life, friendships, learning, or leisure life. The President’s New Freedom Commission on Mental Health (2003) reported that mental health services for children in the United States are not responsive to the needs of children and their families, are not available as needed, and services that are available are fragmented and uncoordinated. Within the school setting, efforts to address mental health issues are typically reactionary instead of preventive and tend to be disconnected from other types of learning supports provided to students.

The University of Missouri Partnership for Educational Renewal (MPER) developed a unique program three years ago entitled the “School Mental Health Leadership Academy.” Since it was initiated, the work and design of the academy has gained national and international attention.

This presentation will share the design and work of MPER’s “School Mental Health Leadership Academy.”

How Interns Prove And Improve P-12 Learning

Karen Schafer, Towson University

Interns can impact student learning as well as their own learning in several ways. This session will focus on how PDS collaborative and strategic planning using our School Improvement Plan model will enhance student achievement. Examples and evidences of improved student performance as a result of the interns’ instruction and required assignments will be discussed. We can show that as interns prove their P-12 students are learning, they improve their own lesson planning and instruction as well. Ideas for determining evidences of student learning to illustrate how assessment informs instruction will be distributed.

How Our PDS Network Impacts P-12 Student Learning

Eva Garin, Bowie State University

Judy Bissett and Susan McBride, Northview Elementary School

In this presentation we will talk about what we have learned about impacting P-12 student learning in our PDS Network, which consists of elementary schools, secondary schools, and early childhood/special education centers. We will share specific evidence, both qualitative and quantitative, of our PDS Network impact. The professional development opportunities that our Network offers to teacher candidates, mentor teachers, PDS teachers/staff, and university faculty consists of action research, site-based inquiry groups, collaborative methods assignments, and a PDS reading clinic. Each spring PDS stakeholders meet on campus for a PDS conference to share how they have impacted student learning through their participation in PDS Network opportunities.

How The Supervisor Of Prospective Teachers Can Directly Impact Academic Performance, Promote Equity In The Classroom, And Disrupt School Identities Of “Struggling Learners”

Darby Delane, University of Florida

It can be challenging for PDS university field supervisors to find a way for their roles to have a daily, direct impact on K-5 student learning and equity in the natural classroom setting. One university supervisor of prospective teachers in a PDS will share her passion for trying to find creative ways to do so. She does this specifically by forging informal teams with pre-adolescents considered at risk for school failure. She invites them

to collect data during observations, as well as to contribute to the problem posing and problem management aspects of the supervision experience. While this work tends to profoundly impact the learning of prospective teachers, as well as university and school-based educators, this presentation will be devoted to the findings from a formal study that revealed how one of these communities of practice contributed to the improved academic performances of three fourth grade boys and to the “re-storying” of their school identities and perceived “place” in the classroom.

Impact Of PDS Teacher Candidates’ Use Of Children’s Literature With Positive Portrayals Of Characters With Disabilities On Students’ Perceptions

Heather Garrison, East Stroudsburg University

Recognizing that all students are part of the school community is an essential element in creating a society that embraces diversity. The concepts of multiculturalism and inclusion reflect a belief that all students are learners who deserve the high expectations of talented, educated teachers and the opportunity to learn together as a community. Diversity must also be reflected in the instructional materials that students encounter in the classroom. Children’s literature is an integral component of the P-6 classroom; all students should engage with literacy experiences that foster acceptance of differences and promote tolerance. Reading children’s literature with positive portrayals of characters with disabilities can impact students’ perceptions and acceptance of people who are different from themselves. Students with disabilities benefit from identifying with characters who can be positive role models, and students without disabilities benefit from vicarious, positive experiences with people with disabilities. PDS Apprentice II students used children’s literature with positive portrayals of characters with disabilities in their lessons and reflected on their students’ reactions and changes in perceptions. In this presentation, learn how reading literature can impact perceptions, critique children’s books with characters with disabilities, gain ideas to incorporate positive disability literature into your P-6 classroom, and hear teacher candidates’ reflections on their K-6 students’ reactions to experiencing children’s literature with positive portrayals of characters with disabilities.

Inquiry Oriented Performance Assessments: Meeting The Call To Improve PK-12 Student Learning In A PDS Program

David Hoppey and Ashley Shock, West Virginia University

With the call for increased accountability (NCLB, 2001), Professional Development Schools must move beyond teacher education and seek to develop assessments that provide evidence of the impact PDSs have on PK-12 student learning. Research suggests teacher inquiry is one method to improve P-12 student learning. In the five-year teacher education dual certification program in elementary and special education at West Virginia University, inquiry is embedded across coursework and put into practice

in multiple ways in Professional Development Schools. Inquiry serves as a tool for capturing changes for children as teachers intervene to meet the needs of diverse learners. This stranded approach assists prospective teachers to implement research-based best practices in their placements, as well as collect and analyze data of their students' learning. In addition, by focusing on data-based decision making and designing instruction to meet the needs of struggling learners, prospective and practicing teachers' knowledge of researched-based practices increases.

Within this presentation, university faculty will provide an overview of the performance assessment used that simulates the Response to Intervention (RTI) process. Also, prospective teachers will share data from class projects that highlight student achievement. Lastly, multiple points of view regarding the benefits and challenges of implementing RTI within a PDS network will be discussed.

This presentation is suitable for in-service teachers, university faculty, and school administrators interested in learning more about developing systematic methods to improve outcomes for PK-12 students, as well as deepen teacher knowledge of research-based interventions used in the RTI framework.

Integrating Coursework And Clinical Practice In A PDS: A Process Of Supporting Student Achievement While Creating Deeper Meaning For Teacher Candidates

Leansa Bryan and Ivy Yee-Sakamoto, Azusa Pacific University

The improvement of P-12 student learning provides the focus of this session for exploring the continued journey of one PDS that set policy and developed structures for a maintainable PDS program. This journey is linked with a deepened integration between teacher pre-service coursework and clinical practice. This integration is aimed at increasing achievement among all students, especially the English language learners.

We will show how this process began with an identification of student needs and the establishment of goals for program improvement. We will also share how we designed and implemented the necessary program adjustments to knit a tighter link between the knowledge and skills learned in the methods class with the fieldwork and student teaching experiences. As a result, candidates glean greater meaning from coursework and hands-on experiences working together in concert. Two innovative programs, one serving English language learners and the other serving students' families, illustrate the development of deeper, more meaningful integration between the coursework and field experiences.

Data used to assess the effectiveness of the integration efforts to support increased student learning as well as teacher candidates will be presented. Benefits to the entire school community - students, parents, teachers, and teacher candidates - as a result of this tightened integration were identified and will also be shared during this session.

Interns To The Rescue! A Principal Working With PDS Interns To Improve Reading Fluency Of At-Risk Students

Doris Grove, Pennsylvania State University
Brian Peters, Easterly Parkway Elementary School
William Benson, Radio Park Elementary School

PDS interns from Penn State University in partnership with Easterly Parkway Elementary School in State College, Pennsylvania, worked with the school's principal to identify, assess, intervene, and monitor students who demonstrated a need for improvement in fluency. The students identified for this intervention were students who did not qualify for any other levels of support (Title One, Special Education, etc.). Interventions took place from late October through early March. This session will describe the processes and the measures used to track student progress. The session will relate the impact this project had on student achievement and the school community. Since this project has a dual impact, the presentation will provide evidence from the teacher interns as to how it has impacted them in their journey into the teaching profession.

Leonardo Art, Math, And Science Explorations: How The Visual Arts Can Contribute To Advancing Math In Professional Development Schools: A Workshop Presentation

Michael Henry, Paradise Professional Development School
Pam Campbell, University of Nevada Las Vegas

The Paradise Professional Development School is located on the University of Nevada Las Vegas campus. Some of the challenges at Paradise include a significantly high student transience rate (45%), free and reduced lunch (83%), and an English Language Learner population (45%).

Art specialists have the unique opportunity to reach all students within the school community. By utilizing best practices and cross-curricular explorations, art specialists can contribute to improved student success on high stakes tests and district standardized tests. Art lessons can aid non-English speakers with non-linguistic representations that reinforce math and science standards. Math concepts and vocabulary standards can be utilized within the framework of art standards to improve the depth of knowledge of both the art concepts and project production. This can be accomplished while increasing retention and concept assimilation in both curricular areas and supporting higher level thinking and problem solving skills.

This presentation will offer:

- art lesson plans utilizing instructional strategies and cross-curricular experiences with an emphasis on math and science test preparation,
- art tips and strategies that integrate math and writing standards,
- data related to 3rd grade math achievement, and

- a “make and take” art/math lesson.

Instructors without the benefit of an art specialist can easily utilize these lesson plans and strategies in their classrooms.

Note: This session is designed as a sequel to another session titled “Action Research - Identifying and Increasing the Student Depth of Knowledge through the Integration of 3rd Grade Standards and Art Standards.”

On The Bubble: A PDS Partnership Demonstrates Impact On Student Learning

Marcy Keifer Kennedy, Ohio University

Michelle Chapman and Ann Cunningham, Chauncey Elementary School

Chauncey Elementary is a small rural school with fewer than 200 students. With 80% of the student body classified as economically disadvantaged and 27% of the students having special needs, the school faces many unique challenges. Teachers and students struggle to meet the standards set by No Child Left Behind. With only 50-60% of students passing the proficiency rate as indicated on the state report card, the dedicated staff and administration are always looking for additional ways to meet students’ needs.

In partnership with Ohio University, an innovative tutoring program was created to help students who fell just below the proficiency line set by state standards. The children were matched with early childhood PDS partnership teacher candidates placed at Chauncey Elementary during the 2008-2009 academic year. During the winter quarter, children were identified as being at-risk based on their Spring and Fall achievement assessment data. Students selected to work with PDS partnership teacher candidates were all within fifteen points of the proficiency mark for their grade level, deeming them “on the bubble” for making the achievement mark.

PDS partnership teacher candidates received tutor training from the School Literacy Coordinator before being matched with their tutees. PDS teacher candidates were then encouraged to build relationships with their children as they worked on test-taking strategies in order to help build student confidence and increase test scores. Evidence of noteworthy increases in student scores and test-taking confidence will be used to show key features of the PDS that made this program a success.

Patterns Of Progress: Hands-On Strategies For Interns And Mentors To Stimulate Student Achievement Through The Arts

*Keith Conners, Kaitlin Meimbresse, Brooke Benvenuto, and Stacie Siers,
Salisbury University*

The arts immersion movement in the Worcester County Public Schools has been enhanced by collaboration with Salisbury University faculty members and PDS interns. University faculty have developed and taught a graduate course in arts integration, conducted workshops, consulted with faculty and school leaders, and sponsored an annual arts in motion conference. Action research projects conducted by interns and

mentors have been piloted to help document the impact of arts immersion on student academic achievement in the core curriculum. A Fall 2009 intern legacy project provided school faculty with a bank of easily accessible creative arts instructional objectives linked to core curriculum instruction.

Two schools in the SU/Worcester County Elementary PDS cluster have officially been named arts immersion schools. One of these, Berlin Intermediate School, was honored by the Kennedy Center in the Spring of 2009 for its arts integration efforts.

In this audience-participation session, the presenters will model mini-versions of math, science, language arts, and social studies lessons central to the core school curriculum that have been enhanced and strengthened by arts integration. The presenters will demonstrate and discuss the effects of co-teaching with arts integration strategies, including the documentation of student achievement benefits. (An intern poster session on Saturday will describe in detail action research data assessing the impact of arts integration on student achievement.)

PDS Impact On P-12 Students: Supporting Professional Development School Partnerships In Efforts To Collect Data On Student Achievement

Maggie Madden and Cheri Wittmann, Maryland State Department of Education

Karen Schafer, Towson University

Stacie Siers, Salisbury University

The Maryland Professional Development School Standards include a focus on student achievement that spans across the five standards: Learning Community, Collaboration, Accountability, Organization, Roles and Resources, and Diversity and Equity. Since the standards guide the work of PDS partnerships, each PDS partnership across all institutions of higher education is expected to focus on efforts related to increasing student achievement and collecting data. The state asks each institution to report annually through the Teacher Preparation Improvement Plan (TPIP) the measurable data that has been collected (individual student, class, school, or system). This presentation will provide an overview of the TPIP and the efforts of two universities and their P-12 school partners to document impact on student achievement. Presenters will share action planning documents, implementation strategies, and results.

Pre-Service Literacy Methods Students Making An Impact On Struggling First Grade Readers

Susan Syverud and Katrina Hall, University of North Florida

The purpose of this presentation is to share the results of a study that investigated the impact of a safety net provision provided by pre-service literacy methods students on the beginning reading skills of struggling first graders. A quasi-experimental design was used comparing

the phonemic awareness and phonic skills of first graders from two Professional Development Schools. One group of children received tutoring from pre-service literacy methods students under the guidance and supervision of two collaborating professors-in-residence, one from the Department of Exceptional Student and Deaf Education and one from the Department of Childhood Education. The other group of children attended a Professional Development School where a similar safety net provision was not present. The researchers will share their findings, along with details of the safety net provision. Plans for future research in this area will also be discussed.

Primary PDS: More Than An Extra Pair Of Hands

*Danielle Dos Santos, Donegan Elementary School
Sue Harlan, East Stroudsburg University*

Too often field experience students have been viewed as an extra pair of hands - helpers - particularly in the primary grades when a lower teacher/student ratio is desirable. This is a particular concern as Pennsylvania changes its teacher certification from K to 6th grade to Birth to 4th grade. Our existing program has challenged this notion of an extra pair of hands by having the teacher candidates involved in meaningful teaching. This, in effect, has provided an extra mind - an extra teacher - in addition to the extra hands. The teacher candidates are involved with co-teaching with the classroom teacher, leading their own groups and centers for literacy and math. They have also provided instruction in social studies, science, and art, bringing with them the best practices learned at the university and broadening the academic scope at the early primary levels. These teacher candidates have allowed more personalized instruction for the primary students, including enrichment and remedial assistance. As we move to a new program for early childhood, we are looking at how the PDS approach can be configured with pre-primary students to encourage the benefits of multiple adult minds involved in teaching and learning. Teachers will give examples of the strategies that have led to student successes and will discuss the opportunities and challenges of PDS in the pre-primary and primary levels.

Professional Learning Reaching Into The Classroom - Shifting The Paradigm Through Research And Technology

*Steve Biancaniello, Duquesne University
Sean Biancaniello, Linton Middle School*

This skill-based workshop provides opportunities to interact with research and practical tools to produce data-informed school-based leaders. Participants will experience an innovative approach that unites university research-based professional learning strategies with intuitive software technology that integrates data analysis, curriculum design, and lesson plan development. The result is a new paradigm in professional learning that reaches into the classroom to impact teaching and learning.

Participants will leave the session with strategies for empowering school-based leaders and tools to guide thinking and practice that include:

- strategies for using multiple sets of student achievement data to identify what students know and can do;
- techniques for turning student data into storylines of teaching and learning, helping teachers and students write new chapters to those storylines;
- a protocol to engage students in data-informed decisions to increase their investment in learning;
- techniques to engage school-based leaders in the transformation of student achievement data into instructional interventions that address needs of diverse classrooms;
- models of professional learning activities; and
- innovative technology-based data tools to assess needs, design and evaluate interventions, and do strategic and tactical planning.

Participants will interact with instructional strategies and techniques, innovative technology tools in data analysis, curriculum design, and lesson planning. In the process they will examine decision-making protocols that guide thinking and planning. These structures have demonstrated success in raising student achievement in several school districts. During the 2008-2009 school year, this approach has increased achievement scores in both reading and mathematics in ten school districts in Pennsylvania.

Quantifying The Results: Measuring The Academic Success Of P-12 Students In PDS Programs

Andrew Whitehead, East Stroudsburg University

In this day and age of accountability, the measurement of success of any educational program is typically linked to the data-driven results provided by such programs. In Professional Development School programs, such data is severely lacking. The purpose of this presentation will be to examine ways in which quantitative analysis can be completed to measure the success of PDS programs, and, in particular, the success of P-12 students. In addition, research designs will be examined and explored in the context of PDS success from the following aspects: mentor success, intern success, and P-12 student success. Findings of a small elementary school study will be shared and issues of validity and reliability will be discussed. In addition, this presentation will show how qualitative findings can be used to augment quantitative results to help insure future stakeholder buy-in to PDS programs. Specific approaches for presenting such data, including anecdotal and qualitative findings, will also be discussed.

