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A Message From the President

Bernard Badiali, Penn State University

Ah, summer. I know this issue of our magazine will be sent to you in September, but you should know that it was mostly prepared during the summer. Each year as the academic calendar marches on, most of us look forward to the much-needed breather that summer provides. What I have come to realize over the last 40 years of my career is that summer “vacation” for educators is something of a myth. We spend a good deal of our summers working on classroom or school-related activities. Even if the students are out of school, we are not.

I’m reminded of a young teacher candidate’s question to one of our mentors last year. “When do you plan?” She asked innocently. The mentor answered without missing a beat. “Twenty four seven. I’m always planning. In the shower, at the beach, at a ball game, watching a movie, I’m always thinking of better ways to reach my students.”

The summer myth could not be truer for the leadership of NAPDS. Officers and committee chairs have been devoting considerable attention to how to frame and resolve the many issues that need attention if our association is going to become the best professional organization in the country. We continue to meet via conference calls throughout the year. Late in July, the leadership group convened face to face in Washington, DC to work together on moving the NAPDS forward.

Our main goals are rather straightforward:

- Increase membership and member involvement in NAPDS
- Collaborate more closely with other professional organizations in order to exercise greater influence on educational policy at the state and national level
- Provide support for the PDS community site by site regardless of a site’s stage of development or geographical location
- Create better communication throughout the association through media such as our journal, web site and magazine
- Acknowledge outstanding PDSs through our awards program

It is our sincere desire to keep all NAPDS members aware of developments in the field that can help them enhance their PDS. For this reason, we urge you to contribute to the conversation by submitting information about what is going on in your PDS. Get involved in one or more of the standing committees. Talk to one or more of the NAPDS officers and let them know what you need and want from this organization. And, by all means, plan to attend the PDS National Conference in Las Vegas in March.

There is nothing I appreciate more than hearing from you. Please share any ideas you have about how we can realize the potential of the NAPDS and achieve the ambitious agenda we have before us.

Intern Intervention Initiative: A Partnership of Success for All

Brian Peters, Easterly Parkway Elementary

At Easterly Parkway Elementary School in State College, Pennsylvania, we follow a motto of “Together We Can.” We acknowledge that in order to educate each child to his or her highest potential we must open our minds to new ideas. We must also open our doors to allow input and participation by others. We must accept the notion that a single teacher can do great things, but he or she cannot do it all.

The PDS partnership between Penn State University and State College Area School District has existed for more than a decade. It has proven to be very successful in producing high-quality first year teachers, providing professional development for mentor teachers, and having a positive impact upon the learning of the students. At Easterly Parkway we follow the principle of “Kaizen.” Kaizen is a Japanese term for continuous improvement. We understand that what we are doing is good, but we want to be better.

The Intern Intervention Initiative was created in a partnership with the Professional Development Associates from the Penn State PDS. It was formed in response to an inquiry question that continually surfaced: How can we provide needed instructional assistance for students who may not qualify for other established programs? We went a step further to ask an additional question: How can we create an advantageous situation for students, interns, and teachers with a structured intervention program? The need for this kind of work had been proven. Yearly, we had students who were not meeting benchmarks, but were not qualifying for the formal intervention programs such as Title One. We also knew that interns would benefit from a structured tutoring program that provided

them with valuable experience.

The first step was to work with the interns in the identification of students. Mirroring reality, this initiative is data driven. We used scores from the state assessment, AimsWeb literacy and math screens, as well as classroom assessments and work samples. Each intern selected one or two students that met the criteria of struggling to meet benchmarks, but not qualifying for other district services. Various needs were identified including reading fluency, comprehension, pre-reading skills, or math computation. With data in hand the interns presented to the principal and their supervisors (PDAs) the students they wished to work with during the year. There was an expectation for the intern to work with the student one-on-one for 10 to 15 minutes per day, at least four days per week. Mentor teachers played an important role in helping to monitor the process and allow for the necessary time.

Each intern met with the principal several times during the school year. At the first meeting discussions focused on developing an overall plan. Who were the students? What would the intervention look like? How would data be collected? Each intern took this information and created an action plan. This outlined how the intervention would ultimately help the student be more successful and how the data would be collected and shared. Additionally, interns kept journals throughout the school year. In this writing they reflected on the challenges and successes of their work with the students. As the school year and the internship came to a close, they were asked to reflect on the process and determine how they might transfer the learning from work with a single child to a full classroom situation with multiple students

of need.

This process forced interns to become more familiar with other members of the faculty at Easterly Parkway who were conducting reading interventions. To learn more they were encouraged to talk with and question the reading specialists in the building. At least one intern was working with a child to develop pre-reading skills. She was encouraged to meet with and learn from the practice of the instructional support teacher.

The data collected were very favorable. During the 2009-2010 school year ten students were served in the Intern Intervention Initiative. Eight of the ten students demonstrated noticeable growth in the assessments. Ten students were also served during the 2010-2011 school year. Assessment data for all ten of these students indicated growth. Several interns also indicated that students began to demonstrate increased motivation for learning. One of our questions that grew from the original inquiry sought to determine the cause of the growth: Can we fully attach the student progress to the structured intervention, or does the individual attention itself create the means for greater student learning?

We have worked with our interns on this project for several years. Each year we better understand the benefits of it for the students, the interns, and the teachers. We have made changes based on reflections from all stakeholders. Interns discovered the benefits of collaborating with other faculty members. They became proficient at analyzing data, drawing conclusions, developing interventions, and then monitoring progress. They concluded that there is not a single strategy that produces results with all students. Our students benefited

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by the individual attention and the improvement in their skills. We observed that many students increased their motivation to learn and showed greater confidence in their work.

Teachers shared that through this process they gained an opportunity for extended conversation and reflection with the intern. Teachers were constructing and conducting interventions with students on a daily basis. The Intern Intervention

Initiative provided a framework for that daily work. Dialogue, planning and reflection resulting from this initiative provided greater learning for both teacher and intern.

This project is now embedded in our PDS partnership. We have demonstrated its success. As we move forward we hope to see its implementation in other elementary buildings in the district. We also see how it has influenced the opening of classroom doors.

