

CONFERENCE PROGRAM

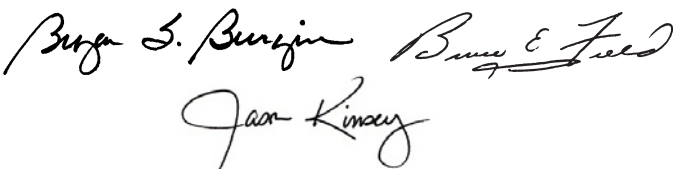
Dear Conference Participants:

On behalf of the University of South Carolina, we welcome you to Orlando and to our celebration of the achievements and on-going efforts of individuals and groups committed to PDS collaboration. Despite the very difficult economic situation we are all experiencing, we are pleased that over 700 PDS educators have chosen to participate in this year's event. In our time together, you will have the opportunity to choose from 278 concurrent sessions and to interact with educators from forty-plus states and a handful of foreign nations. You also can participate in two pre-conference workshops and three pre-conference facilitated discussions. Other special events include, for the third consecutive year, Saturday morning Student Poster Sessions and a Friday morning breakfast reception for teacher candidates and first-year teachers. Our general session presentations include Bruce Field's Thursday afternoon PDS retrospective; Brian Schultz's Friday morning lessons from an urban classroom; and Joe Martin's Saturday morning exploration of why we as teachers do what we do. We encourage you to actively engage in every aspect of the conference and to use what you learn as a springboard for continuous PDS dialogue as you leave Orlando and return to your various school sites.

Recognizing the need for a bit of rest and relaxation in the middle of such intellectual stimulation, we have built into the conference a few social events aimed at helping you renew old acquaintances, meet new friends, and continue your conversations away from the bustle of the sessions: a Thursday evening Meet and Greet Reception, a Friday evening Gala Reception, and a Saturday evening visit to Universal CityWalk. For those of you who managed to arrive a bit early, we also offer a behind-the-scenes look at Universal Studios on Wednesday. Of course, you can also take advantage of your time in Orlando to informally pick each other's brains about your work in Professional Development Schools.

The conference will conclude with the NAPDS business meeting on Sunday morning. We encourage you to participate in this conversation and to share your ideas and suggestions for how the organization can best serve your needs.

In these financially restrictive and trying times, the Conference Planning Committee appreciates your interest in and support of this event. We hope you will find it as fulfilling as we have planned it to be, and we ask that you let us know if there is anything we can do to make it so.



Bryan S. Burgin, Bruce E. Field, and Jason Kinsey
Conference Planning Committee

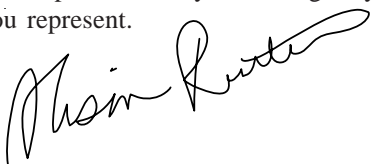
Dear PDS Partners:

Welcome to this year's USC PDS National Conference! Thank for participating in this conference and helping the National Association for Professional Development Schools celebrate its fifth year anniversary. We are most grateful to the University of South Carolina for continuing to hold this conference each year as it the means by which we receive our membership fees and our primary opportunity for networking among PDS professionals. We would also like to thank our founders for their continued support and all of you who have participated and helped to shape the Association in these beginning years. Your participation in this conference and thereby, NAPDS, is what allows us to continue to promote PDS work throughout the country. Your membership dollars allow us to celebrate the accomplishments of PDS through our signature high quality journal twice yearly and widely read magazine three times a year. As members you also have access to our web-site – www.napds.org for information on NAPDS and PDSs as well the opportunity to share ideas on our recently added NAPDS Facebook page <http://www.facebook.com/?ref=logo#!/group.php?gid=169200292727> . We also plan on adding PDS e-news to allow us to get the word out to all of you on PDS updates in a timely manner. Your participation in these communication vehicles is what will keep us a vibrant and responsive organization.

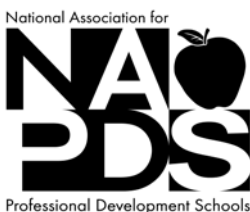
Aligned with this year's theme, there is a wealth of conference sessions this year that demonstrate our commitment to the *Nine Essentials* and how we measure the progress of our PDS work. In addition to all of the presentations at the conference that demonstrate the good work going on in PDSs, USC is offering a number of pre-conference workshops and meetings. Many of these are related to our multiple different constituencies. Hopefully, what you learn here will be energizing to you personally and help to ignite that same interest in your partners back home.

We would like to encourage you to become even more involved with the Association. This will become a stronger organization because of your involvement. Perhaps you would consider running for a position on the Executive Council or Board of Directors. If you are thinking about it, please feel free to talk with any of us or give your information to someone at the registration desk. We need your voice!

We hope you learn a lot and share a lot with all of our members gathered here from across the country—and world. Please be sure to bookmark the date for next year's conference and start thinking about what you can present next year to enrich our understanding of PDS. On behalf of the NAPDS Executive Council and Board of Directors, I hope that your participation in this year's conference will be professionally rewarding for you and all of the PDS partners you represent.



Alison Rutter, President
NAPDS



CONFERENCE PROGRAM

CONFERENCE STRANDS AND STUDENT POSTER SESSIONS

Strand #1: The PDS Impact on Teacher Candidates

The most widely recognized focus of any Professional Development School is a commitment to the preparation of future educators. The 95 proposals addressing this strand will 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?

Strand #2: The PDS Impact on Current Educators

While preparing new teachers has been a major focus of PDS work, what distinguishes a PDS from other school-university partnerships is the ongoing and reciprocal professional development for all participants of the school community, including P-12 and college/university faculty. The 60 proposals addressing this strand will offer examples and evidence of how current educators have benefited from the PDS relationship. How have innovation, collaborative inquiry, and reflective practice played a role in their continuous professional growth? How has sharing their work beyond the school community contributed to the strength of the PDS?

Strand #3: The PDS Impact on P-12 Students

At the heart of the PDS initiative is the improvement of P-12 learning, the recognition that all students can learn, and a commitment to provide teaching and learning in ways that are unbiased, fair, and just for everyone in the school community. The 47 proposals addressing this strand will offer examples and evidence of enhanced student performance as a direct result of the PDS collaboration. Have there been quantitative improvements in student achievement? Have there been qualitative improvements in students' approach to school and/or to their physical, emotional, and intellectual well-being?

Strand #4: PDS Frameworks as Structures for Success

Professional Development Schools thrive best when they are based on clearly-delineated frameworks that set the stage for success. The 76 proposals addressing this strand will offer examples and evidence of the frameworks that have contributed to the success of their PDS collaborations. These frameworks can include, but are not limited to: 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. How have these structures contributed to the PDS success? How could they assist others who are either beginning or attempting to sustain their collaborations?

Student Poster Sessions

For the third year in a row, teacher candidates have been given the opportunity to share their perspectives on their work in Professional Development Schools. The 16 presentations will be held in one 2-hour Saturday session during which teacher candidates will offer visual demonstrations of their work in PDS settings. Conference participants will have the opportunity to walk throughout the room and engage teacher candidates in conversations about their work.

Special Program Note: The notations in this program indicating, for example, "Question 3 Page 55" mean that you will find a detailed description of that session (which addresses Conference Question #3) on page 55 of the Conference Proceedings.

General Conference Information

Admittance to Conference Activities

You must wear your conference nametag to be admitted to all program sessions, socials, and food functions of the conference.



Small Group Meetings

Do you need space for a small group meeting? Limited space is available during the conference. Please see Beth at the registration desk to arrange a time.



Universal CityWalk

Cost: \$15.00 each, advance registration required.

Don't forget to have some fun while you are at the conference! Get set for an evening outing at Universal CityWalk for Orlando's best in dining and entertainment (on-your-own). Buses will depart the hotel at 5:30 p.m. on Saturday evening and return at 10 p.m. Universal CityWalk offers a wide variety of dining and entertainment options, including:

The NASCAR Sports Grille® is sure to please any racing or sports enthusiast with a menu featuring our signature Ribs, Pastas, Sandwiches, and much more.