R.E.A.C.H., Respecting Ethnic Awareness And Cultural Heritage

Jeff Edwards and Melissa S. Kennedy, Dean Petersen PDS

Located in the heart of Las Vegas, Nevada, Dean Petersen Professional Development School is an at-risk school with an English Language Learner population of over 60%. Las Vegas is a city filled with diverse cultures. Collaboration with UNLV, traveling professionals, and other Professional Development Schools will provide us with the resources to promote ethnic awareness in the classroom.

In this interactive presentation, you will understand the significance of R.E.A.C.H., Respecting Ethnic Awareness and Cultural Heritage. It is a school enrichment program that exposes students to world cultures. Integration of the arts with the reading and writing Nevada State Standards encourages imagination and creativity. Culminating in four family evenings a year, participants will have the opportunity to strengthen relationships and build a sense of community. Students will be empowered to examine, understand, and appreciate their own heritage as they define their civic role and place within society.

Raising Self-Esteem And Reading Scores Through The Use Of Kindle Readers In The Sharon City School PDS Partnership.

Sherry DuPont, Rose Bratchie, and Jennifer Morgan, Slippery Rock University

Patti Messett, West Hill Elementary School

The objective of this research study was to increase the self-esteem of struggling readers by ultimately increasing their reading proficiency and interest in reading through new literacy technology. Children who are challenged by reading will soon develop a lack of confidence to succeed. They will begin to avoid potentially humiliating situations and will refuse to take risks for fear of failure. It would appear that once children have entered the swamp of negativity it becomes increasingly difficult for them to get back on the road of proficient reading. This study examined how to bring these struggling readers from the murky swamps of low self-esteem and underachievement to proficient reading in green pastures. The study targeted sixty struggling readers who scored below proficiency on their reading achievement tests in grades three through six. Their struggle in reading has unfortunately added to a low self-esteem. Therefore, the study involved these readers in the new technologies of literacy that gave them greater opportunities to raise both their reading achievement and their self-esteem. The results showed a significant difference in their reading achievement as well as their self-esteem.

Reflecting On The Evidence: Student Learning Gains In A Culture of Inquiry

David Hoppey, West Virginia University
Lacy Redd, Newberry Elementary School

The viability of the Professional Development School movement hinges upon the ability of partnerships to document their effectiveness for K-12 students. Over the past four years Newberry Elementary School, the University of Florida, and the School Board of Alachua County have worked together to create a culture of mentorship through inclusive education reform. Prior research indicated how the partnership enhanced professional development and prospective teacher mentoring within the site through an inquiry stance toward school improvement. Prior evidence has also revealed an increase in small group instruction and student engagement in inclusive primary grade classrooms. Now, quantitative student-learning data from state-level assessments reveal significant learning gains for students with disabilities within the site. Participants indicate that learning gains are a product of a mentoring culture enabled through co-teaching, inclusive classrooms, early intervention, training for both instructional and non-instructional personnel, and school leadership. The overarching goal of this session is to illustrate the impact on K-5 student learning within one collaborative PDS partnership and to discuss how participants used student learning gain scores to reflect on the effectiveness of partnership structures. Another goal of the session is to bring PDS participants together to discuss how quantitative evidence can be used to document student learning growth across PDS sites. This session is suitable for in-service teacher mentors, university supervisors, university faculty, school administrators, and district level personnel.

Response To Intervention: Evidence Of PDS Impact On P-12 Student Learning

Marcy Keifer Kennedy, Ohio University
Cindy Nau, West Elementary School

With the increased focus of the No Child Left Behind Act, the administration and teachers at West Elementary School have continually looked for ways to meet the educational needs of all children. In anticipation of a newly-forming Professional Development School partnership during the 2008-2009 academic year, administrators and teachers developed a plan for early intervention that would engage teacher candidates in helping to address the early literacy needs of the students. All kindergarten children were assessed early in the school year with a planned course of intervention to follow. This early response was designed to help children gain the foundational knowledge and skills that could ensure their success as learners/students throughout their educational experience.

In the beginning of the school year, the PDS partnership teacher candidates were trained to use an early literacy assessment. Then, under the direction of the PDS teacher liaison, candidates provided one-to-one and small group intervention as part of a Tier II Response to Intervention program. By providing hands-on, multi-sensory (tactile) and engaging activities, the PDS partnership candidates worked with those children identified for early literacy difficulties throughout the school year.

The program was first implemented during the 2008-2009 academic year. Benefits of the program for participating primary students, including more awareness of literacy components and increased word recognition for first graders, were noted beginning in Fall 2009. This presentation will provide data to show the direct impact of the teacher candidates on student learning over the course of one and a half years.

School-University Partnership That Enhances Student Learning

MeShelda A. Jackson, James Pelech, and Ovid Wong, Benedictine University

This presentation describes a unique initial partnership between an elementary Catholic school and a Catholic university that later developed into the creation of public school partners. The purpose of these partnerships is to provide a research-based framework that will accomplish the following objectives: (a) improve student achievement at the elementary school, (b) enhance the efficacy of the faculty at the elementary school and the university, (c) provide pre-service teachers an opportunity to put theory into action, and (d) use research as a tool for on-going assessment within the professional learning community. This presentation will include the data from the first and second phase of the Catholic school partnership and the impact of those data on student achievement. The focus of this presentation will show how best practice was defined, implemented, and shared with the school and university. The university has since developed more partnerships tailored to meet the unique needs of different schools for clinical placements of candidates in the education program. This presentation will demonstrate improved and enhanced educational opportunities, including teaching through a collaborative approach which includes but is not limited to co-planning, modeling, co-teaching, and teacher in-service. As a learning community we have helped the university students, faculty, and the school faculty, students, and parents of the students in the school to be successful.

Small School Gathering: Personalization In A Democracy

*Donnan Stoicovy and Marion Wheland, Park Forest Elementary School
Lori McGarry and Megan Fricker, Pennsylvania State University*

With three years of successful student planned and led weekly All School Gatherings, our school has turned its sights to Small School Gatherings. Adult leaders in the school have small groups (12-13) of multiage (K-5) students to enhance their voice in the school. Students have used the forum as a site for sharing and supporting one another, for problem solving challenges, as a structure to civically engage students in issues that face our school, and to generate other service learning opportunities. Student voice in our school and in the local community has led to more successful engagement of students in their community and in shaping their school as a democracy. Join us as we describe and explore our journey into honoring student voice in a small school setting.

Star Gazers And Treasure Hunters: Blogging For Our Future

Denise Lindstrom, Fairmont State University

Mary Jo Swiger, Fairview Middle School

Advances in information and communication technologies (ICTs) are complicating the literacy practices of contemporary society. It is now widely recognized that reading and writing print-based texts will only partially prepare children to participate productively and ethically in life outside of school. Yet schools, including institutions of higher education, have been slow to integrate social networking technologies in ways that mirror how people live, work, and learn in the digital age. PDS partnerships are uniquely positioned to support K-12 educators' innovative uses of social networking technologies. In this project, a fifth grade teacher and a university instructor created blogging activities that supported learning outcomes for both fifth grade students and pre-service teachers. This presentation will provide evidence for fifth grade students' development of social skills and cultural competencies deemed necessary for collaboration and networking in the 21st century. We will especially focus on the alignment of traditional literacy skills with the digital literacies these students used as they became media makers and participants in an online community. Will also highlight what pre-service teachers learned about "good teaching" from fifth grade students as they engaged in digital communication and changes in their perceptions of social networking technologies as legitimate sites for teaching and learning.

Student Assistance Partnerships That Engage The Community: Data-Based Reflection On Current Programming To Increase Student Achievement

Jean F. Eagle, Talawanda Schools

Many students in the P-12 setting today struggle with curricular content due to overwhelming behavioral, social, and emotional issues. In order to address these needs, districts seek creative ways to engage resources from the wider community. The Talawanda/Miami Partnership has connected with the Coalition for a Healthy Community in Oxford, Ohio, in order to develop a comprehensive student assistance program. While many student assistance programs concentrate on a narrow scope of need, for example substance abuse, the Talawanda Student Assistance Program (SAP) accepts referrals in the areas of academics, attendance, behavior, and health, recognizing that these are inextricably intertwined. Each building within the district maintains a student assistance team, made up of teachers, intervention specialists, university mental health graduate students, school psychology interns, adjunct community personnel, and an Intervention Coordinator who serves as the group leader. These SAP teams meet on a regular basis to review referrals and determine appropriate next steps.

This presentation addresses our roles in this comprehensive student assistance program. We will chronicle the successes and challenges that we face as we promote the premise that inclusive student wellness predicates success in the classroom and the community at large.

Successes From The PDS National Conference

Judy Hartzler, Pleasant Valley Elementary School

Danielle Dos Santos and Natalie Kvacky-Baran, Donegan Elementary School

Katherine DiSimoni, East Stroudsburg University

Uno Davoren and Kevin Bivins, Pittsburgh-Fulton Elementary School

East Stroudsburg University has been very active in the PDS National Conference for many years. While taking a “divide and conquer” approach to viewing conference sessions, we have been able to bring home a number of ideas to adapt to our own teaching circumstances. To us, this is as valuable as the sharing of our own ideas. This is the essence of professional development for both our participating teachers and faculty members in attending the conference. While not every idea is transferrable, there have been a number which have been notably successful for our teachers and their P-12 students. Two which have been most strikingly successful have been the co-teaching models presented and the use of notebooking among students, teacher candidates, and teachers. Due to the increased participation of adults directly involved in the teaching in a classroom, we are finding that the teachers and teacher candidates are able to respond to the needs of more students, helping to improve their learning. Notebooking has created an outlet for students to share their thinking, which has increased the volume of unsolicited, independent writing and reading and an increased awareness by the teachers/teacher candidates of students’ questions, issues, and needs. This awareness has allowed them to tailor lessons to meet these students’ learning more effectively. The session will be framed around the teachers sharing what they have learned at prior conferences and how they have adapted it for their individual classrooms.

Successful Service Learning: A Civically Engaged School

Donnan Stoicovy and Marion Wheland, Park Forest Elementary School

Lori McGarry and Megan Fricker, Pennsylvania State University

Our school’s mission statement is, “Park Forest Elementary (PFE): A community of learners that connects the classroom with the outside world.” With that said, the Education Commission of the States and the National Center for Learning and Citizenship selected PFE as one of ten schools in the country to receive a School of Success designation in 2009. Service learning has become a requirement in many schools and universities for graduation. Successful implementation empowers everyone to make a difference in one’s community - school, neighborhood, local community, university, or world community. PFE had its initial beginning through a Kids Involved in Doing Service (KIDS) program that has evolved into regular and systematic service learning throughout our school.

This year, one of our PDS interns has embraced service learning and has taken it a step beyond her classroom and our school. Students, faculty, and staff have rallied to support her unique service learning opportunity and have embedded service learning in our school’s culture as well as in the PDS intern’s espoused platform.

Teacher-Intern-Professor Model: A “Show Me The Data” Collaborative

William L. Curlette, Gwendolyn Benson, and Susan L. Ogletree, Georgia State University

August Ogletree, Atlanta Public Schools

Showing academic achievement for the PDS model can be elusive. This presentation will discuss the data collection methods used on the PDS2 grant in an effort to obtain statistical difference through rigorous quantitative methods. While a small statistical difference was obtained in a large data set through the analysis of the Georgia Criterion Referenced Tests, the Teacher-Intern-Professor (TIP) model has proven to have the most potential for showing statistical difference at the classroom level. Details on how to collect and analyze large data sets will be given; however, the primary focus will be on the development of the TIP model with detailed procedures for replication at the classroom/university level and implications for instruction as a result of this collaboration

The Greening Of Our School: Turning Learning Inside Out

Donnan Stoicovy and Marion Wheland, Park Forest Elementary School

Rebecca Burns, Lori McGarry, and Megan Fricker, Pennsylvania State University

Professional development has been an essential element for implementing green changes within our school. As a result of a multi-year professional development experience, teachers and interns have increased their outdoor learning experiences and used the environment as an integrating context for increased student learning.

With those resulting experiences, four themes permeate our school: Environment, Democracy, Community, and Inquiry. They converge to help “green” our school. Student success is measured by their engagement and involvement in various “green” activities, which in turn help develop an environmental ethic in our students. Various strategies will be shared to engage students in environmentally meaningful activities. Students have become active within our community, making a difference with such things as energy, food, and composting. Student work samples and reflections will be shared, as well as examples of Zines, which are a means of teaching persuasive, narrative, and informational writing while developing a Field Guide for our Schoolyard.

Connections between the four themes and professional development will be shared as teachers and interns have truly turned learning inside out!

**The Impact Of Poetry On The Literacy
Development Of 4th Grade ELLS**

Pamela Walker, California State Polytechnic University Pomona

Literacy problems begin in elementary school but spark a spiral into academic and social failure in middle school that contributes to a high school drop-out rate that approaches 50 percent in many communities (Heckman & LaFontaine, 2008). Fourth grade is the watershed of literacy and certain groups, including Latinos and English language learners, are particularly vulnerable (Snow & Biancarosa, 2003).

This presentation with a K-5 target audience reports on a year-long quasi-experimental study of the Grandview Poetry Project, which concerned itself with the potential contribution of poetry toward enhancing the reading and writing of 4th grade struggling EL readers at a Title I school with 100 percent of students receiving compensatory education. The objective was to improve the low-level skills of writing fluency and decoding such that limited working memory resources would be free to consider the higher-order skills of metaphor writing and reading comprehension.

I developed the poetry curriculum, served as instructor in the twice-weekly program, and analyzed the data. I will present comparative evidence of enhanced student performance through this PDS collaboration, which demonstrated that all children can learn challenging material, which develops meta-linguistic awareness. The program provided learning that was unbiased, fair, and just for everyone in the school community, including the lowest performers.

**The Impact Of The D.R.E.A.M.S. Initiative
And TEAM Program In PDS Schools:
Empowering Students' Growth And
Achievement In Urban Middle And High
Schools**

Susan Crim McClendon, and Ade Oguntoye, Georgia State University

The D.R.E.A.M.S. (Developing Relationships to Empower African-American Mentee's Success) Initiative and TEAM (Technology Environment And Math) program provide direct support to students within PDSs, schools promoting student success. D.R.E.A.M.S. was created to address at-risk African-American high school students' psychosocial development and awareness of educational and occupational opportunities and to increase their capacity to be academically successful. TEAM was designed to promote urban middle and high school students' interest in math and science. Both programs operate through GSU's Alonzo A. Crim Center for Urban Educational Excellence within local PDS schools, and we have been able to achieve tremendous results. An example is during the 2006-2007 school year in one school, only 71 % of the students passed the End Of Course Tests (EOTC) in mathematics. In the 2008-2009 school year 96% of students passed the EOTC in math. Programs have an ecological basis that recognizes students are further developed by creating settings with

lots of academic and social support (Bronfenbrenner, 1979). The D.R.E.A.M.S. initiative employs a university-based summer institute for high school students, while TEAM uses AmeriCorps members to support teachers in math skill acquisition. This presentation examines the strategies employed to promote student development through two programs designed to support academic performance and psychosocial development. Participants will gain insight in 1) the important role of community initiatives in educating urban students, 2) using innovative educational supports to increase material relevancy, 3) considerations for middle and high schools in design and implementation, and 4) gains in academic capacity of participating students.

The Impact Our PDS Interns Had On The Juvenile Justice Alternative Education Program (JJAEP) In Lubbock, Texas

C. Matt Seimears, Emily Graves, Sarah Splichal, Kim Kerner, and Katelyn Kennedy, Emporia State University

This presentation describes a two-year grant-funded qualitative comparison study that was conducted by four PDS interns from the state of Kansas about the positive (physical, intellectual, and emotional) impact they had while working with the Juvenile Justice Alternative Education Program (JJAEP) in Lubbock, Texas. The Juvenile Justice Alternative Education Program (JJAEP) assists students who have been expelled from public schools, committed felonies or numerous misdemeanors, or were ordered by court to attend the program. This two-year qualitative comparison study conducted by Emporia State University PDS interns was developed to help them 1) experience a new type of educational setting as a PDS intern (pulling them away from their normal day-to-day PDS experiences) and 2) develop a modified Teacher Work Sample (TWS).