Other opportunities for student interventions have occurred since we began this project. It helps all of us to follow the principle of Kaizen and to know that “Together We Can” do a better job of educating children.

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Kemper Professional Development Schools: Using the Comprehensive Integrated Services Model Framework

*Sherrie Pardieck, Heljä Antola Crowe, and Patty Nugent, Bradley University
Ann Bond, Peoria Public Schools District #150*

The College of Education and Health Sciences, at Bradley University in Peoria, Illinois, has been part of school and university partnerships since 1994. The college has been committed to preparing leaders in the human service professions who actively participate in the delivery of a comprehensive integrated services approach. Combining college services and faculty from the university has assisted with meeting the personal, social, emotional, and intellectual needs of its participants as it connects with the Professional Development Schools Project. Kemper Professional Development Schools, supported by the William T. Kemper Foundation-Commerce Bank Trustee, has evolved and responded to the needs of its schools during its tenure and continues to combine teaching, leadership, and research for the schools and university.

The project's core values include the following ideas: innovation, collaboration, shared decision-making, leadership building, an appreciation of and promotion of diversity, excellence, and building extended learning environments. A primary goal is to initiate systematic change that will affect policy

levels for pre-primary through higher education. The intent is to have learning communities that will develop, flourish, and bring resources to children and their families.

In the context of our Professional Development School partnerships, extended learning environments are comprised of schools, families, the community, health care providers, social service agencies, and government agencies, as well as universities that prepare human service professionals. The extended learning environment which results from collaboration among these different organizations creates

the potential for developing a comprehensive, integrated system for identifying and responding to the needs of all learners and their families. University faculty model collaboration through our PDS partnerships with pre-service professionals in teacher education, educational administration, counseling, family and consumer sciences, nursing, and physical therapy, who all benefit from opportunities to demonstrate their competencies and apply their knowledge and skills. Two intended outcomes of such collaboration are the creation of learning environments which foster critical thinking in a

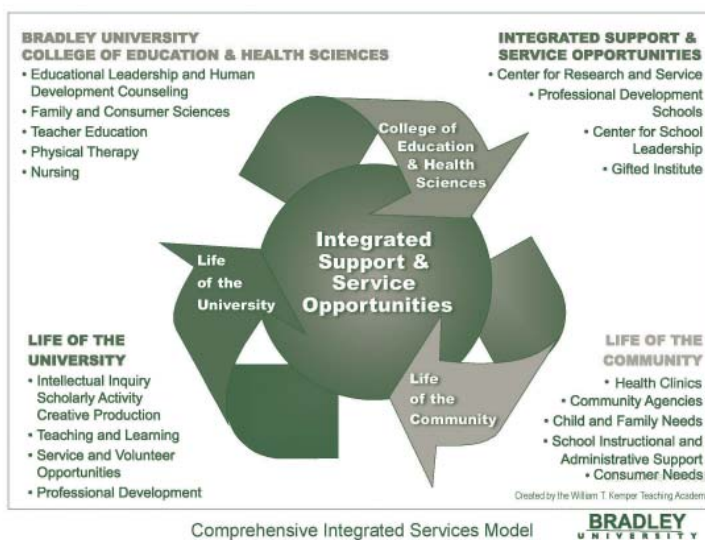


Figure 1. College of Education and Health Sciences Comprehensive Integrated Services Model.

“Combining college services and faculty from the university has assisted with meeting the personal, social, emotional, and intellectual needs of its participants as it connects with the Professional Development Schools Project. Kemper Professional Development Schools, supported by the William T. Kemper Foundation-Commerce Bank Trustee, has evolved and responded to the needs of its schools during its tenure and continues to combine teaching, leadership, and research for the schools and university.”

“The intent is to provide special opportunities for the community of leaders to collaborate and develop their skills, in a living laboratory, to support and improve student engagement and achievement from Pre-K through higher education. These opportunities allow time for use of ‘best practice’ principles through professional development activities, such as the teaching and learning academies, forums, workshops, collaborative projects, and action research to improve instructional practice.”

diverse, integrated, and technologically complex society and the infusion of instructional and professional practices which are supported by current research (Kemper Professional Development Schools Partnership Handbook, 2010).

The Kemper project serves five schools in the Peoria County area. The schools are considered special, as they are specifically designated as Professional Development Schools. Each school has a Site Coordinator who assumes the role of a liaison between the school and the university. The Site Coordinator collaborates with the school’s personnel and reports information about projects and research activities to the college and, in turn, the school reports information to the district. Site Coordinators attend faculty meetings, oversee supervision of pre-service teachers, participate in committee work, and provide for the individual needs of their schools. The PDS schools include the following sites:

- Roosevelt Magnet School - Pre-K-8th Grade
- Whittier Primary School – Pre-K-4th Grade
- Valeska Hinton Early Childhood Education Center – Pre-K-1st Grade
- Manual Talent Development School – 6th-12th Grade
- St. Mark’s Elementary School – K-8th Grade

Some of the factors that are impacting our schools are personnel changes (both school and university faculty and staff); economic and political uncertainties; state-level influences such as testing, certification, and restructuring schools; and traditionalism. Faculty and staff from the university and school combine teaching, leadership, and research. The intent is to provide special opportunities for the community of leaders to collaborate and develop their skills, in a living laboratory, to support and improve student engagement and achievement from Pre-K through higher education. These opportunities allow time for use of “best practice” principles through professional development activities, such as the teaching and learning academies, forums, workshops, collaborative projects, and action research to improve instructional practice.