The Bubba Gump Shrimp Co.™ Restaurant & Market

This fun family restaurant features shrimp, shrimp and more shrimp – plus other menu selections, from great seafood and steaks to sandwiches, appetizers, and mouth-watering desserts – and a boatload of memorabilia from the Oscar®-winning film, *Forrest Gump*.

Jimmy Buffett's Margaritaville®

Every corner of Margaritaville brings to life a different Jimmy Buffett classic. Its main dining room was inspired by one of Jimmy Buffett's favorite South Florida waterfront concerts, and its three bars — The Volcano Bar, Land Shark Bar, and 12 Volt Bar — were themed around Jimmy Buffett songs.

Bob Marley - A Tribute to FreedomSM

A one-of-a-kind **celebration of music and culture**, Bob Marley - A Tribute to Freedom is patterned after Marley's actual home in Kingston, Jamaica.

Hard Rock Cafe® Orlando

Adjacent to the Hard Rock Live performance venue is the world's largest Hard Rock Cafe, decorated with the world's largest collection of rock 'n roll memorabilia.

Emeril's Restaurant® Orlando

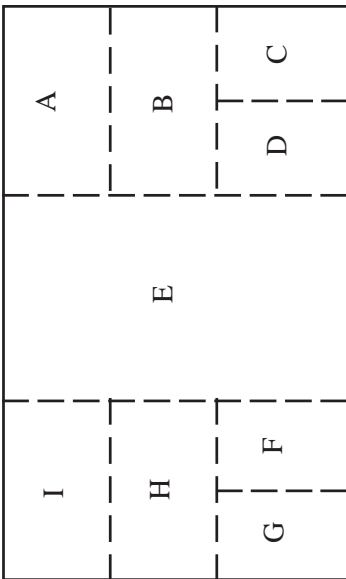
This **sophisticated eatery** was created by noted **chef Emeril Lagasse**, star of the hit Food Network program "Emeril Live."

Pat O'Briens®

An authentic reproduction of New Orleans' favorite watering hole, Pat O'Brien's is the **original home of dueling pianos**, the "flaming fountain" patio, and the **world-famous "Hurricane®"** specialty drink.

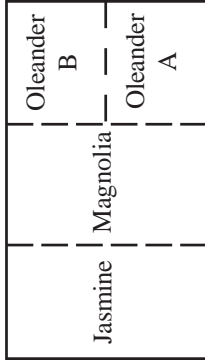
...and many more!

PALMS BALLROOM

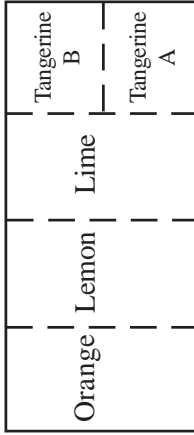


PALMS FOYER

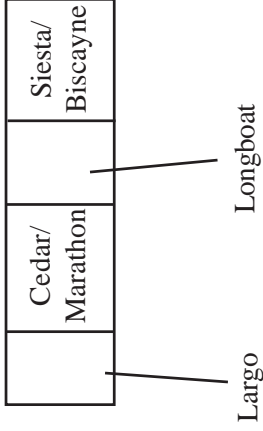
FLORAL BALLROOM



CITRUS BALLROOM



KEY ROOMS



Stop by the NAPDS Membership Table

- **Verify mailing address and email address to ensure delivery of journals, magazines, and special announcements.**
- **Pick up past issues of *PDS Partners*, the Magazine of NAPDS.**
- **Order past issues of *School-University Partnerships: The Journal of the NAPDS*.**
- **Ask questions of NAPDS Board Members, Committee Chairs, and Executive Council regarding:**
 - ◆ **Submitting for the Journal**
 - ◆ **Writing for the Magazine**
 - ◆ **Member Benefits**
 - ◆ **Running for Office**
 - ◆ **General Information**
 - ◆ **Chair a Committee**

CONFERENCE PROGRAM

Thursday, March 11, 2010

7:00 A.M. - 7:00 P.M. CONFERENCE REGISTRATION OPEN

PALMS FOYER

9:00 A.M. - 12 NOON PRE-CONFERENCE WORKSHOPS

TANGERINE A

A Conversation With The 2009 Winners Of The NAPDS Award For Exemplary PDS Achievement

Denise Barth and Sally Catoe, North Springs Elementary School (South Carolina)

Bernard Badiali and Deanna Washell, Penn State University

Susan Syverud, University of North Florida

TANGERINE B

Teaching English-Language Learners In Regular Classrooms Using The SIOP Model

Brandi Iles, Jill Jones, and Shane Heiman, Village Elementary School (Kansas)

Michele Hayes, Council Grove Elementary School (Kansas)

9:00 A.M. - 10:30 A.M. FACILITATED DISCUSSIONS

OLEANDER A

PDS Superintendents' Forum

Eva White, Clark County School District (Nevada)

OLEANDER B

PDS Principals' Forum

Jennifer Ford, Peabody School (Massachusetts)

Donnan Stoicovy, Park Forest Elementary School (Pennsylvania)

10:30 A.M. - 12 NOON FACILITATED DISCUSSIONS

OLEANDER A

PDS Directors' Forum

Bruce E. Field, University of South Carolina

1:00 P.M. - 1:45 P.M. CONCURRENT SESSION I

JASMINE

QUESTION 4

PAGE 150

NEW PDS Steering Committee Supports Success Across The Strands

Sally V. Drew, Central Connecticut State University

Paula M. Talty and Dianna Rafferty, Woodside Intermediate School

LEMON

QUESTION 2

PAGE 68

Building Curriculum Collaboratively

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

- LIME** **QUESTION 1** **PAGE 16**
Collaborating For Success: The Development Of Pedagogical Content Knowledge In Preservice Teachers
Barbara Purdum-Cassidy, Baylor University
Sue Miller, Mountainview Elementary School
- MAGNOLIA** **QUESTION 1** **PAGE 21**
Educational Psychology, Assessment, And Technology (EPAT)
Anita V. Reynolds, Charles Grindstaff and Terry W. Mullins, Concord University
- OLEANDER A** **QUESTION 3** **PAGE 102**
Changing Academic Performance And Promoting Success (CAPPS): The PDS Impact On Students
Teresa Jayroe, Rebecca Robichaux, Margaret Pope and Kent Coffey, Mississippi State University
- OLEANDER B** **QUESTION 2** **PAGE 75**
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
- ORANGE** **QUESTION 2** **PAGE 66**
Back To The Classroom: The Impact Of A PDS On Hybrid Educators
William Benson, Radio Park Elementary School
Doris Grove, Penn State University
Jodi Kamin and Deana Washell, Park Forest Elementary School
- PALMS F** **QUESTION 1** **PAGE 30**
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 Elementary School
- PALMS G** **QUESTION 4** **PAGE 138**
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
- PALMS H** **QUESTION 1** **PAGE 13**
Best Practices For Action Research In Teacher Education
Robert P. Pelton, Stevenson University
- PALMS I** **QUESTION 1** **PAGE 30**
Interns A-Twitter With Technology
Sally Catoe, Denise Barth, Pamela Powell, Beth Phillips, Anita Gabbard, Morgan Furr and Jeri Stanek, North Springs Elementary School

CONFERENCE PROGRAM

3:00 P.M. - 3:45 P.M.

CONCURRENT SESSION III

JASMINE

QUESTION 1

PAGE 51

The Full Professional Development School Circle

Joni Irlmeier, Wayne State College

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

LEMON

QUESTION 2

PAGE 82

**PDS Impact: Effective Professional Development Based
On Collaborative Inquiry**

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

*Patricia Marlin, Nolan Correa and Michael Yezak,
University High School*

LIME

QUESTION 4

PAGE 148

**Maintaining A Successful Articulation Agreement:
Collaboration Between Emporia State University, Butler
Community College And Kansas City Kansas Community
College**

*Fred LeMaster, Merle Patterson and Tim Warner,
Emporia State University*

MAGNOLIA

QUESTION 4

PAGE 148

Making It Formal: Who Benefits The Most?