The experiences the PDS interns had will be explained throughout the presentation. Samples of their constructed factor one “Contextual Information and Learning Environment Adaptations” and factor two “Unit Learning Goals and Objectives” will be shared. We will also discuss a comparison between their own PDS sites in Kansas versus the JJAEP school setting, rural versus urban. Both faculty members who were part of the developmental process will share funding tips and ideas.

The Power Of The PAW & PDS: School-Wide Implementation Of RtI, PBIS, UDL, & DI - This Alphabet Spells SUCCESS!

Gina R. Scala, East Stroudsburg University

NCLB and IDEA have mandated accountability and emphasis on assessment. All students need to show progress within the general education curriculum. Schools are assessed on the achievement of AYP. Lincoln Elementary has achieved AYP for another year. As the school realized its success, the entire school replicated the procedures which were

so effective for all students. The evidenced-based practices of RtI, PBIS, full inclusion, UDL, & DI were implemented successfully across all grade levels. PDS students returning as student teachers continue to support best practices for ALL. The presentation will identify the steps that were developed, the outcomes, future directions, and current data supporting the success for the students. The initiatives have resulted in cohesive professional development for the faculty. The implementation of the school-wide Positive Behavior Support model has created an environment where academic engagement is strengthened and behavioral issues reduced. The school community has become involved in the school-wide program. Data on the academic and behavioral initiatives will be presented.

Tracking Student Achievement: A Year-long Strategy

Judith A. Duffield, Lehigh University

Audrey Davis and Rebecca Flores, Farmersville Elementary School

Ensuring that students learn and grow is the responsibility of every elementary school and its university partner. Monitoring student progress at the school and individual level can be a complex process. At Farmersville Elementary, we have designed a process for tracking students by grade level, sub-group, and subject. This presentation is targeted toward an elementary level audience, although those involved with older students in smaller settings may also benefit. It is designed to share the process, show how it can be used to identify sub-groups, and demonstrate how it can be used to identify school improvement goals.

Students in our school are tested four times a year for math and reading. The first three tests are local standardized tests and the final one is the state-approved and mandated assessment test. Each student's name is color coded for their beginning level and any sub-groups to which they belong. This initial coding is kept and the students are re-arranged on a board after the next tests to show progress. This system makes it easy to see who is improving and who is not.

In our presentation, we will demonstrate our coding and tracking system, talk about our findings from the first year of implementation, and share how we are using the data to plan professional development and curriculum renewal.

When School, University, And Business Collide: A Collaborative That Makes A Difference

Belinda Karge, California State University Fullerton

Helene Cunningham, Mariposa Elementary School

Mariposa Elementary School, California State University Fullerton (CSUF), and businesses have teamed together to provide resource support to enhance student learning. Together we have obtained state-of-the-art music and math labs. Our 13-year partnership enabled us to receive a \$45,000 grant to fund the Mind Institute's Math Lab. Partnering with Roland Corporation for three years empowers all students to learn, read, and play music, taking weekly piano lessons within the school day in our \$100,000 Music Lab. This visual and performing arts opportunity provides

connections to our students' grade level curriculum and enhances both their reading and math comprehension. Our staff received professional development from International Safetyware (IS), an education consulting company, allowing the use of technology to focus on essential standards.

Through partnership, Mariposa, CSUF, Roland Corporation, the Mind Institute, and IS empower educators to exist as a model of collaboration and expertise, transforming the way we teach and learn. Tangible results include student progress towards proficiency of academic standards, as state test scores have improved significantly. CSTs of 2006-07 revealed that our special education students grew 35 points. Our API has increased annually. Examining CST results for all students reveals success in that they are 32 points above the state average in English/language arts, 32 points above in math, and 26 points above in science. This collaborative brings an invigorated sense of community, as all students becomes accountable for their own learning, and all staff members use data, technology, and assessments to drive what they teach.

Working Together To Help Prevent Kindergarten Student Summer Reading Loss

Suzanne E. Horn, Amy Thornburg, and Cynthia Compton, Queens University of Charlotte

Irma Boyd and Paul Bonner, Myers Park Traditional Elementary School

In this study, kindergarten teachers and university faculty worked together to create a summer activity book and a parent night for kindergarten students and their parents. The teachers met over a semester with the university faculty. Together they researched and selected activities that would help kindergarten students maintain an active stance on reading and continue to read through the summer. The information was put together in a parent/student friendly book and presented to parents and students on a parent reading night. The parents and students worked with the kindergarten teachers as they reviewed the book and modeled many of the activities. This information was then brought back to the university language arts classroom and presented to the students as a resource they could use to help their students prevent summer reading loss. The language arts classes will be invited to this year's upcoming event. In this presentation the process, the book, and the lessons we learned from last year's parent reading night, and the changes we will make for this year's parent reading night, will be discussed with the participants. We will also complete a sharing activity about creating a reading night so that we can learn from each other about how to hold and/or improve our own reading nights.

Working Together: The Fab Four Fashion The Fabulous Five

Judy Sherman and Paula Gordon, Hood College

An exciting aspect of being part of the Professional Development School community is the opportunity to participate in programs and activities that promote "...innovative and reflective practices by all participants" (Essential 4 from the NAPDS's "What It Means to Be a Professional Development School," 2008). In our presentation, we will share the Fabulous Five: five innovative programs/activities that have had a positive impact on student achievement. The focus and design of each is tailored to the individual PDS' needs and were developed through team planning by the Fab Four: the college, PDS community, mentors, and interns. NAPDS Essential 2 emphasizes the need for teacher candidates to be actively engaged in the PDS community. By implementing these programs, our interns directly impact students and are valued and integral participants in their PDS communities.

The following programs/activities will be presented:

- a fluency program to enhance fluency performance,
- a math intervention activity to remediate targeted math skills,
- a vocabulary activity used with kindergarteners,
- a sight vocabulary program that links vocabulary with the American Sign Language sign, and
- a PDS inquiry project where interns design and implement an action research-type intervention and measure the intervention's effects on literacy practices.

We will share authentic artifacts as we describe and discuss each program/activity. Session attendees will interact and participate in a brainstorming activity to explore possibilities with their own PDS partnership.

STRAND #4: PDS FRAMEWORKS AS STRUCTURES FOR SUCCESS

A Framework For Strengthening Mathematical Understanding Through A PDS Partnership

Rebecca Robichaux and Teresa Jayroe, Mississippi State University

To strengthen an existing relationship with a PDS site, a framework targeting the mathematical knowledge for teaching of the PDS site teachers was designed and is being implemented by Mississippi State University faculty. Part I of the framework involved assessing the teachers' mathematical knowledge for teaching and providing focused professional development at the PDS site.

Part II of the framework concerned the field placements and related assignments of pre-service teachers enrolled in MSU's mathematics methods course for elementary majors. These pre-service teachers completed field-based requirements with PDS teachers whose mathematical content knowledge had been assessed during Part I. Pre-service teachers' assignments required the use of mathematics manipulatives that had been previously provided to the PDS teachers during Part I. Content of lessons implemented by the pre-service teachers was based on PDS teachers' needs as identified during Part I.

Part III focused on providing additional mathematics professional development to these PDS teachers and pre-service teachers through an externally funded after-school program, Changing Academic Performance and Promoting Success (CAPPS). Through CAPPS, pre-service and PDS teachers are hired as after-school tutors and teachers. As part of CAPPS, MSU faculty provides professional development to CAPPS tutors and teachers through weekly content specific demonstration lessons and planning sessions.

Part IV of the framework will be realized as CAPPS teachers and tutors return to PDS site classrooms and implement their newly acquired instructional strategies with a deeper knowledge of mathematical content. Through this and CAPPS, student achievement in mathematics is expected to be positively impacted.

A Fruitful Partnership With A Shared Vision In Special Education

Sandra Thomas, Joliet Public Schools

Victoria Bojeski, Alyse Winter, and Srimani Chakravarthi, University of St. Francis

The University of St. Francis in Joliet, Illinois, is a small private Catholic university offering undergraduate and graduate programs in elementary, secondary, and special education. Beginning in 2008, the university extended its existing partnership with the local school district, Joliet 86, to actively partner with the special education department from the school district. This presentation discusses the components of this partnership, with examples on how they worked, including perspectives of the university faculty, the special education director from the school

district, and two candidates who are currently doing their field experience in the Professional Development School. A before and after perspective on the special education program of the university is detailed and plans for sustaining this partnership are presented. Some important aspects of this partnership include facilitating inclusion, RTI training, improving content knowledge, and providing teacher candidates with high-need school experiences. The collaboration proved rewarding for the university, the school district, and also the teacher candidates.

A Multi-Lens Approach To PDS Formative Evaluation: Serving As Critical Friends For One Another To Strengthen Our Work

Bruce E. Field, University of South Carolina

Jane Neopolitan, Towson University

Pam Pitrolo, White Hall Elementary School

Melissa Kent, Bruceton School

Diane Yendol-Hoppey, Sarah Steel, and Jason Jude Smith, West Virginia University

Jenny Santilli, South Harrison High School

As our partnerships mature, there is a need for on-going attention to partnership sustainability. Often people think of sustainability as maintaining the status quo over time. However, sustainability is really about both developing and preserving what matters to the partnership. This tandem does not represent “either-or” thinking, but rather highlights the importance of “and-both” thinking. Using Michael Fullan’s (2005) definition, sustainability is the capacity of a partnership or system to engage in the complexities of continuous improvement consistent with deep values. At the heart of inquiry-oriented organizations, like the PDS, the value of continuous improvement is essential for sustainability.

This session will present a formative evaluation study of one of the largest and oldest Professional Development School partnerships in the nation. Drawing on survey data collected across partnership stakeholders, as well as program artifacts ranging from governance structure agendas and minutes, to documents, to partnership activities, three external evaluators were asked to review and analyze this data set. This session will highlight the individual evaluations as well as the collective themes identified across evaluators’ reports. The presentation will conclude with a description of how the partnership responded to these external reports, as well as the barriers and inhibitors the partnership has identified to addressing the identified needs.

Finally, we will engage the audience in discussions guided by the following questions:

- How do we encourage on-going attention to partnership development?
- What are the barriers and facilitators to conducting on-going evaluation?
- How is formative evaluation connected to sustainability?

A New Beginning: Rogers Garden Elementary School And USF Sarasota Manatee

Marie Byrd-Blake, University of South Florida Sarasota Manatee

Melinda Lundy, Manatee County School District

Wendy Acosta, G. D. Rogers Garden Elementary School

The University Of South Florida Sarasota Manatee College Of Education and Manatee County District Schools formed an agreement to develop a Professional Development School beginning with the 2009-2010 school year. This presentation will highlight the planning process engaged in by the school district and the university, including the strategic framework designed to 1) transform a high poverty school community through the increased academic achievement of culturally diverse students, 2) enhance the on-site learning of pre-service teachers, and 3) contribute to the continued growth and development of practicing teachers. This presentation will share information regarding the formation of G. D. Rogers Garden Elementary School, the mission statement, the articulation agreement, and crucial explanations of the informal and formal roles of those involved. Details will also be given on the collaboration between the school and university to engage in action research projects that offer insight on research-based best practices designed to enhance the learning and achievement of students of high poverty, high risk and culturally diverse backgrounds. The analysis of the results of the initial surveys and assessments of the school community, the teaching faculty, the pre-service teacher education students, and the leadership focus of school site administration will shed light on the structures embedded within the partnership that may lead to a successful collaboration.

A PDS Framework And Evidenced-Based Programs That Set The Stage For A Partnership's Success In An Elementary School

Joan Maier, Sam Houston State University

A contractual PDS partnership among Clear Creek Independent School District (CCISD), McWhirter Elementary, and the University of Houston Clear Lake (UHCL) was established in June 2002. Descriptions of the PDS framework, mission, vision, operational goals, and the evidenced-based programs that focused on improving achievement, equity, and social justice for all students will be shared. We will also include results from analyzing data collected through numerous descriptive quantitative and qualitative studies, assessments, tests, and reports that indicate student achievement has increased significantly. Finally, data results that support improved preparation of teacher candidates will be provided. The evidenced-based programs are:

- The Collaborative Leadership Team: Meets weekly and is based on transformational leadership theory to improve teacher leadership.
- Professional Development (PD) Cycle: A work-embedded and continuous professional development model based on data-driven decisions about the students' learning needs and teachers' needs to learn and reflect.

- Estrellas Two-Way Immersion Program: Designed for English language learners and for English-speaking students, Estrellas provides students with instruction in Spanish and English with the goal of developing bilingualism, biculturalism, and bi-literacy.
- Learning Community Programs: An award winning Family Learning Center, a community library, adult ESL classes, UHCL courses sometimes team taught by UHCL/PDS faculty, intern placements and hiring, and after school/summer programs taught by UHCL/PDS faculty and teacher candidates.

As our confidence in the partnership develops, we try out new ideas, learn from our successes and mistakes, and encourage each other to stay focused on our vision and framework for McWhirter PDS to become a success story for all.

A Pilot Program Using Collaboration And Data To Benefit All Stakeholders

Michael N. Cosenza, California Lutheran University

Cynthia Coler, Flory Academy of Sciences and Technology

We know the cultures of a university and elementary schools are quite different. In developing a PDS relationship, rapport and trust are paramount between the partners. In order to best do this, a pilot program was implemented that fostered a collaborative culture which ultimately led to the successful development of a new PDS partnership.

This university-school partnership in suburban southern California began as a pilot program without any formal commitments, partnership agreements, or memos of understanding. Instead, through a year-long pilot and a handshake, the parties embarked on a journey to create a quality PDS. During the year-long pilot, programs, procedures, and eventually a memo of understanding were all developed collaboratively using data from various sources to insure that the needs of all stakeholders were being met.

This presentation will share the procedures that this partnership implemented to develop a successful PDS and how data was used to inform decision making. The liaison of the PDS will share the strategies used during the pilot program which incorporated an inclusive and dynamic steering committee and active roles for veteran teachers. The university PDS coordinator will explain how methods courses taught at the PDS have become integrated into the culture of the school.

We hope that sharing our successes, as well as the manner in which we addressed our challenges, will provide guidance that enables others who are interested in developing new PDS relationships.

A Retrospective Interview Study Of Two Decades Of PDS Work At MHS: The Challenges Of Partnership Sustainability

Diane Yendol-Hoppey, West Virginia University

As our partnerships mature, there is a need for on-going attention to partnership sustainability. In this study, we interviewed key teacher leaders, principals, and university partners and completed a document analysis representing different periods of PDS activity throughout a twenty-year partnership. Given that it is impossible to talk about PDS partnerships without acknowledging that the school and university are interdependent and rooted together, this study recognizes how the PDS as an organization is bound together and this interdependency creates tensions that can influence the degree of partnership sustainability and health. The study indicates that a variety of key factors must be present in both organizations to create the healthy interdependence necessary to sustain a PDS. These factors include: leadership commitment, resources, shared passion, and the opportunity to learn together. In combination, these factors provided energy at the height of the partnership and organizational fatigue during the weaker partnership moments.

We will engage the audience in discussions guided by the following questions:

- How do we encourage on-going attention to partnership health?
- What are the barriers and facilitators to sustaining a partnership over time?
- How has our partnership begun to address these challenges?

A Student Teaching Partnership: Preparing Teacher Candidates And Cooperating Teachers To Collaborate And Co-Teach During Student Teaching

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

In the traditional model of student teaching, the candidate observes the classroom, moves on to teach small groups of students, and finally solo teaches, with the cooperating teacher often exiting the room. The co-teaching model of student teaching requires the cooperating teacher and teacher candidate to “work together in a classroom with groups of students sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.” Knowing and being able to practice good collaboration skills forms the foundation for this relationship.