Activities and projects between the school and the college support the Comprehensive Integrated Services Model approach. By combining areas of expertise of school and college faculty and staff, and attending to the individual needs of schools and the college, the partnership becomes a shared experience that benefits all participants. Some of the reciprocal practices which support student engagement and achievement and promote best practice through professional development activities include the following strategies:

- College simulation, where students from the high school spend a day at the university
- Collaboration with “Literacy Nights”
- Participation in faculty and family gatherings at the schools
- Reading, writing, and assessment practices
- Math learning activities
- Response to Intervention
- Technology integration, including work with Smart Boards
- Collaboration for creating green spaces and the study of nature
- Outdoor sculptures representing science concepts
- Science, technology, engineering, and math (STEM) projects
- Nursing students providing blood pressure screenings for grandparents
- Dietetics internships
- Counseling internships
- Students as volunteers/tutors in the classrooms at the school
- Kemper Teaching Academy, a gathering of faculty and staff from the university and schools for special presentations, including well-being sessions (focused on healthy living, stress factors, and relaxation), positive learning cultures (e.g., “Fish Philosophy”), Fulbright Scholars presentations and study abroad experiences, and research and projects within the schools and college
- Professional development sessions at the schools, with topics identified by school
- University faculty presentations at Teacher Institute Days
- Presentations by school faculty and staff to teacher education majors at the university
- University and school faculty and staff conference presentations and writing projects
- School faculty participation in committees at the university
- Collaborative advocacy for educational policies

Kemper PDS partnerships continue to engage university and school faculty and staff by using the Comprehensive Integrated Services Model and by providing support for the individual needs of its institutions.

The Kemper PDS partnerships combine the College's conceptual framework which addresses the school and university collaborative to extend learning environments, collaborations, leadership, shared decision making, promote and appreciate diversity, and teaching excellence.

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Reflection to Grow By: Using Video as a Tool for Reflection on Middle School Teaching

Sheila Gloer, Baylor University Liaison

Betty Charlton, Carver Academy Site Coordinator

Have you ever watched something happen and later discussed what you experienced with someone who was also at the scene? Perhaps you saw a niece or nephew on stage at a school play or perhaps you were witness to an accident. You very clearly saw everything that happened, you were attentive and alert, yet when you compared notes on what you both saw, your version of what happened seemed very different from your fellow eyewitness. The Site Coordinator and University Liaison at Carver Middle School PDS (Waco, Texas) experienced this phenomenon when discussing first lessons with Teaching Associates (junior level Baylor University candidates or "TAs"). When these same lessons were discussed with Clinical Instructors (partnered Carver teachers or "CIs") many more details were added to the picture that the TA had not noted in her written reflection of her lesson, creating an even different picture of what had occurred. How could there be so many differing views about one experience? Could the differences be caused by a lack of maturity by the Teaching Associate creating an incomplete or mere chronological version of the teaching time? After all, these were

junior level students teaching in a middle school classroom. Could it perhaps be that the TAs' concern for a grade overrode the goal of true reflection and thus influenced what they reported? Knowing that reflection can be a powerful tool in assisting both middle level pre-service and in-service teachers to become more effective in the classroom, the Carver-Baylor partnership decided to further investigate this phenomenon.

Researchers from Michigan State (Rosaen, et al, 2008) studied the use of video to improve reflection and, therefore, improve practice of pre-service teachers. Using the Michigan State findings, Carver Middle School and Baylor University decided to use Flip camera technology to facilitate reflection by candidates and mentors, thus strengthening teaching practice in the classroom and creating a shared professional experience between Clinical Instructor (CI) and Teaching Associate (TA). Using a Flip camera, both the CI and TA were asked to video-record one hour of their own teaching. As a seminar assignment, the TAs prepared 4-5 minute clips from their video recording and prepared reflective

narration to accompany the clips.

A few days later, during a day-long professional development release day, the TAs shared these reflections and video clips with their CIs. As the videotapes were viewed, both the TA and CI described the segments in light of the Baylor teacher education candidate benchmarks and further analysis was fostered. The simplified function of the Flip camera video allowed for dissonance between what the teacher/candidate recalled from memory and what they saw on observation. Both Teaching Associates and Clinical Instructors alike paid close attention to what is important in the teaching craft, allowing for powerful discussion and identification of areas for improvement. Sharing their personal "Video Instructional Points" reflection protocol (modeled after Donato [2001] and Patterson of Clarion University of Pennsylvania) in this WISD district funded release day, CIs and TAs conversed openly about their practice, keying in on specific elements and setting goals for improved teaching. The conversation proved to be much richer and observations clearly more on target than

"How could there be so many differing views about one experience? Could the differences be caused by a lack of maturity by the Teaching Associate creating an incomplete or mere chronological version of the teaching time? After all, these were junior level students teaching in a middle school classroom. Could it perhaps be that the TAs' concern for a grade overrode the goal of true reflection and thus influenced what they reported?"

“These teachers responded that the time spent with their own teaching videos was very enlightening. One teacher stated, ‘I was very hesitant to video and I didn’t want to look at myself; however, this was really a positive experience. I was able to see some things I do well and was reinforced that these are things I need to emphasize in my teaching.’”

written reflections had ever been. This dialogue time proved to be profoundly helpful to both the TA and CI, as it opened new avenues of mutual support and respect during the shared teaching time.

Later during the release day after TAs moved to classes at the university, the CIs watched their own teaching videos using the same procedure that the TAs had followed. Clinical Instructors first began with some training in Flip camera use led by Baylor technology graduate students. In addition to assisting the CIs to learn how to cut and save clips of their own “teaching moments” upon which they would also reflect, the instruction also focused on ways to use Flip cameras in classroom instruction and student learning. This practice addresses PDS Essential #4, which suggests that good PDS work includes “innovative and reflective practice by all participants.” During this time CIs were allowed the

opportunity to dissect and reflect individually and with each other about their own practices. These teachers responded that the time spent with their own teaching videos was very enlightening. One teacher stated, “I was very hesitant to video and I didn’t want to look at myself; however, this was really a positive experience. I was able to see some things I do well and was reinforced that these are things I need to emphasize in my teaching.”

Judith Baenen, former classroom teacher and an author for the National Middle School Association, suggested, “In the course of a teaching day, there is virtually no down time. A missing piece in our educational system is time for teachers to reflect on what they have learned. The result can be that obvious miscues in the classroom escape us. Another set of eyes every now and again...is extraordinarily helpful.” Using the Flip camera

and “V.I.P. seminar” allowed both Teaching Associates and Clinical Instructors to observe a critical moment in their teaching day as if they were outside of the teaching moment. This time provided the ability for both to see the same teaching scene from all angles and to bring reflection and insight to bear on improvement strategies. Two sets of eyes viewing the same experience together clearly allows for enhanced learning possibilities on the part of all involved in the reflection process. Although it is sometimes difficult for one to believe that what the other person saw really happened, viewing and reflecting together makes it clear.