Barbara Owens, Fairmont State University

Christine Miller, East Fairmont Jr. High School

OLEANDER A

QUESTION 1

PAGE 34

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

*Adriana L. Medina, University of North Carolina
Charlotte*

OLEANDER B

QUESTION 1

PAGE 61

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

Linda Bufkin and Ann Rule, Saint Louis University

ORANGE

QUESTION 1

PAGE 30

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

Jodi Kamin, Park Forest Elementary School

Cindy Cowan, Gray's Woods Elementary School

*Susan Lunsford and Bernard Badiali, Penn State
University*

Jason Perrin, Mount Nittany Middle School

PALMS F

QUESTION 3

PAGE 123

**Working Together To Help Prevent Kindergarten
Student Summer Reading Loss**

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

*Paul Bonner and Irma Boyd, Myers Park Traditional
Elementary School*

PALMS H**QUESTION 2****PAGE 67****Book Clubs And Beyond: A Professional Development Journey***Rita Croteau, Carolyn O'Connor Halloran, Debra Sousa, Traci Vecchiarello and Marie Viola, Peabody Elementary School***PALMS I****QUESTION 3****PAGE 106****How Interns Prove And Improve P-12 Learning***Karen Schafer, Towson University***SIESTA/BISCAYNE****QUESTION 1****PAGE 29****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***TANGERINE A****QUESTION 1****PAGE 51****The Evolution Of A STEM Focused Professional Development School***K. T. Willhite, D. Timothy Gerber, Emily Butorac and Cindy Duley, University of Wisconsin - La Crosse***3:45 P.M. - 4:00 PM****TRANSITION TIME****4:00 P.M. - 4:45 P.M.****CONCURRENT SESSION IV****JASMINE****QUESTION 1****PAGE 17****Collaborative Reflection And Decision Making Through A Professor In Residence Model***Stacey Brown-Hobbs, Mount St. Mary's University***LEMON****QUESTION 4****PAGE 168****What Works For Us: Network Structures And Strategies***Peggy Lewis, John Jacobson and Jill Miels, Ball State University***LIME****QUESTION 3****PAGE 104****Effective Literacy Instruction: The Impact Of Small Group Instruction On Urban PDS Students***Barbara Purdum-Cassidy, Baylor University
Sue Miller and William Shepard, Mountainview Elementary School***MAGNOLIA****QUESTION 2****PAGE 83****PDS Website: Working Together In Real Time***Anita V. Reynolds, Charles Grindstaff and Terry W. Mullins, Concord University***OLEANDER A****QUESTION 2****PAGE 90****The Clinical Faculty Associate Experience: A Real-World Approach***Joseph Thoma, Susan Kiger and Della Thacker, Indiana State University*

“Professional Development Schools: A Twenty-Year Retrospective and a Challenge for the Future”*Bruce E. Field*

Bruce E. Field is the Executive Director of School-University Partnerships and Clinical Experiences in the University of South Carolina's College of Education, where he oversees the relationship between USC and approximately 140 public schools in the Greater Columbia area, twelve of which are Professional Development Schools. His work with PDSs provided him the opportunity to assist in the evolution of the National Association for Professional Development Schools and to eventually serve as the association's inaugural president in 2005-2006. Before assuming his roles with South Carolina and the NAPDS, Bruce lived two other professional lives, the first as a high school history/social studies teacher for twelve years in Wyoming, Illinois, and Virginia. His experiences with the rural, urban, and suburban schools in those three states gave him an appreciation for diverse student populations and for the importance of developing community as an integral part of teaching and learning. His other pre-PDS life, eight years as a professor of history and coordinator of secondary social studies teacher certification at Northern Illinois University, gave him an equally significant appreciation of the need for faculty across the university to work as a team in fostering meaningful collaborations with P-12 schools.

Bruce earned his undergraduate and masters degrees in history from East Carolina University and his PhD in twentieth century U.S. history from the College of William and Mary. As an historian, he tends to take the long view of events and it is from this perspective that he will provide his overview of twenty years of PDS work in the United States and abroad. His keynote address will focus not only on how the initiative got to where it is today but also on his beliefs about where it needs to go for the immediate and long-term future. In addition to sharing statistical evidence of the growth of PDSs in recent years, Bruce will also offer what he believes are the significant contributions that PDSs as a whole have made to the field of education as well as the challenges facing PDSs as they strive to maintain their place as a key contributor to American education. Not the least among these challenges is the responsibility to demonstrate that Professional Development Schools do in fact make a difference. Bruce's comments, then, will serve as an apropos launching of this year's PDS National Conference, with its more than timely theme, "Measuring Success: Assessing the Impact of Professional Development Schools on the Educational Environment."

CONFERENCE PROGRAM

5:00 P.M. - 6:00 P.M.

GENERAL SESSION

PALMS E

Welcome

Bryan Burgin, University of South Carolina

Donna Culan, NAPDS President-Elect

Les Sternberg, University of South Carolina

**Professional Development Schools: A Twenty-Year
Retrospective And A Challenge For The Future**

Bruce E. Field, University of South Carolina

6:00 P.M. - 7:30 P.M.

MEET & GREET RECEPTION

GRAND LAWN

(RAIN LOCATION CITRUS BALLROOM)

7:30 P.M.

CONFERENCE ADJOURNS FOR THE DAY

Friday Keynote Address

“Curriculum in the Making: Listening to and Learning from Students”*Brian D. Schultz*

Brian D. Schultz is Associate Professor, Honors Faculty, and Associate Chair of the Department of Educational Leadership & Development at Northeastern Illinois University in Chicago. Brian’s research focuses on democratic classrooms, curriculum as social action, and public pedagogy. He has published in journals such as *Curriculum Inquiry*, *Curriculum & Teaching Dialogue*, *Democracy & Education*, *Educational Studies*, *Equity & Excellence in Education*, *Journal of Educational Controversy*, *Journal of Curriculum & Pedagogy*, *Journal of Curriculum Theorizing* (in press), *Schools*, and *The Sophist’s Bane*. He has also edited *Listening to and Learning from Students* (Information Age, forthcoming, 2010), and co-edited: *Articulation of Curriculum and Pedagogy for Just Society* (EIP, 2007), and *Handbook of Public Pedagogy: Education and Learning Beyond Schooling* (Routledge, 2009). He has received Excellence Awards in both Teaching and Research from his university and was recognized with AERA Early Career Awards in both Narrative & Research, and Critical Issues in Curriculum & Cultural Studies. He holds a Ph.D. from University of Illinois at Chicago.

Brian’s book, *Spectacular Things Happen Along the Way: Lessons from an Urban Classroom* (Teachers College Press, 2008), received the AESA Critics Choice Book Award and the AERA Outstanding Book Award in Curriculum Studies. It has been praised by Jonathan Kozol as “a marvelous, important book . . . badly needed at a moment when the values it upholds are under an unrelenting assault from forces of reactionary ignorance” and by James Beane as “powerful and . . . absolutely inspiring.” Brian’s keynote address will share the story told in the book - a story in which he challenged students from a Chicago urban housing project community to name a problem they wanted to solve and their unanimous decision to focus on replacing their dilapidated school. As students examined conditions of the school and researched causes of decay, they initiated a mission of remedy and repair through a contingent action plan that integrated the curriculum. The students’ critical thinking and problem-posing powered profound self-transformations and remarkable achievement.