Relationship building between the candidate and his or her students is often talked about in student teaching, but little is written about the challenges or necessity of creating a sound relationship between the candidate and the cooperating teacher (Crow, 2003). Participants of this session will come away with a deeper understanding of the skills and activities cooperating teachers and their candidates need to build trusting relationships.

This session will familiarize participants with the:

- Gregorc Style Delineator,
- generational differences and how they may affect a relationship,
- role playing activities of difficult issues, and
- self-assessment collaboration tool.

P-12 cooperating teachers and higher education faculty will take away many ideas for building relationships between the teacher candidate and cooperating teacher, whether they are involved in a co-teaching or a traditional model of student teaching. This workshop, offered at St. Cloud State, has given teachers a framework for communicating and collaborating with their teacher candidates and building a positive relationship from the start of the experience.

Adding Schools To A Small Partnership: Considerations And Processes

Judith A. Duffield and Lanette Waddell, Lehigh University

Karen Aulisio and Alicia Keen, Thomas Jefferson Elementary School

Dawn Bothwell, Broughal Middle School

Audrey Davis and Rebecca Flores, Farmersville Elementary School

The Integrated Professional Development School (IPDS) partnership between Lehigh University and Bethlehem Area Schools began with one school in 2006. In the fall of 2008, we looked at adding to our partnership. There were several issues to consider. First was capacity. The university has a small teacher preparation program, recommending fewer than fifty students a year for certification in general and special education combined. Other programs in the College of Education are also involved in the partnership, but faculty resources are limited. There are several other universities in the region who also certify teachers and count on placing them in local schools. At least one of these universities also has a PDS partnership with our school district.

The process of identifying new elementary and middle school partners was a joint effort of the college and the district. In the end, we were successful in adding two schools to the IPDS partnership. The faculties of the two elementary schools are collaborating to make the transition a smooth one. The middle school and the university faculty members involved in the school are working together to figure out what the partnership will mean for them.

The target audience for this presentation is P-12 administrators and higher education faculty. We will discuss the steps we took in our year-long search to find two schools willing to join the partnership and what we did in the first year to ensure that they became full participants in the IPDS.

An Award-Winning Year: The Impact Of The NAPDS Award On Our Continuing PDS Work And Essential Structures

Donna Keenan, University of North Florida

Kathleen Witsell and Terry Boatman, West Jacksonville Elementary School

The presenters will report on the impact that winning one of the inaugural NAPDS awards has had on the educational environment of the North Florida Urban Professional Development School Partnership during this past year. We will be addressing Strand #4: PDS Frameworks as Structures for Success.

With a considerable amount of media attention directed toward our partnership, the essential structures that were most visible and most showcased were the following clearly delineated structures:

- NAPDS Essential #1: Our equity-based mission which is two-fold:
 - a. improve the teaching and learning of PK-8 students
 - b. train pre-professional candidates to teach in urban schools
- NAPDS Essential #8: Formal and informal roles that cut across institutional settings.
 - a. resident clinical faculty members who are exemplary teachers released from classroom duties to supervise and nurture 10-12 interns/semester and work with novice teachers
 - b. professors-in-residence who are released from one course on campus and teach their college methods courses on-site and work with teachers on best practices.
- NAPDS Essential #4: The innovative and reflective practices that we have engaged in over the past two years have led to one school's earning an "A" grade from the Florida State Department of Education for the past two years; this same school earned an "F" in 2002.

While all of the NAPDS Essentials were in play and expanded last year, these three especially were strengthened in new and different ways. For example, we extended our action research plans and involved more teachers. We have appreciated this and other unexpected benefits of winning the award.

Beyond A Reasonable Doubt: Providing Evidence - Research, Impacts, And Accomplishments - Of A Successful Holistic PDS Partnership

Linda A. Catelli, Clyde Payne, Sylvia Maldonado, Jennifer Messier, and Nancy Pancella, Dowling College

Valerie Jackson, Joan Carlino, Gina Petraglia, and Traci Goldsborough, Belmont Elementary School

This concurrent session focuses on presenting credible evidence - impacts, research findings, and accomplishments - of a holistic PDS partnership's success and effectiveness over the years of its existence. Since 1998, the partnership between the Belmont Elementary PDS and Dowling College in New York has endeavored to initiate positive change in education and professional education using Project SCOPE's holistic partnership approach to educational change.

Targeting the three separate domains of (a) the school's curriculum and student learning, (b) the college's pre-service teacher education programs, and (c) programs in post graduate and in-service education, this partnership's goal is to integrate the above domains to effect fundamental change and improvement in a coordinated fashion. The identification of such performance measures as the partnership's activities, products, research, and other relevant impacts associated with each domain all provide evidence of the partnership's effectiveness. The PDS partnership is part of Dowling College's larger strategic plan - Dowling's FIRST - to educate cadres of new professionals in the 21st century for instituting educational improvement and reform for the region of Long Island. For purposes of this session, PDS teacher candidates, researchers, and administrators will collaborate to explain their theory of action and present the selected performance measures that serve as evidence of the partnership's longitudinal success.

Beyond Transition - Year 1: Obstacles, Challenges, And Successes In Our First PDS

Lynn Romeo, Joseph Corriero, Harvey Allen, and Kathleen Corriero, Monmouth University

*Bernard F. Bragen and Jill Takacs, Hazlet Township Public Schools
Loretta Zimmer, Middle Road School*

This session will focus on the framework we collaboratively developed in year one of our fledgling PDS at the Middle Road School, which had formerly been part of a university partnership between the school district and the university. University faculty and a supervisor, district administrators, and a teacher will provide the varying perspectives that emerged as we worked together to develop a shared decision making governance model. We focused on designing a mission that is linked to the district and university's missions and addressed how to meet State of New Jersey initiatives in the public school and national accreditation mandates at the university with limited resources due to budgetary constraints. We will also discuss our successes, as well as the type of actions that we designed to respond to the challenges and obstacles that arose during this evolution to a fully functioning PDS. Finally, we will share preliminary data

regarding how our PDS affected the achievement of the teacher candidates and the elementary students in the school.

Coordinating Council: A Framework For Success In Our PDSs

Donna Culan, Jennifer Mascott, and Patricia Otero, Howard County Public School System

Ann Eustis, Towson University

Cheri Wittmann and Maggie Madden, Maryland State Department of Education

The Professional Development Schools Program (PDSP) works with six local universities with seventeen partnerships and forty-six schools in our school system. Our Professional Development School structures are collaborative between and among all partnerships. One such structure is our PDS Coordinating Council, which includes PDS coordinators from institutions of higher education (IHE), IHE PDS administrators, State Department of Education representatives, and PDSP representatives. The PDSP facilitates the meetings of the Coordinating Council, which meets bi-monthly to collaboratively formulate direction, share best practice common to the groups, and discuss challenges and issues. The Coordinating Council also provides an opportunity for the PDSP to share information about current school system initiatives and needs that impact schools and, therefore, PDS partnerships. Guest speakers from the system who have expertise and knowledge of initiatives are invited to present to and work with the IHE PDS coordinators. These meetings also provide an opportunity for IHE stakeholders to share information and practice that is common to all regardless of IHE affiliation. Discussions and collaborative decisions regarding resources, roles, communication, and governance come about as a result of the Coordinating Council meetings. In this session you will learn more specifics about this unique collaborative structure.

Creating A Collaborative Literacy Initiative

Marlene Blocker and Rhonda Morien, Francis Parker School No. 23

Through the establishment of a Collaborative Literacy Initiative (CLI), a Professional Development School can effectively bridge the link between prospective teacher candidates, college expectations, and existing practitioners to foster high student achievement. The CLI provides an opportunity for teacher candidates and current practitioners to share innovative ideas while discussing and testing various theories and best practices. The content directly aligns with NCATE standards, Association for Childhood Education International (ACEI) standards, and International Reading Association (IRA) standards. Additionally, college coursework centers upon the elements of quality literacy instruction that should be present in every elementary classroom.

Through the CLI, reciprocal professional development takes place by creating a safe environment for both groups of constituents to dialogue, model, observe, and brainstorm. All of these elements intertwine, making literacy teaching and learning come to life. This PDS partnership will benefit both current students at the PDS site and future students of the participating pre-service teacher candidates.

This session will offer practical strategies for elementary level educators and higher education faculty for developing a comprehensive framework and implementation plan for institutionalizing their own CLI. This framework will include how to: establish a teaching and learning lab, develop a professional literacy learning community, develop a realistic timeline of execution, and view a systematic inventory tool to assess pre-service teacher candidates' literacy knowledge and understanding of best teaching practices. Participants will engage with administrative staff from a high performing urban elementary school that has exhibited comprehensive success in all areas including student achievement.

Developing A Secondary Professional Development School Program

William Ducett, Molly Munson-Dryer, and Fred Walk, Illinois State University

Developing and sustaining a secondary PDS program is both challenging and rewarding. This session will focus on identifying those challenges and how to effectively overcome obstacles to establish a successful secondary PDS program. Specific strategies will be presented to demonstrate how to build relationships between faculty mentors, student interns, and high school administrators. Peer observations and student exchanges will be discussed to show how to provide PDS students with rich experiences in diverse settings to broaden their educational perspectives.

The following questions will be addressed:

- What are the major challenges in creating and maintaining a secondary PDS program?
- How can high school administrators be utilized to prepare teacher candidates for the classroom?
- What measures can be implemented to enhance the relationship between interns and mentors?
- How can interns instill democratic character at their PDS sites and with their students?

Digital Stories: An Example Of The PDS Cycle

Aimee Morewood, West Virginia University

Linda Hennen and Susan Taylor, Mason-Dixon Elementary School

How do all members of a PDS deepen their knowledge of content and pedagogy? This question can be more fully answered when content and pedagogical knowledge are critically examined through the lens of "the PDS cycle." Embracing and implementing the PDS cycle allows for all members of a PDS community to deepen their knowledge of content and pedagogy. The digital stories, a first grade learning experience, serve as the example within which the PDS cycle is discussed. This example demonstrates how the school-university partnership is strengthened as the members participate in on-going, reflective practice, thus reflecting the strong shared commitment of continuous learning. The PDS cycle is presented through a series of phases. Each of these phases is defined, explained, and aligned with the NAPDS Nine Essentials and the NCATE Standards.

The presentation begins with the public school teachers introducing the concept of digital stories and how these are conducted in the first grade classroom; first grade student learning is also discussed. Next, the university faculty member discusses her participation in this literacy activity at the PDS and how she nested the first grade digital stories into her undergraduate and graduate courses. Finally, a discussion focusing on their future work involving the PDS cycle will occur. This discussion will include how this project can move the PDS members into more of a coaching role, therefore providing an opportunity for continuous school-university renewal. This session is recommended for teachers, university/college faculty, pre-service teachers, school administrators, and district level personnel.

Digital Storytelling: Catalyst for Collaboration and Change

Joya Carter Hicks, Kennesaw State University

This session highlights current issues and trends of integrating technology in beginning Professional Development School partnerships within high-need schools. Specifically, digital stories are explored as a resource for supporting the professional development of pre/in-service teachers and teacher educators engaging with urban schools concerned with ESOL, special education, and literacy. The participants of this conference session will look at the beginning process of creating online learning communities and communities of practice for educators using technology for professional development.

The framework of the presentation suggests the following step-by-step methods for integrating digital storytelling within Professional Development Schools:

- Creating mind-maps and surveys to brainstorm ideas and organizing topics/information
- Outlining and writing narratives and agendas
- Storyboarding a visual framework
- Synthesizing multi-literacies for visual presentation, i.e. computer-based images, text, recorded audio narration, video clips, music.
- Operating software to assemble and edit media text

Through digital storytelling we underscore what is a Professional Development School and uncover how to enter into a successful Professional Development School partnership focused on the interests of high-need schools. Technology becomes the socio-cultural and political catalysts for collaboration, critical reflection, professional development and sustainable reform.

Note: For immediate application, bring your laptop configured with Windows XP Movie Maker. Let us prepare to run digital storytelling in your Professional Development School!

ELL Professional Development School Partnership - Just When We Thought We Knew Our Mission, Our Demographics Changed

Karen Foster, Alabama A & M University

Allen Malone, McDonnell Elementary School

“Professional Development Schools thrive best when based on clearly delineated frameworks that set the stage for success” describes the premise for the PDS partnership between a historically Black college and university (HBCU), a low-income Title I elementary school (serving a high ELL population), and a Boys & Girls Club. The collaboration depicted in the presentation is committed to the success of student learning, serving the mission of quality teacher performance, increased pre-service teacher training, and increased student achievement.

Showcased in the presentation is the signed memorandum of understanding (articulation agreement). Highlighted is a discussion of the formal and informal roles across institutional settings (e.g., the school principal sits on the School of Education’s teacher education council and interview committee; the university instructor conducts professional development with book-talk blogging with the teachers; the director of field experiences monitors the pre-service training; and the director of the Boys & Girls Club, located at the school site, provides after-school tutoring for the students and acts as a translator for the parents). Emphasis is placed on how the roles of each partner evolved after the original formation of the PDS due to the increase in the percentage of ELL students attending the school.

In spite of the recession and proration in the state of Alabama, the PDS partnership has thrived. The presentation discusses the dynamics and strategies that have increased achievement with all students, especially ELL, within the confines of a Title I school confronted with proration. It also presents a model for PDS partnerships that remain strong without funding.

Enhancing School-University Collaboration Through Teacher Research Projects

Molly Mee and Mary Ann Crimi, Towson University

In response to a need for Honors College students to expand internships with a capstone project and recognizing the Professional Development School’s role in supporting the goals of partner schools’ School Improvement Plan, Towson University’s Secondary Education Department created Honors Research Design in Secondary Education. This course was designed on the premise that honors-level action research will add to existing research that articulates the significance of school-university collaboration. We constructed the course structure on a framework for action research that requires intern and mentor to work collaboratively on a research-based project.

Specifically, this project requires the teacher candidates to: 1) collaborate with their mentors to identify problems in the PDS setting, 2) formulate research questions, 3) set their studies within a PDS theoretical

framework, 4) collect and analyze data, and 5) reflect on the impact of the research on school-university partnerships.

As the Institute of Higher Education (IHE) liaisons who designed the course and who mentor the teacher candidates, we are documenting the process from inception to completion, reflecting on the impact of the projects on teacher-candidate learning, analyzing student achievement and attainment of PDS goals, and planning professional development for teachers.

In this presentation we will discuss the process of designing the course; outline the framework and highlight preliminary results from intern projects; specifically address the research questions, methodology, and impact on the school-university partnership; and share our reflections on the relationship of the course to desired outcomes in our school-university partnership.

Enhancing Student Teaching Through Co-Teaching

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

Institutions preparing teacher candidates are continually examining their guiding practices and working to enhance the partnerships they have with school districts. The culmination of most teacher preparation programs is the student teaching experience. Unfortunately, at most institutions this experience has remained relatively unchanged for years. St. Cloud State University has designed, implemented, and evaluated the use of a co-teaching in student teaching model. This innovative co-teaching in student teaching model has enhanced the partnership between the university and its school district partners, increased the number of field experience and student teaching placements, and created collaborative communication structures between university and school partners.

This session will describe the creation and implementation of a co-teaching model of student teaching. Participants will be provided with the background and overview of the partnership process involved in the design and implementation of the co-teaching model for student teaching. The impetus for this paradigm shift revolves around empowering all participants to become advocates for improved teaching and learning. The presentation will include a brief summary of each of the essential elements of the co-teaching model, including workshops and preparation for cooperating teachers, teacher candidates, and university supervisors; relationship building for co-teaching pairs; and co-planning and co-teaching strategies and resources. In addition, participants will be provided with information about implementing the program through their own PDS partnerships. Special attention will be given to building the partnership and establishing buy-in between the school district and the university stakeholders.