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NAPDS Policy and Governmental Relations Committee Report

Les Sternberg and Irma Van Scoy, University of South Carolina

The Policy and Governmental Relations Committee of the NAPDS has been involved in a number of initiatives directed at creating a greater national presence for and understanding of NAPDS. To that end, connections with other national organizations have been emphasized. These organizations include the American Association of Colleges for Teacher Education (AACTE), the National

Council for the Accreditation of Teacher Education (NCATE), and the Association of Teacher Educators (ATE). Aside from direct communications with major officers within these organizations, the committee and NAPDS Board of Directors have stressed the importance of submitting program proposals that highlight NAPDS success stories to other national organizations that sponsor annual

meetings.

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Making PDS Work for Inclusive Special Education

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Amy Borque, Ernest Gallet Elementary School

Introduction

The establishment of our current two PDSs was the result of some unique events. The Louisiana Department of Education (LADOE) was interested in funding a pilot project that would center on fostering inclusive relationships involving pre-service special education teachers, in-service special education and general education teachers, a family support organization, and university special and general educators. The state would provide funding for the initiative during the first three years, after which the model would have to be self-sufficient.

The university partnered with an elementary school with an enrollment of more than 600 students in a middle class environment, a junior high with an enrollment of more than 300 students in a rural low socio-economic environment, and Families Helping Families (FHF), a family support organization. While each school had individual and specific needs, there were some common goals:

- Create PDS sites for pre-service teachers that reflect inclusive practices and provide a full spectrum of special education services
- Improve outcomes for all students through intervention planning meetings, hands-on technical intervention and consultative services
- Provide support for professional development at each school based on the needs of the school as determined by a needs analysis
- Any model of intervention was to have flexibility to allow for institutional differences, but the initial structure of the model was basic.

Model Structure

As indicated above, the LADOE funding provided financial support for three years. The support was front-loaded in recognition that start-up costs would be greater than subsequent years. It was also assumed that after three years of operation, the program would be self-sufficient.

The project team for each school, during the first two years, included the following members:

- Two general and two special educators from the university assigned to specific schools
- A contracted coordinator to serve two and a half days at each of the two schools
- A liaison from FHF was at each school one day a week to provide assistance and support for teachers and family members
- School leadership teams, which consisted of an administrator from the school, the PDS coordinator, two parents, a special education teacher, a general education teacher, university faculty assigned to the school, and a representative from FHF

During the third year, due to reduced funding, there was no longer a contracted full-time coordinator. A special educator at each school provided services in coordinating some activities and collecting student performance data.

Operation

During the first two years a needs assessment based on the Louisiana Validated Practices Initiative (LVPI) was administered to determine staff development needs at each school. During the third year the state initiated a numeracy and literacy initiative program so those needs were used as a supplement to the LVPI.

The school leadership teams, based on data from the needs assessment, recommended and scheduled staff development activities. Activities ranged from university-conducted workshops, to contracting outside providers for staff development, to providing funds to send general and special educators to professional conferences. The teams also made recommendations on teacher requests for instructional materials from the funds supplied by the LADOE as part of the grant. When needed the team also provided input on student intern issues.

The coordinator, as well as university faculty members, provided ongoing technical support to teachers. The coordinator supervised the field experiences of pre-service teachers and acted as a facilitator for all activities. One important aspect of the coordinator's responsibility was to organize periodic intervention team meetings

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“The inclusion environment established continues to be a positive setting for student interns. Both schools are continuing the intervention meetings and university faculty are continuing to provide intervention services without compensation. The FHF liaison is available on an as-needed basis for both schools and provides printed parent resource materials. Professional development activities also continue to include members of the partnership in planning.”

to discuss individual students who might be having academic or behavior problems.

Intervention teams consisted of an administrator, a university faculty member, the appropriate special educator, one or more appropriate general educators, and an FHF representative. Invitations were extended to caregivers to attend and, at the junior high school, students were sometimes invited to attend. At both schools these meetings typically took place during the day with “floating” substitutes covering for teachers involved in the meetings. During the meetings intervention strategies would be determined to provide assistance to the student.

During the third year of operation a school-based special educator provided the coordinating services previously conducted by the full-time coordinator, except those functions involving supervision of interns. The special educators received a small stipend for their efforts to coordinate the various meetings and maintain data on student performance.

Outcomes

Pre-service teachers had enhanced field experiences at each school. Both teacher candidates and school faculty members concurred that there was a symbiotic relationship that developed. This collaborative relationship enhanced the degree

and effectiveness of inclusion within the schools. As a side benefit, principals from two out-of-state schools, who employed some of the original group of interns, have continued to recruit additional graduates.

Student academic performance appears to have increased. At the elementary school there has been a significant decrease in students failing core subjects. At the junior high there was also a decrease in course failures and an increase in overall performance on state mandated tests.

Challenges

At both schools there were challenges relative to accepting university faculty and others as helpers rather than simply outsiders. There was also some apprehension as to the role of the FHF representative. The apprehension appeared to become less as time went on, but it never disappeared.

At the junior high there were major impediments including the following concerns:

- Three principals in three years, each a first-year principal
- A large number of uncertified teachers without appropriate education
- Significantly lower resources available than at the elementary school

Future

The aspects of the model that are sustainable without external funding vary based on school resources. The inclusion environment established continues to be a positive setting for student interns. Both schools are continuing the intervention meetings and university faculty are continuing to provide intervention services without compensation. The FHF liaison is available on an as-needed basis for both schools and provides printed parent resource materials. Professional development activities also continue to include members of the partnership in planning. The PDS partnership recently completed its fourth year. While the financial support has disappeared, the value of this collaborative partnership is ongoing to students, families, teachers, and the university.