CONFERENCE PROGRAM

Friday, March 12, 2010

7:00 A.M. - 4:30 P.M. CONFERENCE REGISTRATION OPEN

PALMS FOYER

7:00 - 8:00 A.M. CONTINENTAL BREAKFAST

PALMS FOYER

7:00 A.M. - 8:00 A.M. STUDENT CONTINENTAL BREAKFAST

HIBISCUS

8:00 - 9:00 A.M. GENERAL SESSION

PALMS E

Welcome

Bryan S. Burgin, University of South Carolina

Spirit of Partnership Award

Bruce E. Field, University of South Carolina

Curriculum In The Making: Listening To And Learning From Students

Brian D. Schultz, Northeastern Illinois University

9:00 A.M. - 9:15 A.M. TRANSITION TIME

9:15 A.M. - 10:00 A.M. CONCURRENT SESSION V

AZALEA

QUESTION 4

PAGE 140

Formal And Informal Roles Of Professional Partners In An Urban PDS

Jill Miels, Ball State University

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

CEDAR/MARATHON

QUESTION 1

PAGE 25

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

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

JASMINE

QUESTION 1

PAGE 45

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

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

Michele Hayes, Council Grove Elementary School

LARGO **QUESTION 4** **PAGE 135****Digital Storytelling: Catalyst For Collaboration And Change***Joya C. Hicks, Kennesaw State University**Marcy Keifer Kennedy, Ohio University**Michelle Chapman and Ann Cunningham, Chauncy Elementary School***LEMON** **QUESTION 3** **PAGE 110****On The Bubble: A PDS Partnership Demonstrates Impact On Student Learning***Marcy Keifer Kennedy, Ohio University**Michelle Chapman and Ann Cunningham, Chauncy Elementary School***LIME** **QUESTION 1** **PAGE 21****Digging Deeper: Using Video Analysis To Unearth The Intricacies Of Novice Teacher Reflection And Supervisory Practices***Rebecca West Burns and Christine McDonald, Penn State University**Deana Washell, Park Forest Elementary School***MAGNOLIA** **QUESTION 3** **PAGE 101****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***OLEANDER A** **QUESTION 4** **PAGE 128****A Pilot Program: Using Collaboration And Data To Benefit All Stakeholders***Michael Cosenza, California Lutheran University**Cynthia Coler, Flory Academy of Sciences and Technology***OLEANDER B** **QUESTION 2** **PAGE 91****The Impact Of A Professional Development Network On Principal School Improvement Goals And Leadership Development***Catherine Larsen and Barbara Rieckhoff, DePaul University***ORANGE** **QUESTION 1** **PAGE 49****Teacher Talk: Mentoring In The PDS***Kimberely Nettleton, Morehead State University***PALMS A** **QUESTION 1** **PAGE 19****Developing Images Of PDS Leadership In Beginning Teachers***Joyce Burgener, Patricia Pinciotti and Linda K. Rogers, East Stroudsburg University**Danielle Dos Santos and Natalie Kvacky-Baran, Donegan Elementary School*

CONFERENCE PROGRAM

PALMS B

QUESTION 1

PAGE 53

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

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

PALMS C

QUESTION 3

PAGE 120

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

PALMS D

QUESTION 4

PAGE 140

Frameworks For Success: How The Maryland Professional Development School (PDS) 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 E. Neilson, Baltimore City Public Schools

Cheryl Wittmann and Maggie Madden, Maryland State Department of Education

PALMS F

QUESTION 4

PAGE 162

The Last Schools Standing: How Two PDS's Use A Self-Study Process To Plan Change, Action, And Accountability

Valarie Lee and Stacey Leftwich, Rowan University

Lindsay McCarron, Johnstone Elementary School

PALMS G

QUESTION 4

PAGE 164

Theory & Practice In Action

Mary Cool, Mary Hansen and Trish Masker, Timbercrest Elementary School

Mary Starzynski, University of Central Florida

PALMS H

QUESTION 2

PAGE 87

Professor-In-Residence: Learning Alongside Practicing Teachers

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

PALMS I

QUESTION 2

PAGE 78

Literacy Learning Communities In Partnership

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

SIESTA/BISCAYNE

QUESTION 2

PAGE 95

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

TANGERINE A QUESTION 4 PAGE 139

Flexible Structure: The Key To Success And Sustainability

Jan Sherman, Winona State University

Joanne Swenson, Learn2Lead

TANGERINE B QUESTION 1 PAGE 40

Preservice 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

10:00 A.M. - 10:15 A.M. TRANSITION TIME

10:15 A.M. - 11:00 A.M. CONCURRENT SESSION VI

AZALEA QUESTION 1 PAGE 33

Maximum Collaboration, Maximum Impact

Krystal Goree, Baylor University

Karen Hassell, Waco Independent School District

CEDAR/MARATHON QUESTION 2 PAGE 93

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

Paula Gordon and Judy Sherman, Hood College

JASMINE QUESTION 3 PAGE 116

School-University Partnership That Enhances Student Learning

MeShelda A. Jackson, James Pelech and Ovid Wong,

Benedictine University

LARGO QUESTION 4 PAGE 129

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

Diane Yendol-Hoppey, West Virginia University

LEMON QUESTION 1 PAGE 26

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

LIME QUESTION 2 PAGE 70

Developing An IPDS Partnership Using Book Study And Critical Friends

Lanette Waddell, Lehigh University

Dawn Bothwell, Broughal Middle School

CONFERENCE PROGRAM

LONGBOAT

QUESTION 4

PAGE 132

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

MAGNOLIA

QUESTION 3

PAGE 116

**Small School Gathering: Personalization In A
Democracy**

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

OLEANDER A

QUESTION 2

PAGE 72

**Effective Strategies For Intern Observation And Data
Collection**

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

OLEANDER B

QUESTION 3

PAGE 117

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

Jean Eagle, Talawanda Schools

ORANGE

QUESTION 2

PAGE 73

**Enhancing Leadership In A School-University
Partnership**

*Portia Downey and Sharon Smaldino, Northern Illinois
University*

PALMS A

QUESTION 4

PAGE 152

PDS At The Center Of A Solutions-Based Conversation

*Gary Chamberlain, Central Intermediate School
Bridget Weigt, Christine Fischer, Lanette Olson, Susan
Levandowski and Cynthia Olson, 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 L. Zierdt, Minnesota State University, Mankato

PALMS B

QUESTION 4

PAGE 166

**Using The Nine Essentials Of A Professional
Development School© As An Evaluation Rubric For The
Memorandum Of Understanding (MOU)**

*Pam Campbell, Sherri Strawser and Cyndi Giorgis,
University of Nevada, Las Vegas*

*Maureen Stout, Paradise Professional Development
School*

*Sue Steaffens, Dean Petersen Professional Development
School*

Eva White, Clark County School District

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

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

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*

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

Ann K. Behrens and Marian Sorenson, Quincy University

The Effects Of Mentor Teachers' Leadership Practices On Student Intern Efficacy In Professional Development Schools

Keith Conners, Ron Siers, Jr., and Stacie Siers, Salisbury University

Coordinating Council: A Framework For Success In Our PDSs

*Donna M. 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*

SOARing: Sustaining A PDS Partnership

*Lynn V. Clark, Beth J. Ricks and Shalanda Stanley, University of Louisiana at Monroe
Elizabeth Ann Cook, Cypress Point Elementary School*

Promoting Inquiry-Based Science Instruction In A PDS Relationship

LaVerne Logan, Western Illinois University

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

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

CONFERENCE PROGRAM

TANGERINE B

QUESTION 4

PAGE 161

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 Public Schools

11:00 A.M. - 11:15 A.M.