Evolution Of A Professional Development Model: Teachers And Candidates Learning Together (K-12 And Higher Education)

Jerian Brockman and Lori Moonan, Brookside Place School
Deanne Opatosky, Hillside Avenue PDS

Linda Darling-Hammond (2009) recommended using the Professional Development School model for training teachers. She argued that like training doctors in hospitals, teachers must be trained in schools by veteran teachers. On-going support from experts is a critical feature, and those experts should come from the school and from a college or university. In addition, time for collaboration to share best practices, time to plan curriculum and lessons, time to review student work, and time to reflect are important issues in developing teachers. This professional development model addresses these concerns and includes the preparation of teacher candidates planning and learning together with veteran teachers, university faculty, and district leaders. The program began with a math methods course, taught on-site, and has now after seven years developed as one of the district's professional development models.

Goodlad, Soder, and Sirotnik (1990) commented that the components of teacher education programs - courses, field experiences, and student teaching - tend to be disjointed, and they are often taught or overseen by people who have little on-going communication with each other. This professional development model shows how a PDS addressed misalignment and coherence by bringing teacher candidates, cooperating teachers, university faculty, and school administrators together in three collaborative projects. Presenters will share how innovation, collaborative inquiry, and reflective practice were integrated and describe the impact this model had on their learning and how the model has contributed to the strengths of the PDS.

Fifteen Years Of A P-12 University Partnership? Amazing!

Cary Tuckey, Fontbonne University
Nancy Queathem-Hauper, Brentwood Middle School

How has a Professional Development School/University Partnership, begun with one school and a partnering university, evolved to include an entire university education unit, a public school district early childhood-12 program, and a special education district working within the public schools? How has the partnership moved from external grant funding to become economically self-sustaining with stipends for partnership coordinators and university credit vouchers for participating teachers? Learn about the structures developed through collaboration that include:

- annual goal-setting and assessment,
- a partnership handbook,
- university classes taught at school district sites,
- mentoring/tutoring of students,

- practicum placements, and
- collaborative use of funds.

Through interaction between university and school district personnel, P-12 students experience increased success academically and socially with the presence of pre-service teachers throughout the district. Pre-service teachers gain hands-on experience in classrooms and during one-on-one mentoring and tutoring.

How do you plan when there are so many involved? How do you make sure everyone is on board? How does this full partnership benefit the university students and professors, as well as the school district students and teachers? How is the administration involved? How is the partnership funded? How do you make sure all are accountable for holding up their end of the partnership? Presenters will share a sequence of steps for others to follow when moving from a “classroom” or “school” partnership to a partnership encompassing a full school district.

Flexible Structure: The Key To Success And Sustainability

Jan Sherman, Winona State University

Joanne Swenson, Learn2Lead

The Graduate Induction Program is a partnership between Winona State University (Rochester, Minnesota) and the Rochester Public School District. The program is designed to assist inexperienced teachers with challenges unique to entry into the field of education. Graduate residents complete a Master of Science in Education through a sequence of coursework and a full-time classroom practicum.

Master teachers from Rochester Public Schools are selected to be released as full-time clinical supervisors or implementation associates. Each clinical supervisor coaches four graduate residents and also supervises undergraduate teacher education students who are placed in Rochester schools for field experiences and student teaching. Implementation associates report to the district’s Executive Director of Curriculum and Instruction and are responsible for curriculum implementation and staff development at the elementary and middle school levels. Thus, the professional development of all elementary and middle school teachers is enhanced through the partnership and fulfills the program’s mission statement of “Developing Quality Educators through a Collaborative Effort of Growth and Renewal.”

Started in 1986, the Winona State University/Rochester Public Schools Graduate Induction Program has survived the current economic crisis and others during its 24-year history by developing a flexible structure which provides both entities a plan for continuation. Governed by a policy committee that consists of equal representation from the university, district administration and Rochester Education Association, the Graduate Induction Program has a well-developed articulation agreement which has been modified over the years. These articulation agreements and the cost-neutral model which funds the program will be shared with conference participants. These structures and lessons learned over the twenty-four year history of the program can serve as a resource for universities and school districts interested in developing new collaborations or sustaining existing ones.

Formal And Informal Roles Of Professional Partners In An Urban PDS

Jill C. Miels, Ball State University

Mary Hendricks, Karen Boatright, Jennifer Nichols, and Rae Quarles, Rhoades Elementary School

Rhoades Elementary, MSD Wayne Township, Indianapolis, has been a Professional Development School in the Ball State PDS Network for nine years. It has been recognized for its collaborative work by the Holmes Partnership, by AACTE and ATE as part of the larger PDS Network, and in 2004 by the USDOE as a National Blue Ribbon School.

More recently, Rhoades has been labeled a “failing school” as defined by NCLB. With a rapidly changing urban population, the Rhoades/BSU partnership has extended every effort to make student learning the focus of their PDS work. This session is an examination of the activities defined and developed to provide on-going sustainability by members of the Rhoades Elementary PDS team. The presentation group represents constituents from the university, the school, and a pre-service teacher representative. Presenters will discuss the work at Rhoades in relation to navigating roles, responsibilities, time, energy, and efforts that have allowed the partnership to prosper over the last nine years. Part of the success at Rhoades is built on PDS network structures while others are specific to school needs. Presenters will distinguish between formal and informal roles and will lead participants in a discussion of the intricacies of PDS work.

Frameworks For Success: How The Maryland Professional Development School Standards Support And Enhance PDS Partnerships At The School Level

Judy Beiter, Anne Arundel County Public Schools

Jon Appelt, North County High School

Lynn Brydebell, Piney Orchard Elementary School

Anne Yakaitis, Corkran Middle School

Nancy Neilson, Baltimore City Public Schools

Maggie Madden and Cheri Wittmann, Maryland State Department of Education

The Maryland Professional Development School Standards serve as the guiding framework for PDS partnerships across the state. Implementation of PDS is supported by an implementation manual and an assessment framework used by colleges and universities and their PDS partners as part of state program approval and joint state/national accreditation. The power of these frameworks and materials is evident in the daily workings of individual PDSs.

This presentation will provide an overview of the standards and supporting materials, as well as specific elements of the supports that are in place at the school system and school level. Topics to be addressed include the roles and responsibilities within local school systems; the importance of the PDS school-based site coordinator; and resources to support action research, strategic planning, professional development,

school improvement planning, and data collection. Content of the presentation will address areas of interest to new and experienced PDS practitioners.

From The Foundations Up: Building A Professional Learning School, So Much More Than Just The Bricks And Mortar

Alan Kidd and Tanya Uren, Kingston Primary School

Guided by the nine essentials of PDS, a collaborative partnership between the new \$12.2 million dollar Kingston Primary School and Edith Cowan University (South West) focuses on developing work-ready professionals equipped to teach in the rural and regional areas across the vast state of Western Australia. Innovation, communication, frustration, and modification have driven the reflective process undertaken to formalize this joint venture between the Department of Education, at the state government level, and Edith Cowan University, Western Australia's largest provider of graduate teachers.

The intern program aims to improve the quality of pre-service teacher preparation by incorporating a full year of school-based experience as the final year of a Bachelor of Education. Key players at all levels are required. This concurrent session will discuss both the formal and informal roles across institutional settings required to establish structures and frameworks that will set the stage for success.

As the project takes shape and relationships build, the perceived incentives, provisions of funds, teacher recruitment, intern selection, and engagement of faculty promote a renewed sense of shared responsibility for pre-service teacher education. Success will be determined in a two-fold manner. Firstly, when evidence confirms sustainability and the rewards of professional development are garnered by those involved. Secondly, the experiences of this green field school are transferred to other schools that already have an established culture and their own significant history.

From Theory To Action: Year One Of A PDS

Nanette Marcum-Dietrich, Oliver Dreon, and Ellen Long, Millersville University

After many months of thoughtful and meticulous planning, the time comes to move the PDS from theory to action. This evaluative presentation critically examines our efforts during the first year of our PDS from the vantage point of all stakeholders: university faculty, mentor, and interns.

Our evaluative reflection addresses the following questions:

- How did the use of the PDS framework during the planning stages impact our enacted PDS?
- How does our enacted PDS reflect our idealized PDS?
- How does our enacted PDS meet the needs of all stakeholders?
- What unplanned challenges did we encounter? How can we address these challenges?

Using a model of continual reflection and adaptation, we respond to unplanned challenges to our idealized PDS model. Learn how we address

challenges in a way that maintains the integrity of the partnership and its adherence to the five defining characteristics of a PDS. Come to the presentation to learn from both our successes and challenges.

From Theory To Practice: Building A Professional Development Partnership

Patricia Raiff, Jane Beese, and Pamela Spinner, University of Akron

The University of Akron and Allen Elementary School, part of Canton City Schools, are currently engaged in the development of a Professional Development School based on NAPDS and NCATE guidelines. The presentation will encompass this developmental process from the initial conversations to the current status of our partnership. It will include hiring of teachers, working with the teacher's union, and holding information sessions for parents, all the way through to the first days of school and the writing of the affiliation agreement. Other information will include how professional development was approached and is currently being managed for the school.

From Year-long Internship To PDS: Where We've Been And Where We Are Headed

Kimberly S. Ligon, Kennesaw State University

Clearly, the more clinical experience teacher candidates have in an actual middle school classroom, the more prepared they will be to successfully manage their own classroom as a first-year teacher. With that in mind, a year-long internship was created with undergraduate pre-service teacher candidates at KSU placed at a nearby middle school for an entire academic year.

By placing teacher candidates in the same classroom for both TOSS (Teaching Of Special Subjects - methods block) and student teaching, they get to observe students' growth and development over the course of an entire academic year; and teacher candidates' familiarity with names and routines better prepares them for solo teaching in the classroom considerably sooner than their peers who are placed in a new classroom in January.

Besides providing undergraduate teacher candidates with a full-year clinical experience, another goal of the model is to hand-select outstanding classroom teachers to serve as mentors and empower them to take responsibility for the development of pre-service teachers. Rather than hiring adjunct field supervisors, it seems logical to train the classroom teacher, who sees the intern every day, to fulfill that role.

In an attempt to formalize and structure the model, the initial pilot group collaborated to organize the model using the Nine Essentials with the goal of becoming a true PDS. This session will share how the model is structured, governed, and funded. Participants will be encouraged to brainstorm how a similar theory-to-practice learning lab might work in their university or district.

Governance: Leading The Way For A Successful Partnership

Krystal Goree, Baylor University

Karen Hassell, Waco Independent School District

The PDS partnership between Baylor and Waco Independent School District is managed and coordinated through jointly operated Oversight and Coordinating Councils, the former dealing mostly with policy and the latter mostly with planning and execution. Both are made up of university and school representatives, are co-chaired by university and school representatives, and provide input for all aspects of the program, including field and clinical experiences.

While the Oversight Council is comprised of central administration figures in both organizations and deals mostly with broad policy and operational matters, the Coordinating Council is comprised of university and school personnel who work daily at each fully-staffed PDS and deals mainly with planning and execution. The Coordinating Council plans the partnership's professional development, reviews and makes recommendations for candidate instruction and assessment, contributes to overall program evaluation, and addresses matters that influence field and clinical practice.

In this session, presenters will provide an overview of the Baylor University/Waco Independent School District PDS Partnership governance structure, sharing successes, challenges, and plans for the future.

Hanging Our Success On The Framework Of Collaboration

Rebecca Libler, Susan Kiger, Joseph Thoma, and Della Thacker, Indiana State University

Holly Pies, Vigo County School Corporation

First established in 1992, the Indiana State University PDS Partnership is a collaboration between the university and nineteen schools in five school districts. Participants in this concurrent session will have the opportunity to learn how our signed agreements with participating school districts and formal governance and communication structures (i.e. the Administrative Board and the PDS Steering Committee) provide the framework for successful collaboration. Monetary support coming from both school district and university coffers for school-based professional development is tied to individual school improvement plans, thereby deepening the connection between professional development for everyone in the PDS and student learning. Participants will learn how the roles of university liaison, PDS representative, teacher "coach," clinical faculty associate, principal leadership facilitator, and collaborative inquiry colleague add to the basic framework for enduring success in engaging teachers, principals, aspiring principals, university faculty, and pre-service teachers within the ISU/PDS Partnership.

How Big Is Just Right? What Is The Optimum Size For A Pre-Student Teaching PDS?

Lawrence R. Bice, Clarke College

Clarke College PDS is unique. We place juniors for methods courses in a PDS partnership. Each PDS experience combines four courses together into an interdisciplinary block of eleven credits. Students spend three to four hours each day for a semester practicing teaching as they learn to teach. Elementary education majors complete two PDS semesters; secondary education candidates complete one. We began the middle school/secondary PDS in the Fall of 2007. This PDS is offered every Fall; students must take the PDS as it includes methods, adolescent development, and literacy components. Having taught in this PDS for three semesters, we found a marked difference in the quality of student work across semesters. What influences the difference concerning quality of work? In our experience with elementary PDS teaching, we believe the optimum cohort size is twelve to fifteen students. What do we base this on? Does the size of the cohort impact the quality of candidate work (planning, teaching, dispositions)? The study in this presentation examines aspects of candidate quality across several PDS semesters (elementary and middle/secondary) with different size cohorts. We will examine student work (lesson plans, reflections) using established rubrics, instructor observational notes (based on rubrics), and student reflections, which are also evaluated according to an established rubric. We will attempt to discern a relationship between cohort size and the quality of student work. In each PDS section examined, the instructors are the same across semesters to control for instructor influence on student work quality.

How It All Came Together: A Year Later

Gena Riley, John Hammett, and Roland Thornburg, Jacksonville State University

The Jacksonville Professional Development Schools focus on three specific goals: (1) to develop and offer a comprehensive field-based collaborative pre-service teacher preparation program; (2) to create and manage comprehensive programs for extended development of teaching professionals in the local city schools; and (3) to provide a setting for educational professionals to come together to examine, evaluate, and reflect on teaching and learning. Four major elements were critical in the creation of the Jacksonville Professional Development Schools (JPDS), a joint venture of Jacksonville City Schools, Piedmont City Schools, Anniston City Schools (Alabama), and Jacksonville State University: (1) strong central figures in the university and public schools; (2) powerful, well-presented ideas; (3) inclusion of key university and public school figures early in the planning process; and (4) adequate resources. Important factors in the implementation stage were careful attention to communication and to nurturing relationships. This presentation will include a brief physical description of the JPDS, discussion of systematic reflection and disciplined inquiry in the JPDS, mutually-crafted written agreements with each system, and outlines of the program goals and curriculum content of the pre-service and in-service programs and specific program plans for 2010-2011.

Keep Moving Forward

*Parthenia Satterwhite, Tracee Walker, Mary Jade Haney, Shondra Morris,
and Claire Montgomery, Horrell Hill Elementary School*

We Believe , . . Success for All! For nineteen years, Horrell Hill Elementary School has sustained an effective partnership in preparing all learners for the future. The University of South Carolina PDS Network and Horrell Hill Elementary School (Richland County School District One) promote the best educational practices and meaningful collaborations which enhance democratic ideals. The organizational structure of the school encourages regular reflection, collaboration, and communication among the participants at the school, in part because of the structural commitment of all stakeholders. The presenters will share their PDS structures and initiatives that keep our partnership sustainable.

Kemper PDS, Valeska Hinton Center, And The Nine Essentials Of PDS Work: Structures For Success

*Sherrie Pardieck and Helja Antola Crowe, Bradley University
Ann Bond, Valeska Hinton Early Childhood Education Center*

School and university partnerships are best guided by outlining their mission and vision statements, agreements, roles, and expectations. This presentation will explore the frameworks of Kemper PDS, Valeska Hinton Center, and the Nine Essentials of PDS Work (2007). The presentation will also identify the interwoven influences of structures, human resources, culture, and political aspects for school and university collaborations. The intent is to outline a successful school and university partnership between Kemper PDS and Valeska Hinton Early Childhood Education Center which has existed since 1994.

Bradley University is a private university that is located in Peoria, Illinois. It has an enrollment of over 5000 undergraduate and graduate students. The Kemper Professional Development Schools program, located in the College of Education and Health Sciences, collaborates with Professional Development Schools. Valeska Hinton Center is located within one mile of Bradley University. The Center serves children from birth to six years of age. The school provides quality learning opportunities for children and their families and professional development for educators. It is a community-based school comprised of integrated villages operationalizing the notion of “It takes a village to raise a child.”