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The Research Intensive PDS: How to Sustain Inquiry Across PDS Faculty, Pre-service Teachers, and University Faculty

Neal Shambaugh and Sarah Steel, West Virginia University
Terry Morris, Rivesville Elementary/Middle School (WV)

Developing an Inquiry-Based Learning Community

The first NCATE standard for Professional Development Schools is developing a learning community. How does a PDS network develop a learning community that “supports learning and development of P-12 students, candidates, and PDS partners through inquiry-based practice?” (NCATE, 2001). At present our five-year, dual-degree teacher education program requires fifth year pre-service teachers to complete an action research project during their full-time internship. PDS teachers serve as Action Research Fellows and help pre-service teachers focus on projects that meet the needs of students in their respective schools. University faculty work with pre-service teachers on campus to help them build their skills in conducting action research.

However, the research agenda should involve all participants in a PDS network and should be negotiated in the same way as other features of the partnership. To support an atmosphere and habits of reflective and inquiry-based practice across our 30-school PDS network, a county-funded internal grant program, “Research Intensive PDSs,” was created to develop pilot research projects that involved teacher candidates, PDS teachers, and university faculty members.

Features of the Research Intensive PDS Initiative

Proposals were required to address the NCATE PDS standards, as well as the following responsibilities: (a) advancing the learning/understanding/achievement of students, (b) enhancing teaching practice, (c) preparing novice teachers, and (d) embedding action research into the PDS. The proposal was to feature a strong “action research” focus and involve representation from the university and pre-service teachers, and a report on findings at the network’s annual Teacher Inquiry Conference. Projects could focus on one PDS or could involve collaboration with other PDSs.

Twelve proposals were reviewed by a joint PDS-University committee. Four proposals were accepted and involved the following projects: reading fluency issues through an elementary school’s Professional Learning Community, examining a K-8 writing curriculum, and using iPad applications to improve elementary-level vocabulary. The fourth project involved a consortium of four PDSs (elementary and middle levels) within a single county designing,

teaching, and evaluating Project-Based Learning (PBL) units using West Virginia’s 21st Century standards and the state’s PBL development guidelines. All seven of these schools were designated as “Research Intensive PDSs” and initial projects were conducted during the spring of 2011.

Year One Results

Teachers at one PDS conducted a survey on job embedded professional development and chose fluency development as a focus for professional development and research. A group of teachers attended a seminar from a fluency expert, Timothy Rasinski. After the seminar, one National Board Certified Teacher realized that there were new ways to teach fluency. Based on this seminar and the excitement generated by collaboration with the university liaison, the teachers agreed to follow through on their project, even without funding. During the spring of 2011, the teachers conducted sessions on the action research cycle, lesson study and videotaped lesson practice, and fluency research. The teachers videotaped and analyzed three fluency lessons, a process that the teachers admitted was at times “painful.” A post survey on job embedded professional development revealed that the teachers wanted to expand their work on comprehension.

The goals of the K-8 writing curriculum project were to achieve horizontal alignment for each grade and vertical alignment across grade levels. A university liaison facilitated a book study and the writing of units using the materials of Lucy Calkins, as well as building on the previous use of these materials from another PDS. Work completed in the spring of 2011 included working through Calkins’ Units of Study and writing workshop materials. Work for next year will pull data from student writing samples, student portfolios, state test results, and teacher/student surveys to develop writing units based on the Calkins guidelines.

In another elementary PDS, iPads were used along with iPods that the school currently integrates into literacy and math instruction. The teachers reported that they learned alongside their students when it came to using the new iPads, although having had the iPods greatly eased the introduction of the iPads. When using a large number of iPads or iPods it is advisable to invest in a cart where the devices can be charged up at the end of each day as well as new apps downloaded and installed. Small group instruction

“At present our five-year, dual-degree teacher education program requires fifth year pre-service teachers to complete an action research project during their full-time internship. PDS teachers serve as Action Research Fellows and help pre-service teachers focus on projects that meet the needs of students in their respective schools. University faculty work with pre-service teachers on campus to help them build their skills in conducting action research.”

was used along with iPads to increase vocabulary knowledge. Pre-tests were used to determine vocabulary knowledge and a post-test will be administered at the beginning of the next school year.

In the project involving four PDSs from the same county, PBL units were designed and taught by pre-service teachers at the elementary and middle school levels. A university liaison coordinated the PBL instruction and unit development through a semester course. The units were based on actual professional development guidelines and materials adopted by West Virginia. The units were evaluated by the university instructor and the PDS teachers. Actual teaching was evaluated by the PDS teachers using the state's rubrics. Professional development events were held at each school sharing the results of the unit teaching. Benefits from the units included connecting to multiple content areas and addressing state 21st century standards. One PDS teacher observed the high level of student engagement and responded, "We should be teaching like this all the time." Results also reported that multiple assessment options need to be in place and that rubric development needs several trials to optimize. Teachers also found that peer review was useful in upper elementary grades and that multiple assessment options motivated older students. Students also needed time to practice presentations and review what they had learned. Math units, in particular, required more teaching time.

"The units were evaluated by the university instructor and the PDS teachers. Actual teaching was evaluated by the PDS teachers using the state's rubrics. Professional development events were held at each school sharing the results of the unit teaching. Benefits from the units included connecting to multiple content areas and addressing state 21st century standards. One PDS teacher observed the high level of student engagement and responded, 'We should be teaching like this all the time.'"

Recommendations for Developing an Inquiry-Based PDS

- Examine your strategic plan and review how Standard 1 is being met
- Conduct proposals during the spring in order to begin in the fall and include a full school year
- Obtain the support and buy-in from the county/district office
- Carve out a budget line to support teachers with guest speakers, seminars, and materials
- Align projects to match school priorities and focus on student achievement
- The university liaison is key to organizing a research-focused PDS, particularly in the proposal and data analysis aspects of the projects.
- Job-embedded inquiry and professional development set the stage for simultaneous teacher inquiry rather than isolated, one-time projects by teacher candidates.

Next Steps

This project has addressed developmental guidelines to meet Standard 1 in NCATE's Standards for Professional Development Schools in at least two elements: (1) support of multiple learners and (2) work and practice that are inquiry-based and focused on learning. A second year of work can begin to address the other five elements of this standard, which are to (3) develop a common shared professional vision of teaching and learning grounded in research and practitioner knowledge, (4) serve as instruments of change, and (5) extended learning community.