TRANSITION TIME

11:15 A.M. - 12:00 NOON

CONCURRENT SESSION VII

AZALEA

QUESTION 3

PAGE 99

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

Leigh-Ann Styles, Fremont Professional Development Middle School

Sherri Strawser, University of Nevada, Las Vegas

Dustin B. Mancl, Paradise Professional Development School

CEDAR/MARATHON

QUESTION 4

PAGE 142

From Theory To Practice: Building A Professional Development Partnership

Patricia Raiff, Jane Beese and Pamela Spinner, University of Akron

JASMINE

QUESTION 1

PAGE 44

SIOP Model: Ensuring Student Success For ELL Students

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

Michele Hayes, Council Grove Elementary School

LEMON

QUESTION 1

PAGE 23

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

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

LIME

QUESTION 3

PAGE 112

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

Steve Biancaniello, Duquesne University

Sean Biancaniello, Linton Middle School

MAGNOLIA

QUESTION 4

PAGE 155

Redesigning To Sustain PDS

Peggy Lewis, Cathy Siebert, John Jacobson, James Stroud and Linda Taylor, Ball State University

OLEANDER A QUESTION 1 PAGE 55

The Power Of Partner Classrooms: The Impact On Pre-Service Teachers*Christine McDonald, Kristen Dewitt and Susan Lunsford, Penn State University**Cindy Cowan, Gray's Woods Elementary School**Marianne Bowers, State College Area High School*

OLEANDER B QUESTION 1 PAGE 54

The Ning Is The Thing: Supporting Interns Through Social Networking*Oliver Dreon and Nanette Marcum-Dietrich, Millersville University*

ORANGE QUESTION 2 PAGE 65

Active Instruction In Math? The Journey Of Enacting Brain-Based Research For One PDS Elementary School And University*Megan Burton, University of South Carolina**Shawn Suber, Kathy Evans, Susan S. Robey and Felicia**Richburg-Sellers, Rice Creek Elementary School*

PALMS F QUESTION 1 PAGE 61

Webquesting For All: Using Technology To Foster Collaboration, Critical Thinking And Integration Of Subject Matter For All Students*Katherine DiSimoni, Gina Scala, Alison Rutter and Heather Garrison, East Stroudsburg University**Danielle Dos Santos, Donegan Elementary School**Judi Hartzler, Pleasant Valley Elementary School*

PALMS G QUESTION 4 PAGE 153

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*

PALMS H QUESTION 4 PAGE 157

Steering Inner-City Students Toward Higher Education Through A PDS Partnership: The Promise Plus Initiative*Kevin Bivins, Una M. Davoren, Lindsay R. Knab and Amy Nichols, Pittsburgh Fulton Elementary**Monte Tidwell, Indiana University of Pennsylvania*

SIESTA/BISCAYNE QUESTION 1 PAGE 15

Building Capacity For Mentorship*Peter Kelly and Joe Sencibaugh, Truman State University*

CONFERENCE PROGRAM

TANGERINE A

QUESTION 1

PAGE 14

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

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

TANGERINE B

QUESTION 1

PAGE 17

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 Gnabah-
Mortensen, Cleveland School of Science and Medicine*

12 NOON - 1:30 P.M.

LUNCHEON

PALMS A & E

1:30 P.M - 2:15 P.M.

CONCURRENT SESSION VIII

AZALEA

QUESTION 1

PAGE 20

Differentiating The Practicum Experience: Prospective Teachers Take The Lead

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

CEDAR/MARATHON

QUESTION 4

PAGE 136

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*

JASMINE

QUESTION 3

PAGE 108

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

Leansa A. Bryan and Ivy Yee-Sakamoto, Azusa Pacific University

LEMON

QUESTION 1

PAGE 43

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

*Bernard Badiali, Penn State University
Jodi Kamin and Deana Washell, Park Forest Elementary School*

LIME

QUESTION 3

PAGE 117

Star Gazers And Treasure Hunters: Blogging For Our Future

*Denise Lindstrom, Fairmont State University
Mary Jo Swiger, Fairview Middle School*

MAGNOLIA

QUESTION 2

PAGE 96

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*

OLEANDER A

QUESTION 1

PAGE 42

School Site Support Of Pre-Service Teachers*Jan Mathis, Melissa Jaramillo and Maureen Stout, Paradise Professional Development School*

OLEANDER B

QUESTION 4

PAGE 143

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*

ORANGE

QUESTION 4

PAGE 151

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**Karen Pletcher, Stacey Corle, Leigh Ann Haefner and Timothy Slekar, Penn State Altoona*

PALMS F

QUESTION 2

PAGE 90

The 3-Way Conference: Is This Professional Development?*Mary M. Witte, Baylor University**Kathleen Minshew, Lorraine Randazzo, Gayla Reid and Lindsey Stevens, Hillcrest Professional Development School*

PALMS G

QUESTION 3

PAGE 112

Primary PDS: More Than An Extra Pair Of Hands*Danielle Dos Santos, Donegan Elementary School*
Susan Harlan, East Stroudsburg University

PALMS H

QUESTION 1

PAGE 27

Implementing The PDS Unified Teaching And Learning Initiative (UTLI): Reporting Initial Findings, Inherent Strengths And Potential Challenges*Kimberly Rombach, David Smukler and Karen M. Hempson, SUNY Cortland**Katie Swanson, Parker Elementary School*

SIESTA/BISCAYNE

QUESTION 3

PAGE 104

Developing Student Achievement Through A PDS Cohort Model*René Zender and Ramona Fowler, Fremont Professional Development Middle School*

CONFERENCE PROGRAM

TANGERINE A QUESTION 2 PAGE 94

Training Mentor Teachers: Two Perspectives

Larry Lyman, Emporia State University

Allyson Lyman, Lowther South Intermediate School

TANGERINE B QUESTION 1 PAGE 47

**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*

2:15 P.M. - 2:30 P.M.

TRANSITION TIME

2:30 P.M. - 3:15 P.M.

CONCURRENT SESSION IX

CEDAR/MARATHON

QUESTION 4

PAGE 163

The Power Of Collaboration

Alison Lax and Dorothy J. Taylor, Dean Petersen

Professional Development School

JASMINE

QUESTION 1

PAGE 25

**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

LARGO

QUESTION 2

PAGE 74

**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*

LEMON

QUESTION 3

PAGE 115

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

Marcy Keifer Kennedy, Ohio University

Cindy Nau, West Elementary School

LIME

QUESTION 2

PAGE 75

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

*Rebecca West Burns and Kristen Dewitt, Penn State
University*

Ellen Ballock and Cole Reilly, Towson University

LONGBOAT

QUESTION 3

PAGE 103

Co-Teaching In Student Teaching: A Value Added Model

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

MAGNOLIA

QUESTION 1

PAGE 53

**The Impact Of Practicum Schedule Structures On Pre-
Service Teachers**

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

OLEANDER A QUESTION 4 PAGE 145

Kemper PDS, Valeska Hinton Center, And The Nine Essentials Of PDS Work: Structures For Success
Sherrie Pardieck and Heljä Antola Crowe, Bradley University

Ann M. Bond, Valeska Hinton Early Childhood Education Center

OLEANDER B QUESTION 2 PAGE 79

Mentoring The Mentor

Robert Rodgers and Keith Neigel, College of Saint Elizabeth

Mary P. Quigley, Washington Avenue School

ORANGE QUESTION 2 PAGE 82

PDS And Schools-To Watch© Recognition: The Story Of One Middle School Principal

Keith Tilford, Illinois State University

PALMS A QUESTION 4 PAGE 158

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

Ginger L. Zierdt, Minnesota State University, Mankato

Pam Kennedy, Roosevelt Elementary School

Lynn O'Brien, Gaylord Elementary School

April Rosendale, Park Elementary School

Linda Roth, North Intermediate School

PALMS B QUESTION 3 PAGE 111

Preservice Literacy Methods Students Making An Impact On Struggling First Grade Readers