There has been a successful partnership between the school and university as faculty and staff continue to work together. Frameworks have been established and interwoven aspects have been identified which assist and enhance the partnership’s growth and development. These areas will be explored in connection with the Nine Essentials of PDS work for quality Professional Development School relationships.

Large PDS Networks And The 10th “Essential”

*Nancy Norris-Bauer, William Paterson University
Martha Mobley, Kean University*

The adoption of the Nine Essentials by NAPDS in 2008 provided a lens for viewing PDS success. The nine required essentials are usually used to reflect on success in individual PDSs rather than to evaluate success in large, diverse PDS networks of twenty or more PDS sites. The goals of those standards and the reality of implementation is the challenge for institutions of higher education who have not one or two PDS relationships, but larger networks which include not only PDS schools, but PDS districts.

PDSs at both institutions are established creating multiple opportunities for developing and implementing successful protocols and expectations while addressing the basics of preparing teacher candidates, supporting novice teachers, providing leadership opportunities for veteran teachers, and positively impacting K-12 student learning. For two metropolitan universities committed to preparing educators for urban-rim districts, a 10th “Essential” became clear. Professors in residence or clinical faculty form the cornerstone of PDS relationships. In an era of accountability and shifting expectations/standards, continuity in PDS relationships is essential. University-based faculty who spend at least one full day per week in “their” PDS provide both staff development expertise and two-way communication. The critical role of school-based faculty in nurturing and sustaining PDSs will be discussed.

This session will present some protocols currently being used by two different institutions with large networks of Professional Development Schools.

Lessons Learned: Improving Preparation Programs Through PDS Partnerships

Tonya Balch, Indiana State University

Incorporating “lessons learned” into graduate level courses can be a powerful tool for future educators. This presentation will explore a variety of challenges facing PDS partnerships, methods for enhancing preparatory programs to ensure students are adequately prepared, authentic experiential learning opportunities for graduate students, and current action research between Indiana State University and Arlington Community High School. Topics such as distance between partnering institutions, mentoring projects, role of the school counselors, and research potential will be presented in a discussion/dialogue format. The presenter will share personal liaison experiences and “lessons learned.”

Linking Theory With Practice - Creating A PDS With A Multi-faceted Approach To Assessment

Karen M. Hempson and David Smukler, SUNY Cortland

Professional Development Schools involve school-college collaborations where both have equal ownership in the successful learning outcomes of P-12 students (Levine, NCATE). PDSs involve new kinds of research where practices, based on theory, are developed, tested, and shared (Teitel, 2008). This may lead to more meaningful collaborations between college faculty, school faculty, and teacher candidates. Continuous learning for all educators is central to the PDS idea (Teitel, 2008). Therefore, the most important question that stakeholders should ask involves the learning impact on the preparation of teacher candidates, on continuous faculty and administrator development, and on student achievement.

Educators from SUNY Cortland and the local Cortland Enlarged City School District formed a PDS because they saw a lack of practical knowledge in teacher candidates, which in turn would affect future teachers of the school district and, ultimately, student performance. To fill in the gap between theory and practice, they organized several meetings to encourage collaborative PDS proposals that would have an impact on all stakeholders. Three elementary and one secondary PDS project emerged in 2009. In their infant stages, the four projects are constructing assessments to track the progress of the involved stakeholders. The presentation will report on (1) the nature of collaboration of the four projects, (2) the assessment tools that each project utilizes, and (3) the overall evaluation that the governing PDS Core Group will create to monitor their progress.

Look At Us Now: Portraits Of Individual PDS Educators As A Measure Of PDS Success

Sharon Damore, DePaul University

Utilizing the criteria of the Nine Essentials developed by the NAPDS, this five year old PDS network has developed individual partners and, thus, PDS leaders who have become integral contributors to positive impacts on P-12 student learning and improvements in pre-service and professional education. We have systematically shared a vision, developed roles and responsibilities to validate the professional development component across the teacher lifespans, applauded the benefits of PDS for all participants, conducted research, and publicly shared our work. The network has accomplished over fifteen publications and presentations in the past few years.

In this session, the presenters will share case studies of several educators from the network. The portraits will reflect the thinking guided by the Nine Essentials: structured frameworks to guide individual educator development focusing on mentoring, reflective practice, critical inquiry, relationships between school partners and university faculty, and mutual benefits. The individual stories reflect a measure of the success of the PDS to develop, across the network, integration of theory and practice for

teacher candidates and a professional learning community that benefits university and P-12 partners. Several P-12 individual partners now teach at the university and former PDS student teachers are now teaching in the PDS schools.

The presenters will share portraits, including timelines, to reflect the development and accomplishments of P-12 individual leaders and university faculty. Progress is shared in the area of improved field experiences, university and P-12 supervision of teacher candidates, and professional development. The presenters will also share how institutionalization and limited resources can still sustain this valuable work.

Maintaining A Successful Articulation Agreement: Collaboration Between Emporia State University, Butler Community College, And Kansas City Kansas Community Colleges

Fred LeMaster, Merle Patterson, and Tim Warner, Emporia State University

This presentation is offered by three retired building principals, now on faculty at Emporia State University. We are responsible for directing and maintaining the articulation agreements between Emporia State University, Butler Community College, and Kansas City Kansas Community College.

General education requirements for a bachelor of science in elementary education are attained at the junior college level through their instructors and coursework. The remaining portion of the teaching degree, which includes PDS delivery in the same residential area of the community college, is the responsibility of Emporia State University.

For this partnership to occur and be successful, there must be a written articulation agreement, also known as a memorandum of agreement or understanding. This agreement between Emporia State and the two community colleges is the key to the success and continuation of the PDS experiences.

These three individuals will present the details of their two distant articulation agreements between Emporia State University and the two community colleges. They will share what has been accomplished to keep the articulation agreements successful and to ensure PDS opportunities continue at the distant sites.

Making It Formal - Who Benefits The Most?

Barbara Owens, Fairmont State University

Christine Miller, East Fairmont Junior High School

In this presentation we will share strategies of the initial design for our PDS partnership that included successful collaboration between public schools and university faculty. Over the past four years this school-university partnership, which now includes forty public schools, has grown exponentially, becoming the largest partnership by number in the state. The ultimate goal of this effort is to lead in the process of simultaneous school improvement through teacher education and professional development for practicing educators.

In any partnership, it is essential that a governance structure be formed to provide opportunities to sort out goals and issues and establish activities that are common. We will focus on how decisions that were formerly made by independent groups have now led to interdependent practice. New systems of organization, new governance structures, and new learning community activities all lead to different roles for those who work in our PDSs. We will explore emerging role definitions, new leadership roles, and support for those individuals.

The session will address the questions:

1. What were some of the start-up tasks and challenges of a new partnership? Who is committed to what and for how long?
2. What is “our” process for creating and governing a school-university partnership?
3. What is the process for participatory decision making, supporting role-based groups (PDS teachers, principals, university faculty), and coordination of the governance components.

NCATE Standards As A Guiding Compass For Partnership Organization And Management

Gary Chamberlain, Central Intermediate School

Christine Fischer, Susan Levandowski, Cynthia Olson, Lanette Olson, and Bridget Weigt, Mankato Area Public Schools

Pam Kennedy, Roosevelt Elementary School

Lynn O'Brien, Gaylord Elementary School

April Rosendale, Park Elementary School

Linda Roth, North Intermediate School

Ginger Zierdt, Minnesota State University Mankato

As a multi-district PDS, the NCATE Standards for Professional Development Schools have been invaluable to our partnership as a guiding compass for establishing governance and communication structures and for strategic planning. The Governance Council of our PDS (chief education officers of our partnering school districts and college) meets monthly, is convened by the university, and is chaired by a P-12 superintendent in accordance with council by-laws and chartering agreements. The Governance Council has implemented a process to evaluate needs of partnering educators and the effectiveness of programs and services in light of the PDS partnership’s mission. This process has been guided by the standards and has resulted in two comprehensive strategic plans spanning nearly ten years.

The Teacher-on-Special-Assignment program works in concert with the Governance Council by enhancing PDS communication links and providing leadership for strategic planning implementation. As Teachers-on-Special-Assignment are released to the College of Education at a .5 FTE from the partnering districts, graduate teaching fellows take their place in the P-12 classroom. As the standards set the ideals of clear and transparent accountability between partners, formal contracts have been established between the university and the P-12 districts to articulate roles, responsibilities, and financial interchanges between all parties.

In this session, the presenters will provide participants with a toolkit of model contracts, memorandums of agreement, strategic planning documents, and the most recent annual report of the partnership as examples

of how the NCATE standards are intentionally woven into the documents that guide the organization and management of our PDS.

NEW PDS Steering Committee Structure Supports Success Across The Strands

Sally V. Drew, Central Connecticut State University

Paula M. Talty and Dianna Rafferty, Woodside Intermediate School

The Central Connecticut State University-Cromwell Public School five-year strong partnership was officially recognized following a unanimous teacher vote at Woodside Intermediate School in Spring 2009. Time spent building relationships, supporting mutual goals, promoting dialogue, and instituting systems nurtured the fledgling PDS into a dynamic exemplar partnership. One such system is the PDS Steering Committee which first met in March 2009.

The diversity of the nine-member PDS Steering Committee, comprising district and building administration, grade level, special education and humanities teachers, and both school and university facilitators, encourages fresh perspectives. To date, the committee has adopted a mission statement and goals for the 2009-2010 school year. Exemplifying best practice in professional development (teacher-generated and facilitated long-term professional development to meets the needs of the school), the committee planned five professional development days this year aligned with PDS goals.

The first topic, "Writing to Learn," was introduced to teachers through a unique learning protocol of vertical team-small group sharing and whole group introduction of strategies for using writing across the curriculum to build students' comprehension. The session was facilitated by steering committee members and feedback was positive (100% approval rating).

State standardized assessment scores reflect a ten to twenty percent increase in students meeting goals in reading - one indicator of partnership success. The PDS Steering Committee provides a structure and forum to promote further success across PDS strands - quality support to university teacher candidates and innovative professional development for building educators, ultimately to increase student achievement.

One Size Does Not Fit All - The Nine Essentials And A Flexible Framework

Jean Morrow and Ashlie Jack, Emporia State University

Participants will examine examples and evidence of the frameworks that have contributed to the success of the ESU PDS partnerships. With collaborations with local school districts and community colleges located seventy-five or more miles from campus, we have a flexible framework that incorporates our essentials - our core values and mission - and yet addresses the unique needs of each situation. This session will be of primary interest to all of those involved in elementary PDSs and/or community college partnerships.

Organic Professional Learning Communities In A PDS: Providing Job-Embedded Professional Development While Meeting School Improvement Goals

Jason Jude Smith, West Virginia University

This presentation, geared for both practitioners and providers of professional development, examines a functioning Professional Learning Community (PLC) in a PDS context. The work of this PLC, in a rural high school, was examined through observations, semi-structured interviews, and analysis of documents produced by the PLC. This research was designed to investigate the following:

1. The function of organic professional learning communities when centered around a central school-wide question.
2. The progress of the communities toward both their specific goals and the larger school-wide goal.
3. The barriers to success and how to address these barriers in future efforts.
4. The extent to which collegial discussion occurs within learning communities. Findings of this research will examine the PLC's ability to both provide job-embedded professional development to practitioners and inform school decision making in an effort to improve student achievement.

Of specific interest to the expected audience, the research considers how school-university partnerships provide a framework for both successful professional development and PDS-embedded research by creating an entry point which allows for a more seamless investigation of the impact job-embedded professional development has on schools, teachers, and students. In addition to conducting this study, the researcher also provided support to all teachers in how to structure their communities around an inquiry question and support to the coach of the PLC to provide frameworks for facilitating PLC interactions. This duality of roles will be discussed. Audience members will be invited to share their thoughts about both the PLC program and the study of its work.

Packing The Knapsack: The Story Of A School And A University And What They've Established As Key Elements For Their Journey Toward A Partnership

*Terri Harpster and Tommie Murray, Bellwood-Antis Middle School
Stacey Corle, Leigh Ann Haefner, Karen Pletcher, and Timothy Slekar, Penn State Altoona*

Professional Development Schools and university/public school partnerships show promise for revitalizing schools. This presentation will describe the shared commitment and steps taken in an effort to build a strong university and public school partnership. The journey began with an idea and evolved to include the establishment of a mission statement, a steering committee, shared goals, and other structures designed for sustainability. Goals from the two-year plan and the perspectives of the

group members (teachers, faculty, administrators, and pre-service teachers) will be shared. Participants will address their shared commitment to the Nine Essentials of Professional Development Schools and describe what steps have been taken in each area.

PDS At The Center Of A Solutions-Based Conversation

Gary Chamberlain, Central Intermediate School
Christine Fischer, Susan Levandowski, Cynthia Olson, Lanette Olson, and Bridget Weigt, Mankato Area Public Schools
Pam Kennedy, Roosevelt Elementary School
Lynn O'Brien, Gaylord Elementary School
April Rosendale, Park Elementary School
Linda Roth, North Intermediate School
Ginger Zierdt, Minnesota State University Mankato

Research within school-university partnerships has shown the need for creation of a new culture in which innovations are tested, problems are solved, and ways are found to consolidate learning. Additionally, time and intentional focus on reflection, collaboration, and the building of positive relationships generates a clearer understanding of a shared vision and common goals. The development of the Professional Development School model, shared by seven public school districts and Minnesota State University Mankato, emulates such practice through the establishment of equitable and trusting relationships. The mobilization of collective strengths, capacities, and assets within this partnership has resulted in success stories for children, families, and communities.

In this session, participants will be introduced to the framework of this partnership that addresses education quality, reform, and policy. In the last six years, this PDS has hosted two summits on Early Childhood Education and English Language Learners, has been invited to present at numerous statewide forums regarding partnership and professional development, sponsored four Midwestern regional conferences, wrote white papers for Minnesota legislators at their behest, secured grant funding for initiatives that focus on effectively connecting family and schools, expanded mentoring and induction initiatives that have received public award recognition from higher education and K-12, and launched a highly successful P-20 PDS Leadership Institute.

The presenters will share the model used by this PDS in facilitating best practices, along with a roadmap of critical events, meetings, and invitations that placed this PDS in the center of a solutions-based conversation occurring within the state of Minnesota.

PDS-STAR: Proposed PDS Structures For Research - Responses Sought

William Curlette, Gwen Benson, and Susan Ogletree, Georgia State University
Colin Martin, Gwinnett County Public Schools

The purpose of this presentation is to: 1) present research findings from the most current PDS Fidelity of Implementation Survey and 2) present possible structures for PDS research. Either during the presenta-

tion or after using e-mail, we will seek responses from people in the audience regarding our proposed framework.

NCATE Standards, the Nine Essentials, standards at the state level, and the PDS Fidelity of Implementation Survey need to be considered when defining a PDS school. The following study areas are under consideration: 1) K-12 student achievement, 2) the evaluation of interns placed in K-12 classrooms, 3) number of placements of PDS interns as certified K-12 teachers, 4) retention of teachers who were K-12 Interns, 5) mentoring of beginning teachers, and 6) effects of in-service professional development. It is proposed that studies in these areas be designed with a comparison or control condition and then summarized using meta-analysis.

Georgia State University has just been awarded (Oct 1, 2009) a \$13.5 million grant (named NET-Q) over five years, with an additional \$8.1 million in school system matching from the U.S. Department of Education which helps to implement our next phase of PDS work. The primary goal of the NET-Q Grant is to increase the quality and number of highly qualified teachers who are committed to high needs schools. The partners in the NET-Q grant include six metro-Atlanta schools systems plus two rural systems. Details of the NET-Q Grant and how it contributes to PDS “Frameworks as Structures for Success” will be discussed.

Professionalizing The “Marriages” Of PDS Mentors And Interns: From “Placements” To “Speed Dating” To “Matching”

Kristien Zenkov, George Mason University

Kim Retzer, South Lakes High School

Athene Bell, Metz Middle School

How can interns and mentor teachers in a PDS best be matched to ensure the success of pre-service teachers, mentors, and P-12 students? What roles should interns, mentor teachers, and school administrators play in these matching processes? These questions have driven the revision of the matching process in the George Mason University/Fairfax County (Virginia) Secondary Professional Development School (SPDS) partnership. Focusing on Strand #4/”Frameworks as Structures for Success,” this presentation will describe the partnership’s matching processes and findings from recent research into these processes. This presentation will be relevant to school- and university-based PDS leaders.