Because this work is a focus for the Benedum Collaborative, PDSs that were not selected to be part of this pilot, but had submitted proposals and were clearly committed to developing an inquiry stance among their faculty, were given the option of revising their proposals with the assistance of an "Inquiry Coach." These coaches—who were doctoral students who provide leadership in support of the pre-service teachers' inquiry efforts—worked with this group of PDSs to build their understanding of teacher inquiry and enhance their original proposals. During the 2011-2012 academic year, these PDSs will have the opportunity to resubmit their proposals and become the new cohort of Research Intensive PDSs. The original set of Research Intensive PDSs will continue their work in 2011-2012 as well. Their initial projects may be expanded to include more faculty and reach more students. Our goal is that over the next several years, the Benedum Collaborative will become an entire community of inquirers and life-long learners.

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References

NCATE (2001). <http://www.ncate.org/documents/pdsStandards.pdf>

Creating New Paradigms for PDS Relationships in Difficult Economic Times

Frank Carrano, Southern Connecticut State University

Southern Connecticut State University has been involved with Professional Development Schools for over six years. During that time, we have attempted to address the challenges of diminishing resources with an increasing level of need for the university to engage our teacher candidates in interactive learning experiences.

The traditional organization of the university/school PDS relationship has been difficult to implement due to reduced resources. We have had relationships with a core group of schools that comprised our original PDS cohort. Over the years we have managed to develop some collaborative programs that have included interaction with a number of departments at the university. We were able to involve our Theatre Arts and Educational Leadership departments as well as individual members of the Elementary Education department in providing resources to the schools.

Our current fiscal situation has motivated us to rethink the traditional model of PDS in favor of a deconstructed model of university/school collaboration. Some aspects of our efforts have resulted in the following:

- An emphasis on the enhancement

of our field experience program for teacher candidates through greater collaboration with our cooperating schools

- The creation of a Field Experience Network of schools that have agreed to participate in an expanded and more comprehensive mentor relationship with our field placement students
- The development of an advisory team of school representatives from the network, who review the field experience expectations with faculty for adjustment and enhancement on a regular basis
- Creating opportunities for faculty to interact more closely with network schools and with our identified traditional PDS
- Development of seminars and conferences that are extended to school faculty and administrators
- One of the most significant of these activities is the development of a monthly Field Experience Network Newsletter that is sent to all of the network administrators and district superintendents. The newsletter highlights some of the interesting activities that take place in the network schools as well as providing opportunities for the university to disseminate current educational research and governmental actions. We include interesting articles

that are retrieved from various sources and create an easily read, user-friendly document which we encourage administrators to share with their school staff.

These activities are designed to engage schools in a collaborative relationship with the university outside of the traditional contractual PDS relationship. We are communicating with the schools on a regular basis and we are developing stronger relationships with all of our school partners. We expect to build on this current organizational structure as we explore other non-traditional opportunities for the university to be engaged with schools. The PDS model is one that we believe should be modified to reflect both the realities of the current state and national environments as well as the imperative to provide enriched learning experiences for our teacher candidates. If we cannot, for whatever reasons, structure a relationship within the traditional model of a PDS, let's create collaborations that work for all of the parties involved.

Frank Carrano is the PDS and Field Experience Coordinator at Southern Connecticut State University; he can be reached at carranof1@southernct.edu.

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School-University Partnerships Submission

Kristien Zenkov, Senior Editor, George Mason University

Submissions and any inquiries regarding past submissions can be made to:
supjournal@gmail.com

Manuscript Submission Guidelines
can be found at
www.napds.org

“Editors’ Corner”

Kristien Zenkov, George Mason University

Athene Bell, Manassas City School District

James Harmon, Euclid High School/MUST Program PDS Partnership

This issue represents an historic one for PDS Partners. With the May issue we grew to sixteen pages (a 33% increase from our previous issue length of 12 pages) and with this issue we welcome not only our new section editors, but also a new team of co-editors for the overall magazine. After three years and an amazing experience—and, we hope, a great service to NAPDS—we (Athene, Jim, and I) will be transitioning out of our roles as editors of this magazine and into new roles as editors of the NAPDS journal, *School-University Partnerships*. Ron Siers (Salisbury University) and Cathy Ramey (Mardela Middle/High School, MD) will serve as the new editors of this magazine and will also co-edit the “Interns and the Internship” section. Coralee Smith (Buffalo State College) and Ann Thomas (West Hertel Academy, NY) will edit the “PDS Partners and Partnerships” section. Ron Beebe (University of Houston-Downtown) and a school-based colleague will edit the “PDS Researchers and Research” section. Karen Foster (Alabama A&M University) and Allen Malone (McDonnell Elementary, AL) will edit the “PDS Inquiries and Ideas” section. Belinda Karge (California State University-Fullerton) and Helene Cunningham (Mariposa Elementary School, CA) will edit the “Professional Development and PDS” section. And JoAnne Ferrara (Manhattanville College), Barbara Terracciano (Thomas A. Edison Community School, NY), and Amy Simmons (Thomas A. Edison Community School, NY) will edit the “PDS and Alternative Schools/Community Settings” section. Please look for these new section designations with the articles in this issue. With these new sections focused on these relevant topics, we again hope that the magazine will become more of a staple of your PDS life. We—Athene, Jim, and I—thank you for the opportunity to serve you and to share these tremendous PDS stories and reports. Please look for us in future issues of *School-University Partnerships*.

Kristien is Associate Professor of Education at George Mason University (Fairfax, VA) and is currently based in Port-au-Prince, Haiti; he can be reached at kzenkov@gmu.edu. Athene is a literacy specialist for the Manassas (VA) City Schools, a doctoral student in education at George Mason, and supports the Mason partnerships with her district; she can be reached at abell@mail.manassas.k12.va.us. Jim is an English teacher at Euclid (OH) High School, a veteran mentor teacher for the Cleveland State University/MUST Program PDS, and an adjunct at Baldwin-Wallace College; he can be reached at jharmon@euclid.k12.oh.us.