Susan Syverud and Katrina Hall, University of North Florida

PALMS C QUESTION 1 PAGE 32

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

Molly Mee and Maryann Crimi, Towson University

PALMS D QUESTION 1 PAGE 11

A Journey Toward Professionalism: Supporting Dispositions To Teach

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

PALMS F QUESTION 4 PAGE 145

Keep Moving Forward

Parthenia Satterwhite, Tracee Walker, Mary Jade Haney,

Shondra Morris and Claire Montgomery, Horrell Hill

Elementary School

LARGO**QUESTION 1****PAGE 12****Assistive Technology Workshop: A New Addition To The PDS Program***Joyce Burgener and Heather Garrison, East Stroudsburg University***LEMON****QUESTION 4****PAGE 165****Tiered Collaboration In A Professional Development School Program: A Framework For Multilayered Assessment***Ashlie Jack, Deborah Larson, Lori Mann and Elizabeth Dobler, Emporia State University
Rebecca Kramer and Jolene Saunders, Whitson Elementary School***LIME****QUESTION 3****PAGE 103****Co-Teaching & Differentiation: An Approach To Support 5th Grade Reading Readiness***Dustin B. Mancl and Cindy Stunkard, Paradise Professional Development School***MAGNOLIA****QUESTION 1****PAGE 46****Student Perceptions Of A Dual Certification PDS Model: Lasting Benefits And Persistent Challenges***David Hoppey, Jennifer Cibrik and Rachel Carpenter, West Virginia University***OLEANDER A****QUESTION 2****PAGE 87****Redefining Continuous Professional Development: A Model For Job Embedded Multilayered Professional Development***Merilyn Buchanan and Manuel Correia, California State University Channel Islands***OLEANDER B****QUESTION 1****PAGE 58****University Students Go To Elementary School: Teaching And Learning Together***Debra Giambo and Linda Ray, Florida Gulf Coast University
Tim Ferguson, Veterans Memorial Elementary School***ORANGE****QUESTION 4****PAGE 144****How It All Came Together: A Year Later***Gena Riley, John B. Hammett and Roland Thornburg, Jacksonville State University***PALMS A****QUESTION 1****PAGE 43****Sharing Our Best Practices At The PDS Site***Natalie Kvacky-Baran, Donegan Elementary School
Judi Hartzler, Pleasant Valley Elementary School
Katherine DiSimoni, East Stroudsburg University***PALMS B****QUESTION 3****PAGE 122****Tracking Student Achievement: A Yearlong Strategy***Audrey Davis and Rebecca Flores, Farmersville Elementary School
Judith A. Duffield, Lehigh University*

CONFERENCE PROGRAM

PALMS C

QUESTION 4

PAGE 132

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

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

Bernard F. Bragen, Jr. and Jill Takacs, Hazlet Township Public Schools

Loretta Zimmer, Middle Road School

PALMS D

QUESTION 4

PAGE 137

Enhancing Student Teaching Through Co-Teaching

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

PALMS F

QUESTION 1

PAGE 35

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

PALMS G

QUESTION 1

PAGE 32

Making A Difference Through Support Seminars For Teacher Candidates

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

PALMS H

QUESTION 4

PAGE 125

A Fruitful Partnership With A Shared Vision In Special Education

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

Sandra Thomas, Joliet Public Schools

PALMS I

QUESTION 4

PAGE 127

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

Joan N. Maier, Sam Houston State University

SIESTA/BISCAYNE

QUESTION 2

PAGE 97

We've Graduated. Now What?

Cynthia Gissy and Gregory Boso, West Virginia University at Parkersburg

TANGERINE A

QUESTION 1

PAGE 60

Using Electronic Portfolios To Assess PDS Students

Dale Blesz and Scott Scheuerell, Loras College

TANGERINE B

QUESTION 1

PAGE 52

The "Give And Take" Of The University Faculty, Teacher Candidate And Classroom Teacher Professional Relationship"

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

4:30 P.M.

CONFERENCE REGISTRATION CLOSES

5:00 P.M. - 6:30 P.M.

RECEPTION

GRAND LAWN

(RAIN LOCATION PALMS F-I)

Saturday Keynote Address

“Teach and Grow Rich”*Joe Martin, Jr.*

Joe Martin is a nationally known, award-winning speaker, respected university professor, author, and educational consultant. At the age of 24, Joe became the youngest faculty member ever hired to teach at a state university in the state of Florida. He also has the distinct honor of being the youngest professor at his institution to ever be nominated twice for the “Distinguished Teacher’s Award.” Joe has addressed more than 750 organizations, associations, businesses, colleges and universities, helping over half a million students and staff members across the country achieve more, live and serve more passionately, and maximize their leadership potential. He has successfully hosted a regional TV talk show, “Student Reality,” and he’s the former host of the “Good Teachers Never Quit” radio talk show on WTAL 1450-AM in Tallahassee, Florida. He has made several guest appearances on both television and radio, and he’s been featured in several newspapers and organizational newsletters across the country. Martin is also the author/co-author of nine books, including *Good Teachers Never Quit: Fifty Ways to Keep the Fire Burning Without Burning Out*, *Gifts and Handkerchiefs: A Lesson on Servant Leadership*, *When Students Just Won’t Listen*, and *Stop Parenting & Start Coaching: How to Motivate, Inspire, and Connect with Your Teenager*. Joe currently serves as an educational consultant in the Tallahassee area.

Joe’s presentation at this year’s PDS National Conference will give teacher leaders a renewed sense of purpose, focusing on why we do what we do, who we do it for, and proven strategies on how to do it better. He will help teachers accept responsibility for their own personal and professional growth, as well as unlocking the secrets of staying motivated in rough times. He will even show you how to overcome obstacles by identifying your “blind spots.” Through exercises of self reflection and self evaluation, Joe will help you explore how to serve with your heart and not your head; focus on the purpose, not the payoff; and be an example, not an excuse. “Teach and Grow Rich” is more than just an inspiring program; it’s a life plan for success.

CONFERENCE PROGRAM

Saturday, March 13, 2010

7:00 A.M. - 4:30 P.M. CONFERENCE REGISTRATION OPEN

PALMS FOYER

7:00 - 8:00 A.M. CONTINENTAL BREAKFAST

PALMS FOYER

8:00 - 9:00 A.M. GENERAL SESSION

PALMS E

Welcome

Bryan Burgin, University of South Carolina

**NAPDS Award for Exemplary Professional Development
School Achievement**

Elliott Lessen, Northeastern Illinois University

Teach And Grow Rich

Joe Martin

9:00 A.M. - 9:15 A.M. TRANSITION TIME

9:00 A.M. - 11:00 A.M. STUDENT POSTER SESSIONS

JASMINE

PAGES 1-8

**Dialogue Journals To Promote Expressive Writing In A
Special Education Classroom**

Rachel Carpenter, West Virginia University

**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

From Student To Teacher: The Transformation

Janice Ash, West Virginia University

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

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

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

Jennifer Cibrik, West Virginia University

Impact Of PDS On Teacher Candidates

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

**Interns Perspectives On The Use Of Instructional
Technology Across Curriculum**

*Abbey Wilson, Drew Eddy, Jeffrey Hoffman and Andrew
D. Hough, West Virginia University*