The Mason/Fairfax SPDS program works with three middle/high schools and has enjoyed considerable growth. In an effort to promote optimal matches amongst interns and school-based mentor teachers and professionalize this process, the program has utilized two distinct matching approaches. Both have moved beyond district- and administrator-driven “placement” processes and towards “matching” activities that allow for input from all program constituents. Typically fewer than half of the intern applicants are matched in the program.

The Mason SPDS program has also conducted survey research of all interns and mentor teachers from recent semesters, and this presentation shares the findings of constituents’ understandings of and appreciation for these different approaches. We will contextualize these findings

in other research conducted on the benefits of various approaches to “matching” or “placing” interns for their student teaching internships, and we will provide copies of tools used in the Mason/Fairfax SPDS matching approaches.

Programming Directed Through Shared Discourse Of Roles And Responsibilities Across Learning Communities

Barbara Schwartz-Bechet, University of Maryland University College

An IHE liaison and a special education PDS coordinator at an early childhood center assessed the functionality of their partnership through the 2008-2009 school year. While the special center has been a PDS for about three years, it is still considered to be in the initial stages of a PDS. Both the liaison and the coordinator had been working together to create a more active and reciprocal collaborative partnership with all children and families, with greater attention this past year to non-English speaking children and families. The two decided to take the NCATE self study questions available on the NCATE website and use the answers to program for the remainder of the school year. Both took the questionnaire separately, then provided the other their responses to the questions at the beginning of January 2009. Both agreed the focus of their work would be with non-English speaking families, and why and how inquiry is important. Yet, both felt that the partnership needed to work toward a stronger focus on meeting students’ and families’ needs and also support the learning of candidates and faculty by creating a cohesive infrastructure to support shared good works, rather than isolated accomplishments.

The IHE liaison will share their questions and answers, identify how they discussed their different responses, and the actions taken to date that have addressed needs of both the special PDS and the institute of higher education. A handout will be provided on how to assess and program to support the total learning community.

Re-Envisioning Partnerships: The Complex And Situated Evolution Of A PDS

Kristin N. Rainville, Manhattanville College

Cynthia Slotkin, Jefferson Elementary School

It is easy to say that a Professional Development School has been created or exists, yet the reality of a collaborative partnership between a university and a school is complex, situated, and requires constant negotiations. There is no one-size-fits-all model for initiating or developing a PDS; it is a collaborative relationship that must further the schools’ mission(s) and be responsive to community needs. A PDS relationship must be organic if it is going to succeed. In this session, we will discuss the framework (strand #4) that has allowed for the development and growth of our PDS, including the careful planning and visionary leadership that has evolved. This growing collaboration has led us both, as liaison and principal, to grow in our thinking, revisit our craft, and refine our work, and helped us to (re)envision what is possible in teaching and learning in both the p-12 and university level.

Reconsidering The Nine Essentials

Doris Grove, Bernard Badiali, and Kristen Dewitt, Pennsylvania State University

In the last two decades, Professional Development Schools have taken on many forms and have been nourished in a variety of contexts. In addition, a number of reform-minded groups and organizations contributed to the evolution of Professional Development Schools. Some of these include the Holmes Partnership (formerly known as the Holmes Group), the National Network for Educational Renewal (NNER), the National Commission on Teaching and America's Future (NCTAF), the National Council for the Accreditation of Teacher Education (NCATE), and the National Association for Professional Development Schools (NAPDS). All of these networks and organizations have helped to promote and sustain the true vision of Professional Development Schools through principles, guidelines, standards, and now the Nine Essentials.

This presentation will provide a comparative analysis from the early principles of the Holmes Group to the Nine Essentials created in 2008. The analysis will highlight how each has framed and defined the PDS and what may be absent.

Redesigning To Sustain PDS

Peggy Lewis, John Jacobson, Jim Stroud, Cathy Siebert, and Linda Taylor, Ball State University

The first phase was redefining. The second and current phase is redesigning. These are the steps that Ball State University has been taking to significantly and purposefully examine how we plan to sustain PDS at the university and with our partners. How do we not only enhance the nature of PDS, but protect it in the long term?

Approximately 25% of our students have traditionally enjoyed the benefits of learning in a PDS. A dilemma has been how we move to increase that number while maintaining strength and legitimacy in the PDS structure. How do we structure our program to move beyond student teacher placement at quality sites to PDS sites that make a difference?

This session will examine the tools that we used to make the decisions that led to our redesign, discuss the revelations that occurred along the way, and expose the pitfalls that we encountered. We will share information about our next steps in this process and what our new structure will look like.

This session is intended for those interested in issues related to sustaining and growing PDS. The presenters will solicit input from the participants about what works when it comes to institutionalizing PDS into the school and school district culture.

Relationships: How Are They Sustained In School/University Partnerships?

Emilie Berruezo Rodger and Greg Prater, Northern Arizona University

The presenters have both been involved in school-university partnerships for sixteen years and during that time, have witnessed recurring themes about the success of partnerships. What is the university's role? What is the school's role? Goodlad suggests that school-university partnerships are based on a symbiotic relationship. Our partnerships, although based in a town of 60,000 people, as well as on the Navajo Reservation, are based on Goodlad's (1987) principle of complementary dissimilarity and overlapping self-interest. This principle asserts that the classroom teacher's first priority is his/her students and second priority are the university teacher candidates; the university's first priority are the teacher candidates and second priority the classroom students. Does this work for all parties involved? The presenters will investigate the formal and informal roles played as directors of their respective partnership programs, the reward system established by the university, and procedures for recognizing the different school-university based programs.

Sharing Best Practices Through A Partner School Conference

Judi Wilson, Steven Page, and Carey Anne Cushman, Augusta State University

Our PDS is unique in that for the past ten years Augusta State University (ASU) has hosted an annual Partner School Conference entitled "Impacting Student Learning." This free event is held each Spring at ASU. Administrators, building coordinators, and teachers from all of our Professional Development Schools are invited to showcase their research and work. The past three years, ASU's arts and science faculty have joined in this collaborative effort. The past few years, we have had over 300 teachers or pre-service teachers attend this event. Effective teachers have many successful practices they can share with others. This showcase provides an opportunity for practicing classroom teachers to present successful practices to their peers and collect ideas for future use in their classrooms.

Sessions are targeted by subject and grade levels. Presentations span to meet the needs and interests of elementary, middle, and secondary teachers. Previous sessions addressed topics such as the innovative use of technology in the classroom, strategies for ESOL students, differentiation, poetry, learning-focused math, classroom management, tips for master teachers, effective apprentice strategies, graphing, student-led conferences, working with parents, standards-based instruction, and storytelling.

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

SOARing: Sustaining A PDS Partnership

Lynn V. Clark, Shalanda Stanley, and Beth Ricks, University of Louisiana at Monroe

Ann Cook, Cypress Point Elementary School

At last year's PDS National Conference and later in *PDS Partners*, presenters told the story of how a Professional Development School, Project SOAR, was launched through a series of equitable dialogues that resulted in weekly literacy interventions (e.g., DIBELS). This year, the project enters Phase II: weekly writing conferences using 6+1 Trait Writing. Whereas the first phase was relatively smooth with standardized reading activities that repeated each week, the second phase activities needed to flow from the previous week's writing. As a result, the project that "soared" in Phase I is experiencing some turbulence in Phase II.

The presentation brings together the site principal, faculty for Phases I and II, and the PDS liaison to discuss the framework for maintaining and sustaining a PDS partnership that continues to evolve to meet the needs of K-5 students and teacher candidates. In particular, presenters will discuss how the project has been modified to include a professional development component that brings together faculty, national publishers, and district personnel to support classroom teachers as they integrate research-based approaches. In this way, the acronym SOAR (Shared decision-making On-going partnerships Assessment-based interventions, Reciprocity of resources) moves beyond the initial action to become a state of being that is sustainable - it is soaring.

The presentation will conclude with data from Phase I that validates the initial approach and promising preliminary data from Phase II.

Steering Inner-City Students Toward Higher Education Through A PDS Partnership: The Promise Plus Initiative

Monte Tidwell, Indiana University of Pennsylvania

Kevin Bivins, Una Davoren, Lindsay Knab, and Amy Nichols, Pittsburgh Fulton Elementary

The IUP/Fulton PDS and the IUP/Lincoln PDS have begun an initiative that will link inner-city students to a higher education institution in various ways beginning in the fourth grade and will provide various supports for the students through high school graduation. Fourth and fifth graders will be brought to campus numerous times to engage in activities with college students, faculty, and staff. Sixth graders will also make campus visits, but they will be assigned a mentor from the university who will be trained as a mentor and who will mentor them for at least one year. Juniors and seniors who have thought about a career path will be linked to mentors from the university in their chosen field. The Promise Plus initiative also provides information, campus visits, and supports for parents. By having continual contact with higher education from the fourth grade on, we believe that many more students from the inner-city will take advantage of the opportunities of higher education. The intents are to make them more comfortable in the higher education setting, motivate them to achieve, and to demystify the process for entering the university. The

target audience for this concurrent session is P-12 and higher education faculty, at both the elementary and high school levels.

Strengthening The PDS Core: 5 R's That Build Strong Partnerships

Gary Chamberlain, Central Intermediate School

Christine Fischer, Susan Levandowski, Cynthia Olson, Lanette Olson, and Bridget Weigt, Mankato Area Public Schools

Pam Kennedy, Roosevelt Elementary School

Lynn O'Brien, Gaylord Elementary School

April Rosendale, Park Elementary School

Linda Roth, North Intermediate School

Ginger Zierdt, Minnesota State University Mankato

Intentional focus on the 5 R's has created a strong, innovative, and highly learner-centered partnership that has grown and sustained for twenty years. Clearly articulated roles, pioneering resource sharing structures, widespread rewards and recognition, and substantive relationships define our PDS.

Our PDS Governance Council, composed of seven K-12 superintendents and two higher education chief educational officers, facilitates leadership and strategic planning for the partnership and is integrated within the governance structures of each partner institution via professional development, program evaluation, and legislative advocacy. The partnering institutions invest financial and human resources within our PDS's flagship initiative - the Teacher-on-Special-Assignment/Graduate Teaching Fellowship Program. The pooling of resources through this program has allowed the PDS to develop a common shared professional vision of teaching and learning, created seamless communication mechanisms between partners, and fostered substantive relationships vested in improving the learning of P-12 students.

The PDS partnership routinely recognizes, values, and appreciates the work of partner educators through financial support for presentations at national conferences to showcase partnership work, formal ceremonies where certificates and tokens of esteem are shared, and through the publishing of partners' work in local media outlets. Legislators as well as a non-partisan think tank have recognized and celebrated our PDS partnership activities within the state of Minnesota.

In this session, participants will learn specific strategies used by this multi-district PDS for each of the 5 R's, will engage with presenters who serve in various roles, and will be provided examples of documents and artifacts that show the 5 R's in practice.

Strong Relationships + Shared Vision = One Successful Partnership: The Story Of Springfield Public Schools And Drury University

Laurie Edmondson, Christopher J. Craig, and Kelly Doel, Drury University

Peggy Riggs and Nate Quinn, Springfield Public Schools

Drury University and Springfield Public Schools have had a successful partnership for ten years. The partnership has evolved over time and gone through many changes throughout the duration. We have a great story to tell and our story might help inspire new and lasting partnerships between other universities and public schools.

Many years ago, the partnership started with an elementary school that was struggling. We have grown the partnership to two elementary schools, one middle school, and one high school. The partnership continues to evolve and grow, and we have made great progress over time. This year we are a pilot project for the Transformation Initiative for NCATE and we are proud to share what we are doing nationally.

Three of our partner schools are now International Baccalaureate schools. We are one of the few universities internationally that have a K-12 IB partnership in place. We developed sustained practicum experiences and a Reading Center for elementary students at Drury. We also share district resources and continue to build on our success at the middle school and high school levels.

During this concurrent session, the presenters will share the history of the partnership and tips for setting up successful public school/university partnerships across the country. This session is appropriate for all conference attendees.

Sustaining Change! Using PDS Standards As The Backbone For Longevity

Robert P. Pelton, Stevenson University

Susan Pillets, The Chatsworth School

For over thirteen years, The Chatsworth School has had a strong and healthy PDS partnership with Stevenson University. Over the course of this time, accreditation visits have come and gone; administrators, teachers, supervisors, and faculty have changed faces; interns became teachers; and the small college became Maryland's third largest private university. Although we tend to think that it is the people (not the structures) that make for a successful PDS, we have found that PDS standards can be used as the backbone and guiding force to sustain and promote partnership longevity through growth and change. Participants will be given an overview and examples of how to use standards to develop, grow, and sustain their PDS partnerships. State and national PDS standards will be discussed, along with the relationship between these and local school district outcomes, NCATE (and INTASC) standards, and the university's Education Department conceptual framework outcomes.

Taking The Professional Development Model To Zambia, Africa

Paul Chaplin, University of South Carolina

In June 2009, a university education professor and a Zambian/American elementary teacher were invited to conduct a summer of professional development for teachers in several schools in the small landlocked country of Zambia, Africa. One particular K-8 school (Tatenda Learning Trust) was used as the primary test site for expanding classroom methods to include more inquiry, interdisciplinary lessons, and hands-on science strategies. The presenters were involved in all phases of the school activities, including classroom teaching, designing curriculum, helping with PE, and creating opportunities for art and debate.

This session describes the initial strategies that were developed during a two-year professional development program that involved university math and literacy faculty working in a high needs American elementary school. The program included observing, modeling lessons, and conferencing with teachers to create a more student-centered curriculum. This presentation describes the challenges teachers have working in schools with no electricity, libraries, cafeterias, or resources for remedial or advanced programs.

There are no standardized tests or annual assessments for students in the traditional manner of American schools. Without test data, the presenters had to conduct basic academic needs assessments in reading and writing to gauge the developmental and academic skills of the children within and across grade levels. The goal was to help teachers identify students needing remediation and to develop more effective teaching strategies in the following areas:

- independent reading and writing (intro to writing workshop strategies),
- weather and space science (vocabulary and science comprehension),
- strategies for inquiry-based student research related to science,
- appreciation of world literature and geography,
- enhancing creative writing and art, and
- using basic diagnostic tools for evaluating reading and writing ability.

The accompanying PowerPoint provides images of children and teachers working in bare, crowded classrooms. In addition to Tatenda School, photos of two additional schools (one in an urban slum and another bush school) will be shown to illustrate the extreme conditions one can still find in third world countries today.

The “How To” In Building And Sustaining Professional Development Schools

Jill Donnel and JoNancy Warren, Illinois State University

Jo Murphy, University of North Texas

Mary Lange, Pekin School District

The “How To” of building and sustaining a partnership can be overwhelming. This session will focus on all aspects of building a strong sustainable PDS. The topic of conversation will be: how to build relationships with your partners, including administration, mentors, interns, community members, and university faculty. Participants will engage with hands-on materials that will portray the framework that needs to be in place to articulate formal and informal agreements, communication procedures, daily and weekly documents for mentors and interns, and the year-long structure.

The driving force behind an effective and successful PDS comes down to our students becoming highly qualified teachers. Research has documented that the most effective component in the classroom is the teacher. Professional Development Schools that are embedded in the university and their partners have proven that this is “the right thing to do” to train beginning teachers. During this presentation we will share the many successful stories from our interns, mentors, university, and partners. Participants will learn what we found to be “best practices” from two PDS sites that have collaborated for this presentation. The presenters have come together from Texas and Illinois, representing two established PDSs.

The Bumpy Road: Converting Student Teaching From A Solo Act Into A Collaborative Internship

Stacie Siers, Ron Siers, and Kaitlin Meimbresse, Salisbury University

“That’s not the way we have always done it.”