“Welcome to the New PDS Partners’ Editors”

Ron Siers, Salisbury University

Cathy Ramey, Mardela Middle and High School

It is with great pleasure and anticipation that Cathy and I begin our service to the National Association for Professional Development Schools as editors of *PDS Partners*. We have been involved in Professional Development Schools for over 12 years. We look forward to working with all NAPDS members as we begin our transition. The new expanded and segmented magazine will provide more opportunities for members to share their research and experiences. The new format and vision for the magazine will enable more collaborative participation among PDS partnerships. We welcome your suggestions and comments as we strive to make *PDS Partners* congruent with your professional life. Send your article submissions and suggestions to Ron at rrsiers@salisbury.edu.

Ron is an Assistant Professor in the Department of Education Specialties at Salisbury University (MD) and serves as a University Liaison for the college’s PDS partnership with Mardela Middle and High School (MMHS); he can be reached at rrsiers@salisbury.edu. Cathy is a world history teacher at Mardela Middle and High School (MD), a mentor teacher and site coordinator for the SU/MMHS PDS, and an adjunct instructor at Salisbury University; she can be reached at cwatson@wcboc.org.

“High Maintenance” Interns and the Challenge of PDS Sustainability

*Keith J. Conners, Ron Siers, Joel T. Jenne, Michelle Brown and Merisa Booth, Salisbury University
Clara Outten, Snow Hill Elementary School*

The State of Maryland is unique in requiring that its teacher education programs place interns exclusively in PDS settings. While this mandate has accelerated the growth of the PDS movement, it has created a number of challenges for Salisbury University and the other institutions that prepare teachers. One such challenge is the burden created by interns who require a disproportionate amount of care and attention in fulfilling their requirements.

We have come to use the term “high maintenance” to describe interns who seem to require an exceptional amount of time and energy from mentors and supervisors. As hard as we try to filter out candidates who cannot be successful before the internship, we inevitably encounter a few interns who manifest traits of immaturity, insensitivity, over-sensitivity, what appears to be laziness, carelessness, limited social skills, chronic fatigue, wardrobe “malfunctions,” what might be perceived as arrogance and—occasionally—what is clearly devious behavior. Many of our 34 PDS sites have delicate relationships with the university, and the stresses caused by high maintenance interns can erode good will, reduce partners’ confidence, limit site capacity and jeopardize promising PDS initiatives. If troublesome interns are not dealt with efficiently and humanely, PDS mentors and principals may lose faith in the enterprise and withdraw from the partnership. And when an intern’s performance is perceived as jeopardizing P-12 student achievement, the situation becomes critical.

Through the years, we have developed a series of intervention strategies similar to those employed at other teacher education institutions around the country. These range from a gentle nudge to termination, but we believe that positive peer influence and an early-alert system are keys to handling the challenge of high maintenance interns and PDS sustainability.

Preventive Measures

In addition to conventional strategies such as constant preaching in undergraduate classes, explicit handbook policies, conferencing, second opinions, and behavior contracts, we have found some success with several additional measures:

- **Candidate dispositions self-evaluation:** A short on-line self-assessment instrument is administered in early education classes for those who have identified themselves as candidates for teacher certification in one of our programs. This item is available on the SU PDS website under “tools for candidates” at <http://www.salisbury.edu/pds>.
- **Senior interns’ gallery walks:** The most credible voices for a sophomore or junior teacher-candidate to hear are those of seniors who have completed the program successfully. We schedule gallery walks at the conclusion of every semester for graduating interns to display portfolios, action research investigations, showcase lessons and legacy projects. Even more important than the physical displays are the unscripted and authentic conversations that take place between candidates and interns.
- **“Boots on the ground”:** SU is fortunate to have established an extensive network of teacher educators who provide the day-to-day support of interns and keep the PDS enterprise working smoothly. “Site Coordinators” are the PDS school faculty who volunteer to serve as key links to the university; “PDS Liaisons” are full and part-time SU faculty who maintain a visible presence in each PDS site; “Internship Supervisors” provide weekly feedback to interns and serve as the instructors of record for the extended internship placement; and, most important, more than 500 area teachers have been formally trained and certified as “Clinical Mentors” to host the 250+ interns we place every year. All of these human resources are coordinated by SU’s uncommonly efficient and dedicated Regional PDS Coordinator and Coordinator of Field Experiences. (Having a supportive dean, provost and president helps, too!)

As long as there are interns, some will be more “high maintenance” than others. In a PDS setting, teacher education programs have the opportunity to work closely with P-12 partners to improve local schools. We also have the potential to save some promising teacher candidates from the missteps of youth.

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“Many of our 34 PDS sites have delicate relationships with the university, and the stresses caused by high maintenance interns can erode good will, reduce partners’ confidence, limit site capacity and jeopardize promising PDS initiatives. If troublesome interns are not dealt with efficiently and humanely, PDS mentors and principals may lose faith in the enterprise and withdraw from the partnership. And when an intern’s performance is perceived as jeopardizing P-12 student achievement, the situation becomes critical.”

An Urban ELL PDS Partnership: The Challenges and Rewards

*Karen Foster, Alabama A & M University
Allen Malone, McDonnell Elementary School (AL)*

“Although America is considered a ‘Land of Opportunities,’ opportunities are often distributed non-equitably when examining educational levels and subsequent ‘value added’ experiences. Differences vary between ethnic groups, with Hispanic populations often falling to the bottom. One goal of the partnership was to bridge the gap between ethnic groups by increasing awareness of cultural diversity and appreciation for the differences, increasing support through tutoring and compensatory programs, and providing incentives for raising self esteem and building success.”

As educators, our thoughts and intentions are directed toward penetrating the barriers that prevent learning and cohesively finding the most successful ways to effectively impact student achievement. Strong collaborative partnerships between K-12 and higher education lay the foundation and network to facilitate and impact learning, whether it is maneuvering students through the core curriculum, at the P-12 level, or helping pre-service teachers to discover and develop strong pedagogical strategies of teaching and learning at the higher education level.