Learning In Practicums For Teacher Candidates And In-Service Teachers*Kazuyo Tsuchie and Naoto Katsuki, Nara University of Education***Linking Teaching And Student Outcomes In Elementary Mathematics: An Exploratory PDS Video-Based Action Research Study***Sylvia Maldonado, Jennifer Messier, Nancy Pancella, Sabrina Beecher, David Denton, Aubrey Gray and Erin O'Boyle, Dowling College***Meeting Specific Student Needs***Morgan Furr and Jeri Stanek, North Springs Elementary School***PDS Action Research: Arts Integration And Language Arts Achievement***Kaitlin Meimbresse, Salisbury University***Service Learning***Lori McGarry and Megan Fricker, Park Forest Elementary School***Single-Gender Education In The Elementary Classroom***Mallory Amons, University of South Carolina***STEM In A Professional Development School Setting: A Natural Alliance***Emily Butorac and Jennifer Fuerst, University of Wisconsin - La Crosse***The Impact Of Peer Mentoring Programs On Middle School Students In A New School Setting***Chelsea Loveland, Towson University***Using Webquests To Meet The Needs Of A Multi-Level Classroom***Kayla Frye, West Virginia University***9:15 A.M. - 10:00 A.M.****CONCURRENT SESSION XI****AZALEA****QUESTION 4****PAGE 134****Digital Stories: An Example Of The PDS Cycle***Aimee L. Morewood, West Virginia University
Linda Hennen and Susan E. Taylor, Mason-Dixon Elementary School***CEDAR/MARATHON****QUESTION 1****PAGE 26****How We Measure Success: Review O Current PDS Literature***Jill Miels, Ball State University***LARGO****QUESTION 2****PAGE 86****Professional Development Of Early Childhood Administrators Within A Professional Development School (PDS) Learning Community***Ginger L. Zierdt, Minnesota State University, Mankato*

PALMS F**QUESTION 4****PAGE 166****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***PALMS G****QUESTION 2****PAGE 97****Writing From The Heart: Developing A Schoolwide Writing Program***Cyndi Giorgis, University of Nevada, Las Vegas**Sue Steaffens and Melissa Leicht, Dean Petersen**Professional Development School***SIESTA/BISCAYNE****QUESTION 1****PAGE 13****At The Intersection Of Professional Development Schools And Professional Learning Communities: Juyokenkyuu (Lesson Study)***Steven R. Rogg, Aurora University***TANGERINE A****QUESTION 3****PAGE 120****The Impact Of Poetry On The Literacy Development Of 4th Grade ELLS***Pamela Walker, California State Polytechnic University, Pomona***TANGERINE B****QUESTION 2****PAGE 91****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***10:00 A.M. - 10:15 A.M.****TRANSITION TIME****10:15 A.M. - 11:00 A.M.****CONCURRENT SESSION XII****AZALEA****QUESTION 2****PAGE 76****Improving Effective Technology Integration Through Simultaneous Renewal: Take Two***Cathy Siebert, Vanessa L. Wyss and Karen A. Dowling, Ball State University***CEDAR/MARATHON****QUESTION 1****PAGE 14****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***LARGO****QUESTION 1****PAGE 39****Pre-Service And In-Service Teachers' Experience And Perceptions Of Parental Involvement In Schools***Daniel J. Bergman, Wichita State University*

CONFERENCE PROGRAM

LEMON

QUESTION 3

PAGE 111

PDS Impact On P-12 Students: Supporting Professional Development School (PDS) 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

LIME

QUESTION 1

PAGE 40

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

Sharon Damore and Catherine Larsen, DePaul University

OLEANDER A

QUESTION 3

PAGE 113

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

Andrew Whitehead, East Stroudsburg University

OLEANDER B

QUESTION 2

PAGE 95

Understanding The Transformative Nature Of The Hybrid Role

Rebecca West Burns, Penn State University

ORANGE

QUESTION 4

PAGE 126

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

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

Bruce E. Field, University of South Carolina

Jane Neapolitan, Towson University

Pam Pitrolo, White Hall Elementary School

Melissa Kent, Bruceton School

Jenny L. Santilli, South Harrison High School

PALMS A

QUESTION 4

PAGE 130

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

PALMS C

QUESTION 4

PAGE 129

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

PALMS D

QUESTION 4

PAGE 136

Enhancing School-University Collaboration Through Teacher Research Projects

Molly Mee and Mary Ann Crimi, Towson University

PALMS F**QUESTION 1****PAGE 24****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***PALMS G****QUESTION 2****PAGE 80****Mentoring The Mentors: A Yearlong Collaboration***Jan Mathis and Melissa Jaramillo, Paradise Professional Development School***PALMS H****QUESTION 3****PAGE 105****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***PALMS I****QUESTION 4****PAGE 142****From Yearlong Internship To PDS: Where We've Been And Where We Are Headed***Kimberly S. Ligon, Kennesaw State University***SIESTA/BISCAYNE****QUESTION 2****PAGE 92****The Power Of Partners***Fran Greb, Montclair State University***TANGERINE A****QUESTION 2****PAGE 76****K-12 Classroom Teachers' Perceptions On Professional Development School (PDS) Program: Benefits And Challenges Of Professional Development***Jin-ah Kim, Roosevelt University***TANGERINE B****QUESTION 1****PAGE 22****Emergent Effective Educators: Do Student Teachers + Intentional Mentoring + Co-Teaching Strategies = Success?***Kathleen D. Allen and Rebecca Campeau, Saint Martin's University***11:00 A.M. - 11:15 A.M.****TRANSITION TIME****11:15 A.M. - 12:00 NOON****CONCURRENT SESSION XIII****AZALEA****QUESTION 1****PAGE 19****Crossing Borders: Changing Roles And Transforming Our Understanding Of The Work Of PDS***Sharon Hayes and Heather Schneid, West Virginia University***CEDAR/MARATHON****QUESTION 2****PAGE 86****Professional Development Schools As A Structure For Teacher Professionalism***Jason Jude Smith, West Virginia University*

CONFERENCE PROGRAM

LEMON

QUESTION 1

PAGE 33

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

LIME

QUESTION 3

PAGE 107

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

MAGNOLIA

QUESTION 4

PAGE 150

One Size Does Not Fit All - The Nine Essentials And A Flexible Framework

Jean Morrow and Ashlie Jack, Emporia State University

OLEANDER A

QUESTION 3

PAGE 119

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

William Curlette, Gwen Benson and Susan Ogletree, Georgia State University

August Ogletree, Atlanta Public Schools

OLEANDER B

QUESTION 4

PAGE 155

Reconsidering The Nine Essentials

Doris Grove, Bernard Badiali and Kristen Dewitt, Penn State University

ORANGE

QUESTION 1

PAGE 35

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

PALMS F

QUESTION 1

PAGE 47

Supporting Today's Teacher Candidate: Celebrations And Struggles

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

Alissa Estes and Annemarie Abate, Bellows Spring Elementary School

PALMS G

QUESTION 4

PAGE 144

How Big Is Just Right? What Is The Optimum Size For A Pre-Student Teaching PDS?

Lawrence R. Bice, Clarke College

PALMS H

QUESTION 2

PAGE 89

Teachers As Students: University Relationships

Dustin B. Mancl and Cindy Stunkard, Paradise Professional Development School

Pam Campbell, University of Nevada Las Vegas

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

Taking The Professional Development Model To Zambia, Africa

Paul Chaplin, University of South Carolina

How Our PDS Network Impacts P-12 Student Learning

Eva Garin, Bowie State University

Judy Bissett and Susan McBride, Northview Elementary School

12:00 NOON - 1:30 P.M.

LUNCHEON

PALMS A & E

1:30 P.M. - 2:15 P.M.

CONCURRENT SESSION XIV

Governance: Leading The Way For A Successful Partnership

Krystal Goree, Baylor University

Karen Hassell, Waco Independent School District

Planning For Success At Bell's Hill Elementary PDS

Richard Strot, Baylor University

Cathy Capers, Bell's Hill Elementary PDS

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

Pat Jones and Kathryn Boney, University of South Florida

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

David Hoppey, West Virginia University

Lacy Redd, Newberry Elementary School

The Bumpy Road: Converting Student Teaching From A Solo Act Into A Collaborative Internship

Stacie Siers, Kaitlin Meimbresse and Ron Siers, Jr., Salisbury University

Inquiry Into Preservice Teachers' Developing Knowledge Of Curriculum

Patricia Pinciotti and Linda K. Rogers, East Stroudsburg University

2:15 P.M. - 2:30 P.M.

TRANSITION TIME

2:30 P.M. - 3:15 P.M.