Comments like this one typify the reaction when a dramatically new model is implemented in any organization. Educators, while perhaps more flexible than drill sergeants or members of the church altar guild, may respond with skepticism when asked to adopt a new approach to mentoring a student teaching intern. Salisbury University, like several other teacher education institutions, has implemented a co-teaching model for its pre-service candidates during their final internship experiences. While encountering pockets of resistance in some settings, the model has been well received and has helped to solidify a PDS network of thirty-four schools in seven school districts that produces over 200 new teachers annually. School leaders have been especially supportive because the co-teaching approach obviates the risk of turning over a classroom to a novice intern in an era of high-stakes accountability.

This session will feature vignettes of intern-mentor collaboration in planning, instruction, classroom management, and assessment. SU’s extensive mentor-training program will be described and illustrated through DVD clips and live re-creations. Interns, mentors, and PDS officials will address commonly voiced questions and concerns regarding a co-teaching model, such as:

- “When will the intern ever learn to handle a classroom alone?”
- “Do you have any evidence about how a co-teaching arrangement may affect my own students’ performance on important statewide assessments?”
- “It’s one thing to co-teach in an elementary school, but how do you make this work in a secondary school setting?”
- “What if I wind up with a ‘high-maintenance’ intern?”

The Last Schools Standing: How Two PDSs Use A Self-Study Process To Plan Change, Action, And Accountability

*Valerie Lee and Stacey Leftwich, Rowan University
Lindsay McCarron, Johnstone Elementary School*

In 2007, two New Jersey PDS elementary schools were charged with the task of completing a self-study. A self-study asks a partnership to look carefully at itself in order to focus on the actual PDS work that it is conducting. Ultimately, the self-study process allows members to collectively form conclusions about how well the partnership is functioning in relation to the PDS standards (NCATE: Handbook for the Assessment of PDS, 2001).

In the process of conducting the self-study, two university professors and their school site coordinators faced challenges in organizing and writing the self-study. In addition, PDS members encountered difficulty in moving beyond surface-level work toward more accountability and professional growth through the PDS standards.

In order to address the challenges, in 2009 PDS members engaged in further reflection using Ellen Ballock’s (2009) protocol process, “The 3 Tools for Goal Setting and Follow-Through in a PDS.” This protocol process provided structure for action and accountability.

During this presentation, presenters will share how the protocol process impacted the two New Jersey schools, as well as how members from these schools in turn keyed their knowledge to facilitate the self-study process for prospective PDS partnerships.

The PDS Within Full-Service Community School: A Unique Approach To Teacher Education.

JoAnne Ferrara, Manhattanville College

This workshop describes a unique PDS that is nested within a full-service community school. Community schools are generally located in areas where there are large concentrations of students with limited resources and high socio-economic needs. These schools offer a wide range of services to children and their families, and thus require teaming school personnel with various social, medical, and mental health practitioners at the school site. The community school exposes pre-service teachers to the complex interrelationship between school performance and the quality of the student’s life at home and within the surrounding community. In a full-

service community school, classroom activities and school life are enhanced by the availability of community resources to provide support for students and families. Pre-service teachers, veteran teachers, and college faculty working in these schools are able to expand their understandings of students beyond the four walls of the classroom through collaborations with families and community agencies.

In this session, participants will learn about the preparation of teachers in a PDS that is based within a full-service community school. Participants will also become familiar with what sets a full-service community school model apart from traditional elementary schools. Specific components of this partnership will be presented, and participants will become exposed to the variety of opportunities for partnering in a PDS that is within a full-service school. Learner participants will also be exposed to teacher preparation models that provide relevant experiences for pre-service teachers in authentic settings.

The Power Of Collaboration

Alison Lax and Dorothy Taylor, Dean Petersen PDS

This presentation focuses on the teacher collaborating with other teachers within their grade level and within their school as a means to ensure the success of students throughout the school.

During our session, we will discuss how collaborating within several groups in a PDS has led to more successful teaching and student improvement each year. This discussion will provide examples of collaboration within the grade levels. Not all teachers were familiar with how they could collaborate, but grade level and staff discussions have sparked interest to create ideas for meaningful ways to combine the talents of a variety of staff members. Many of our veteran teachers have found success in areas that they did not in previous years as they have collaborated within the school for the first time. Considering all the demands, technology, societal concerns, and other factors in schools, it has been wonderful to create such a powerful avenue for teachers to add to their bags of tricks.

The Six Secrets Of PDS Change: Fullan’s Framework Advances Georgia’s PDS Collaboratives

*Dee Taylor, Georgia State University
Colin Martin, Gwinnett County Public Schools
Sonja Alexander, DeKalb County Schools*

Managing change can move partnerships from Good to Great when change is structured for success. Transitioning from six years of PDS partnership with four large urban school districts and two higher education partners, PDS work required many changes to meet new structures for success for a shared vision to the ever-changing partnership needs/outcomes for (a) preparing/developing/retaining more effective teachers, leaders and for (b) increasing successful experiences and achievement for students and interns. Learn how Georgia State used Michael Fullan’s framework (2008) to lead change. PDS partners grew from their original \$6.1 million five-year work with PDS2: Partnership for School Success to the

new \$13.5 million work with Network for Enhancing Teacher Quality (NET-0). See how this partnership developed Statistical Partners: Over fifty urban and rural P-12 schools, four higher education partners including a two-year institution, a new digital partner with Georgia Public Broadcasting, and the National Commission on Teaching & America's Future. GSU partners used data sources to set new goals, offer an array of customized menu options, design research opportunities, manage large-scale projects (including virtual, web-based communication), and improve agreement documents and processes. NET-Q activated to gain results with an effective model: 1) Building Positive Employee Relationships, (2) Connecting Peers and Purpose, (3) Building Capacity, (4) Making Learning the Work, (5) Ensuring Transparency Rules, and (6) Incorporating Systems Learning.

Theory And Practice in Action

*Mary Cool, Mary Hansen, and Trish Masker, Timbercrest Elementary School
Mary Starzynski, University of Central Florida*

Our presentation describes the initial journey of our Timbercrest Elementary/University of Central Florida Holmes PDS. We developed partnership structures that favorably impacted all involved. Strategies included:

- Establishing a Lab School
 - o UCF instructors teach class sessions at Timbercrest.
 - o Timbercrest is a center for UCF Internship I and II students.
 - o UCF faculty shares expertise in current educational theory and practice with Timbercrest teachers to improve pedagogy.
- Improving academic achievement for K-5 students using UCF student tutors
 - o UCF professors offer real-world field experiences as part of their undergraduate coursework.
 - o First-year data showed that 100% of the targeted students mastered content taught during tutoring sessions.
- Developing support groups for interns and supervising teachers
 - o Our intern support groups provide a forum for pre-service teachers and supervising teachers to exchange ideas for best practices and discuss challenges.
 - o Both intern and supervising teacher groups meet separately to provide a non-threatening venue for candid discussion.
- Increasing teachers trained in clinical education
 - o UCF conducts graduate level courses each semester at Timbercrest to train teachers in clinical education methods, helping them become exemplary supervising teachers.

- o Timbercrest teachers who supervise interns receive a tuition reduction to support the teachers' pursuit of advanced degrees.

Our efforts generated enthusiasm and increased collaboration, resulting in benefits for students at both schools.

Tiered Collaboration In A Professional Development School Program: A Framework For Multilayered Assessment

*Rebecca Kramer and Jolene Saunders, Whitson Elementary School
Ashlie Jack, Deborah Larson, Lori Mann, and Elizabeth Dobler, Emporia State University*

Shared responsibility for assessment of teacher education candidates provides for a strong connection between the partners in a Professional Development School program. In the tiered collaboration model, assessment becomes the collective responsibility of the general education faculty at the community college and university, mentor teachers and principals in the elementary schools, and teacher education faculty at the university. All contribute to the overall record of each candidate's knowledge, skills, and dispositions toward teaching, thus making the assessment process multilayered. Assessment formats used in this program are wide-ranging, including norm-referenced and criterion-referenced tests, observations of interns in various field experiences, course assessments, lesson plans, and projects.

The presentation will begin with a description of the tiered collaboration model and its implementation in this Professional Development School program. Next, a panel discussion will be used for the main part of the presentation, with panelists from the community college, an elementary school, and the university. Panelists will describe their roles in the assessment of pre-service candidates. At the conclusion of the panel discussion, university faculty presenters will describe ways some of the assessment data is stored in an electronic data base and used to evaluate the elementary education program.

Using PDS To Hasten The Future Of Teacher Education

James B. Tuttle, Shepherd University

Our PDS is using support from the state of West Virginia and Shepherd University to create, test, and refine improved structures for innovative practice in teacher education. This proposal focuses on three electronic structures: a Shepherd University Sakai website, email, and Megameeting. Our PDS uses an online course delivery system (similar to Blackboard or WebCT, but open source) to host a module that has been built specifically to the practices and needs of teacher educators and teachers in our partnership, providing on-demand information access, site-specific and role-specific discussion forums, announcements, and document archives. Over three years, specific goals and programs have been implemented to catalyze the use of online networking as a norm among teacher and teacher education partners.

Our partnership uses email in a very specific way, to enact Triad Journaling. This practice, whose success and importance our partnership has already presented at the 2005 PDS National Conference, provides a sustained context-specific conversation between candidates, their field mentor teachers, and their university professors. This connection brings coherence to the candidates' enacted curriculum, providing a forum for questions, answers, and discussions of options for practice among multiple perspectives.

At one school in our partnership, we have literally connected the teacher education classroom to the classroom using Megameeting. The possibilities for interactive, real-time connections between schools are virtually limitless. We have tested and continue to refine educational principles for best practice in connections between stakeholders in all roles and multiple locations.

Using The Nine Essentials Of A Professional Development School© As An Evaluation Rubric Of The MOU

Pam Campbell, Cyndi Giorgis, and Sherri Strawser, University of Nevada Las Vegas

Sue Steaffens, Petersen PDS

Maureen Stout, Paradise PDS

Eva White, Clark County School District

In this presentation, the process and results of a year-long self-evaluation of the UNLV/CCSD Partnership based on the Nine Essentials of a Professional Development School© will be presented. The UNLV/CCSD Partnership is comprised of the University of Nevada Las Vegas (UNLV) and three PDS schools in the Clark County School District (CCSD). Paradise (Elementary) PDS has been a PDS for ten years; Petersen (Elementary) PDS opened in 2003; and Fremont (Middle) PDS joined the partnership in 2008. While all PDSs are committed to the mission of the partnership and the memorandum of understanding, each differs with respect to implementation. Given the differences in their "ages" (10 years vs. 6 vs. 1), grade levels, and implementation strategies, the UNLV/CCSD Partnership has conducted a self-assessment involving all stakeholders. The self-evaluation has involved teachers, administrators, parents, and staff members in each school; members of the Coordinating Councils for each PDS; faculty and students in the College of Education and UNLV, and, finally, members of the Las Vegas community-at-large who have been involved in the partnership. Areas of strength and on-going challenge will be identified, together with strategies used (both successful and unsuccessful). Results will be used by the Governing Council at the annual meeting in Spring 2010 to determine needs and future plans. Opportunities for discussion will be provided.

Using The Nine Essentials© To Improve Your PDS

Maureen Stout, Paradise Professional Development School

Pam Campbell, University of Nevada Las Vegas

Eva White, Clark County School District

An eleven-year partnership exists between Clark County School District and the University of Nevada Las Vegas which includes two elementary schools and one middle school. A formal memorandum of understanding (MOU) has been in place for five years. The partnership is guided by the MOU that includes mission statements, articulation agreements, governance and communication structures, explanations of formal and informal roles across institutional settings, systems for allocating resources, and procedures for recognizing and rewarding participation. The MOU is the foundation for the success of the PDS schools. The stakeholders meet together each May to review and use data to plan for the next year.

Paradise PDS continually evaluates the PDS development and the school-university partnership. In addition to using the NCATE standards, Paradise is using the Nine Essentials to assess progress and develop goals to advance the school and partnership. The presenters will discuss the format used to include stakeholders in this process. Presenters will describe the use of the information in developing the School Improvement Plan. The use of reflection and self-evaluation is important to the growth of the school as a Professional Development School. It also provides stakeholders with a better understanding of what it means to be a Professional Development School.

The Nine Essentials address nine developmental guidelines that establish the philosophical underpinnings and the logistical requirements of a PDS relationship. The presenters will discuss the data collection method and results of the staff and coordinating council evaluations. In addition, time will be allotted for participant discussion.

Wearing The Many Hats In A PDS

*Laura Smith, Susan Swars, and Carla Tanguay, Georgia State University
Janita Richardson, Nesbit Elementary School*

This session presents the formal and informal roles of university and elementary school faculty as contributors to a successful PDS relationship between an urban research university and a high needs elementary school. The presenters will share their perspectives on building and sustaining a PDS relationship across the past five years in the context of their specific roles, with a particular focus on:

- coordination and facilitation of university intern and student teacher placements, including shared supervision models;
- collaborative inquiry responsive to the needs of the PDS;
- PDS-based university coursework connecting theory and practice with benefits for pre-service teachers, in-service teachers, and elementary students and their parents;
- collaborative professional development for both in-service teachers and pre-service teachers;
- Professional Learning Communities as a means for teacher development; and
- affordances and constraints of a five-year PDS relationship.

The session will conclude with directions for continuing the five-year PDS collaboration and provide implications for the audience in considering their own PDS programs.

What Is The Role That PDSs Could Play In Global Education And What Is The Role That Global Education Could Play In PDSs?

*Diane Yendol-Hoppey and Harrison Oonge, West Virginia University
Ruud J. Gorter, INHoland University*

This session will explore the questions: What is the role that PDSs could play in global education and what is the role that global education could play in PDSs? In the first part of this session, we will share themes from the literature reviewed and conversations between PDS university faculty from the Netherlands and the United States.

In the second part of the session, the presenters will discuss the advantages and conditions of bi-national or international Professional Development School integration of global education/international education into their mission, as well as explore how cooperation in research, professional development, teacher education, and student participation might strengthen Professional Development Schools in ways that realize learning across “borders.” By expanding our concept of “border” to include not just school/university but PDS across cultures, new possibilities for global education are created.

Finally, we will engage the audience in discussions guided by the following questions:

- How could we arrange bi-national or international projects in which global education is embedded in professional development, teacher education, and student participation?
- What research questions emerge within this arrangement and how could we operationalize: (a) the professional development possibilities for PDS faculty and university faculty, (b) the prospective teacher education possibilities, and (c) the possibilities for students in the school systems of both countries?

What Works For Us: Network Structures And Strategies

Peggy Lewis, John Jacobson, and Jill Miels, Ball State University

Ball State University has a long history of working successfully with schools throughout the state of Indiana to prepare future teachers. The practices and procedures associated with the Professional Development Schools Network at Ball State University have been institutionalized and recognized for a process of true collaboration with its individual partners, as well as serving as a role model for other institutions. After twelve years of working in the Professional Development Schools arena, Ball State not only has a well-developed structure for school-university collaboration, but also the ability to review and refine the structure to accommodate changes over time. This session is an examination of the activities defined and developed to provide professional development for in-service teachers, continual growth for pre-service teachers, and increased learning for P-12 students in a large network. One presenter will highlight the original structures begun in 1997-1998 including:

- network governance,

- formal application process,
- issues of assigned time for university and school personnel, and
- early successes and obstacles.

The second presenter will highlight:

- maintenance of active and inactive sites,
- roles and responsibilities within the network,
- revision of existing site review policies, and
- accountability.

The Dean of the Teachers College will highlight his vision for the future of the BSU PDS Network and the important role of PDS in teacher preparation.

Writing For School-University Partnerships: The Journal Of The National Association For Professional Schools

Pam Campbell, University of Las Vegas

Eva White, Clark County School District

Dustin Mancl, Paradise Professional Development School

This session focuses on the publication process for *School-University Partnerships: The Journal of the National Association for Professional Schools*. The co-editors will outline the specific steps involved and provide strategies for potential authors to consider. Participants are encouraged to bring their questions and ideas to the group for discussion. Associate editors and reviewers for the journal are also invited to attend and provide their perspectives.