In order to accomplish the goal of “moving every learner forward,” the partners involved in the movement must continue to update the repertoire of professional strategies through in-service aimed at developing new strategies for effectively teaching a diverse population of learners. Thirty years ago, teacher preparation programs may not have contained a component of training geared toward working with learners whose second language is English. Today, the instruction of English Language Learners (ELL) is an important and vital component of strong teacher preparation programs. The training reflects the society (i.e., the U.S. has become increasingly diverse with many different nationalities and languages). At the same time, state and national accreditation standards have become more stringent and specifically address the importance of sound teacher preparation programs that provide training and clinical experiences with diverse learners and learners with limited English proficiencies.

To strengthen the teacher education program and increase student achievement of limited English proficiency learners, the School

of Education at Alabama A & M University and the Huntsville City Schools identified a PDS partnership school specifically to facilitate experiences with English Language Learners and to impact the achievement levels of the learners. The partnership was established during the 2008-2009 school year as an attempt to address the increasing population of English Language Learners attending McDonnell Elementary, a small school receiving Title I funding, with the largest population of learners being African American and Hispanic, with a smaller Caucasian population. At least 32% of the population are identified as ELL students.

One challenge that faced the collaboration was how to ensure an equitable learning environment for all students, with specific focus upon the Hispanic English Language Learners. The value of the education involved not just “making AYP” and attaining high reading and mathematics test scores for the ELL population, but it required providing meaningful social and life experiences. Although America is considered a “Land of Opportunities,” opportunities are often distributed non-equitably when examining educational levels and subsequent “value added” experiences. Differences vary between ethnic groups, with Hispanic populations often falling to the bottom. One goal of the partnership was to bridge the gap between ethnic groups by increasing awareness of cultural diversity and appreciation for the differences, increasing support through tutoring and compensatory programs, and providing incentives for raising self esteem and building success.

During the three years of the partnership, collaborations

involved periods of reflection and refinement. The participants of the partnership exchanged formal and informal roles across institutional settings. The following are a few examples of experiences and activities that strengthened the collaboration. The principal served on the university’s policy board, the Teacher Education Council, and served as a facilitator on the Candidate Interview Committee. The director of the ELL program for the Huntsville City Schools and a team of teachers conducted workshops for working with ELL students for pre-service teacher candidates. The Director of Field Experiences and School Partnerships secured more effective clinical placements. Pre-service clinical candidates and interns benefited from the training and interaction with the team of trained facilitators working at the school. Pre-service clinical candidates worked directly with ELL students and completed service projects at the school (e.g., tutoring and a warm coats and gloves drive during the cold winter months).

McDonnell’s conceptual framework incorporated the Sheltered Instruction Observation Protocol (SIOP) Model. A team of four teachers and the principal received extensive training, through the state department of education, on the SIOP Model and working with English Language Learners. The team trained the staff at McDonnell (sessions at least twice annually) to facilitate “tiered” (or differentiated) instruction. Three years of training preceded the full implementation of the program. During the three years of training, a university professor conducted professional development training for the teachers and field experiences candidates on working with a diverse population of learners

(e.g., book study – *Do You Know Enough About Me to Teach Me?* by Stephen G. Peters).

The Boys and Girls Club, located on the school site, provided additional support, homework assistance, and social interaction activities for the students. The club, located on the school site, provided a complete all-day service (after school care and tutoring after school until 5:30 pm, five days per week). The Director of the Boys and Girls Club (bilingual) provided celebrations and enrichment activities to facilitate appreciation and understanding of the Hispanic culture.

The dynamics, and strategies when implemented, resulted in increased achievement, with all students, including English Language Learners, subsequently making AYP overall each year

of the partnership. As a result of the experiences, Alabama A&M pre-service candidates indicated better preparation and increased knowledge, skills, and dispositions for working with English Language Learners. Other benefits, such as increased professional collaboration, enhanced cultural understanding, gains in racial harmony, and fewer discipline problems (as reported by referrals and documentation) far outweighed any challenges that the PDS constituents faced, such as the changing demographics of the student population, declining funds and resources available to P-12 and higher education partners, and reduction in school faculty and/or turnover of members of the faculty.

The PDS partnership demonstrates increased effectiveness. The collaboration, committed to the

success of student learning and increased student achievement, serves the mission of quality teacher performance and increased pre-service teacher training. The goal for the next school year, after intensive reflection, is to phase in implementation of best practices learned during the three years of SIOP training and to share the training throughout the system in order to enlarge the network of PDS partnership schools.

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PDS Partners Call for Submissions

PDS Partners is published three times per year (in January, May, and September) by the National Association for Professional Development Schools (NAPDS). Past issues can be viewed at http://www.napds.org/pds_partners.html. Magazine article submissions are welcomed from all school, university, and community constituents of Professional Development Schools (PDSs) from the United States and beyond. Articles are typically narrative in style, co-authored by school- and university-based teams, and address any aspect of PDS efforts. Articles are usually 300-1000 words, but longer submissions are possible. All articles are reviewed by the editor and assistant editors, as well as by the appropriate section editor team. Current sections of the magazine include "Interns and the Internship," "PDS Partners and Partnerships," "PDS Researchers and Research," "PDS Inquiries and Ideas," "Professional Development and PDS," and "PDS and Alternative Schools/Community Settings." Authors are asked to identify at least one of the NAPDS "Nine Essentials" addressed by the information on which they are reporting. Article authors do not have to be NAPDS members, but members and school-/university-based teams of PDS constituents receive priority when publication decisions are made. Most articles are invited (the magazine is classified as an "editorial-reviewed" rather than "peer-reviewed" publication), and all article submissions are acknowledged via email by the editors. Authors receive letters of acknowledgement and complimentary copies of the magazine in which their articles appear. Submission of an article indicates that the authors have not submitted substantially similar reports to any other journal or publication. Deadlines for article submissions are November 1st for the January issue, March 1st for the May issue, and July 1st for the September issue, although exact publication dates of accepted articles cannot be guaranteed. Articles are only accepted electronically and should be submitted to the magazine's editor, Ron Siers (Salisbury University) at RRSIERS@salisbury.edu.

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