CONCURRENT SESSION XV

AZALEA

QUESTION 2

PAGE 85

**Professional Development For Student Learning In A
Professional Development School**

Jill Miels, Ball State University

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

CEDAR/MARATHON

QUESTION 1

PAGE 36

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

Heather Garrison, East Stroudsburg University

JASMINE

QUESTION 1

PAGE 49

The Art Of Reflection: Creating An Original

Mary M. Witte, Baylor University

*Kathleen Minshew, Lorraine Randazzo, Gayla Reid and
Lindsey Stevens, Hillcrest Professional Development
School*

LEMON

QUESTION 1

PAGE 54

The Positive Impact Of PDS On Teacher Candidates

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

LIME

QUESTION 3

PAGE 124

**Working Together: The Fab Four Fashion The Fabulous
Five**

Judy Sherman and Paula Gordon, Hood College

MAGNOLIA

QUESTION 4

PAGE 149

**NCATE Standards As Guiding Compass For Partnership
Organization And Management**

Gary Chamberlain, Central Intermediate School

*Bridget Weigt, Christine Fischer, Lanette Olson, Susan
Levandowski and Cynthia Olson, Mankato Area Public
Schools*

Pamela J. Kennedy, Roosevelt Elementary School

Lynn O'Brien, Gaylord Elementary School

April Rosendale, Park Elementary School

Linda L. Roth, North Intermediate School

Ginger L. Zierdt, Minnesota State University, Mankato

OLEANDER A

QUESTION 3

PAGE 119

**The Greening Of Our School: Turning Learning Inside
Out**

Rebecca West Burns, Penn State University

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

SIESTA/BISCAYNE**QUESTION 1****PAGE 62****What Do They See 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***TANGERINE B****QUESTION 2****PAGE 80****National Board Training As School Reform***Barb Baltrinic and Pamela Spinner, University of Akron***3:15 P.M.- 3:30 P.M.****TRANSITION TIME****3:30 P.M. - 4:15 P.M.****CONCURRENT SESSION XVI****AZALEA****QUESTION 1****PAGE 39****Preparing Preservice Teachers For Inclusive Classrooms: A Professional Development School Initiative***Cathy Siebert, Ball State University**Barbara Lumbis, Anderson High School**Lucinda McCord, Highland High School***CEDAR/MARATHON****QUESTION 1****PAGE 48****Swing Open The Doors For Shared Community Learning***Sheila Rogers Gloer, Baylor University**Betty Charlton and Pamela Correa, G.W. Carver**Academy Middle School***JASMINE****QUESTION 2****PAGE 69****Collaborative Faculty In Residence: Creating Spaces For Simultaneous Renewal***Aimee L. Morewood, David Hoppey, Sharon Hayes and**Diane Yendol-Hoppey, West Virginia University***LARGO****QUESTION 1****PAGE 22****Encouraging Interactions By Preservice Teachers In Early Field Experiences: The Impact Of A School-University Collaboration***Becky Wilson Hawbaker and Daphne Schuchart,**University of Northern Iowa***LEMON****QUESTION 3****PAGE 110****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***LIME****QUESTION 4****PAGE 147****Look At Us Now: Portraits Of Individual PDS Educators As A Measure Of PDS Success***Sharon Damore, DePaul University*

CONFERENCE PROGRAM

MAGNOLIA

QUESTION 3

PAGE 118

Successes From The PDS National Conference

Judi Hartzler, Pleasant Valley Elementary School

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

Katherine DiSimoni, East Stroudsburg University

*Una M. Davoren and Kevin Bivins, Pittsburgh Fulton
Elementary*

OLEANDER A

QUESTION 4

PAGE 152

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

OLEANDER B

QUESTION 2

PAGE 88

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

ORANGE

QUESTION 4

PAGE 169

Writing For School-University Partnerships: The Journal Of The National Association For Professional Development Schools

Pam Campbell, University of Nevada, Las Vegas

Eva White, Clark County School District

*Dustin B. Mancl, Paradise Professional Development
School*

PALMS A

QUESTION 1

PAGE 60

Using A Mock Science Books & Films Election To Link Science, Technology, Engineering & 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*

PALMS B

QUESTION 3

PAGE 122

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

Belinda Karge, California State University Fullerton

Helene Cunningham, Mariposa Elementary School

PALMS D

QUESTION 2

PAGE 72

Effective Resource Utilization: Merging PDS Functions With School Professional Development

*Walter L. Burt and Van. E. Cooley, Western Michigan
University*

PALMS F

QUESTION 4

PAGE 154

Re-Envisioning Partnerships: The Complex And Situated Evolution Of A PDS

Kristin N. Rainville, Manhattanville College

Cynthia Slotkin, Jefferson Elementary School

PALMS G **QUESTION 1** **PAGE 59****Using A Guided Literacy Practicum Within A PDS Model***Sandra J. Stone, Northern Arizona University**Brian Stone, Mountain School***PALMS H** **QUESTION 1** **PAGE 63****Working In New Ways With PDS Urban Partnerships***Janice L. Nath, University of Houston - Downtown***PALMS I** **QUESTION 3** **PAGE 105****How Can Partnerships Address A Major Hindrance To Student And Faculty Efficiency: Mental Health Issues!***Dan Lowry and James Koller, University of Missouri***SIESTA/BISCAYNE** **QUESTION 2** **PAGE 92****The Tipping Point: How One PDS Promotes A Culture Of Reflective, Engage And Responsive Educators***Diane Calhoun and Scott Imig, University of North Carolina Willmington***TANGERINE A** **QUESTION 4** **PAGE 127****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***TANGERINE B** **QUESTION 3** **PAGE 99****911 "What Is Your Emergency?" Meeting Immediate Needs Of Professional Development Schools***David Lancaster and Melissa Spivy, West Virginia**University at Parkersburg***4:30 P.M.** **CONFERENCE REGISTRATION CLOSES****5:00 P.M. - 10:00 P.M.** **FUN FIELD TRIP!****UNIVERSAL CITYWALK****Buses Depart Promptly At 5:30 p.m. From Entrance Near Palms Foyer***Separate Registration Required*

CONFERENCE PROGRAM

Sunday, March 14, 2010

7:00 A.M. - 11:00 A.M. CONFERENCE REGISTRATION OPEN

PALMS FOYER

7:00 - 8:00 A.M. CONTINENTAL BREAKFAST

PALMS FOYER

8:00 A.M. - 8:45 A.M. CONCURRENT SESSION XVII

PALMS A QUESTION 3 PAGE 106

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

PALMS B QUESTION 1 PAGE 24

Expanding A PDS By Further Developing The Secondary Education Component

Nanci M. Monaco and Ann Romosz, Buffalo State College

PALMS C QUESTION 2 PAGE 65

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

M. Gail Shroyer, Kansas State University

PALMS D QUESTION 2 PAGE 94

Three Universities Collaborate To Use The Professional Development School Model To Meet The Diverse Needs Of Urban School Districts And Address Preparing Teachers For Critical Areas Of Shortage

Carol Sharp and Jill Perry, Rowan University

Dorothy Feola, William Paterson University

Gail Hilliard-Nelson, Kean University

8:45 A.M. - 9:00 A.M. TRANSITION TIME

9:00 A.M. - 9:15 A.M. CONCURRENT SESSION XVIII

PALMS A QUESTION 2 PAGE 96

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

Darby Delane, University of Florida

Lacy Redd, Newberry Elementary School

Kevin Berry, Alachua Elementary School

Megan Scharett, High Springs Community School

PALMS B QUESTION 1 PAGE 55

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

PALMS D

QUESTION 4

PAGE 146

Large PDS Networks And The 10th “Essential”

Nancy Norris-Bauer, William Paterson University

Martha Mobley, Kean University

9:45 A.M. - 10:00 A.M.

TRANSITION TIME

10:00 A.M. - 11:00 A.M.

NAPDS BUSINESS MEETING

PALMS B

11:00 A.M.

CONFERENCE ADJOURNS

Have a Safe Trip Home!

