

PDS Partners

National Association for
NAPDS
 Professional Development Schools



**NAPDS President,
Elliott Lessen**

A Message From the President

Elliott Lessen, Northeastern Illinois University

Dear Colleagues:

This issue of the NAPDS newsletter is being put together by our new editor, Dr. Kristien Marquez-Zenkov, Cleveland State University. Kristien has been attending the PDS conference and unbeknownst to him, by volunteering to help out, is indeed helping us all! As it is primarily our members who provide the content of the newsletter, I encourage you all to “tell your stories” by submitting them to Kristien (see details in the “Editors’ Corner” article in this issue).

At the March 2007 NAPDS Board of Directors and Executive Council meeting, the group had a lengthy discussion about “what is a PDS.” Given the continuum of school-university relationships (moving clinical observation sites to full-blown PDSs), it was decided that a national conversation regarding this topic needed to occur. Thus, in August, the Board of Directors and Executive Council were joined by a dozen or so others to have this conversation. Individuals whose scholarly activity is focused on PDS, mentor teachers from PDSs around the country, and individuals representing various national education organizations were invited. The outcome of the “Summit on Professional Development Schools: En Route to a Common Understanding” is a work that will be disseminated nationally addressing traits, terminology, and other issues essential to PDS work. We plan to share more information about this meeting in our January 2008 edition of *PDS Partners*.

In the coming months, the NAPDS website, which has been graciously hosted by the University of Missouri-Columbia (UM-C), will be moved to the University of South Carolina. Our Association Administrator, Jason Kinsey, will oversee the website and upcoming changes to the site. I would like to thank Dr. Dan Lowry, UM-C, who has been our website steward, for all of his hard work and efforts on behalf of NAPDS.

The 2008 conference will be held April 10th-13th in Orlando. We look forward to another record of submissions, presentations and attendance. ***The Call for Proposals, with a submission date of October 15th***, should have already arrived at your desk. I hope to see you all there in Orlando! In the meantime, have a productive school year.

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In Memoriam

Claudia A. Balach, Ph.D.,
NBCT

June 20, 1961 – July 28, 2007

The NAPDS family lost one of its rising stars last summer with the unexpected passing of Claudia A. Balach of Slippery Rock University of Pennsylvania. Dr. Balach suffered an apparent heart attack at her summer home where she had been working on a forthcoming handbook for PDS field experiences. Many of you knew her as a presenter at the NAPDS conferences who firmly believed in building bridges between the

various professional organizations connected to PDS. She served as Program Chair of the PDS Research Special Interest Group (SIG) of the American Educational Research Association (AERA) and had been elected as SIG Chair to begin her duties in 2008. Dr. Balach was a true PDS practitioner-scholar, serving as director of a U.S. Department of Education Teacher Quality Grant, directing a support program for National Board Certification, and serving as vice president of a local school board. In short, she was a hard working professional educator who was

truly committed to the development and empowerment of teachers as leaders. Her perspective on PDS as a “hub” for educational change helped bring the good news of PDS to numerous teachers, schools, and communities throughout the country. The NAPDS extends its heartfelt sympathy to Dr. Balach’s husband, Ken Balach, to her family, and her many colleagues and students at Slippery Rock University. Her obituary can be found at <http://www.postgazette.com/pg/07211/805503-122.stm>



Dr. Claudia A. Balach

Our Light through the PDS Prism:

Launching and Sustaining PDSs in Rural, Suburban, and Urban Settings

Claudia Balach, Slippery Rock University

“The authors’ premise is that in putting the needs of the P-12 learner first, the needs of the P-12 teachers, the teacher candidates, the university faculty, administrators, parents, and school board will also be met.”

The PDS activities shared in this article are in line with the ideas of Zeichner (2007) and Balach and Tidwell (2007), in that the driving forces for this work are always the learning needs of P-12 students. The authors’ premise is that in putting the needs of the P-12 learner first, the needs of the P-12 teachers, the teacher candidates, the university faculty, administrators, parents, and school board and community members will also be met.

The PDSs described in this article are those that constitute the Slippery Rock University (SRU) Professional Development School Network. These PDSs include rural (Slippery Rock School District), suburban (the Pine-Richland School District), and urban (the Sharon City and Pittsburgh Public School Districts) sites. The PDSs range in size from one teacher and one class per grade level (Har-Mer PDS in the Slippery Rock School District) to five to six teachers per

grade level (the elementary schools in the Pine-Richland School District.) The constituents in the PDSs collaborate through a governance structure that allows for flexibility within a common framework.

Our governance structure includes a “Cross Site Steering Committee,” a “PDS Administrator Team,” a university faculty committee, and building-level site steering committees. The network has a director who presently dedicates approximately half of her tenure-track workload to the development of the PDSs. With federal grant support, the Director has a staff of three to support these efforts.

University focus on student achievement is evident in the use of action research as a learning tool for student teachers, through support of after-school learning and tutoring programs, and via a pointed infusion of differentiated instruction into all P-12 classrooms through the instruction of teacher

candidates and engagement with mentor teachers. In the partnership’s urban setting, on-site SRU methods classes (including language arts, social studies, and reading courses) take place at the Sharon City PDSs. SRU teacher candidates make classroom observations and provide tutoring assistance to students in these classrooms. SRU professors, Sharon teachers, and administrators work in a collaborative fashion to integrate theory and practice into these methods courses. In our rural setting, after-school tutoring and homework programs are in place to support K-12 children. In the suburban setting of Pine-Richland, action research tied to the district strategic plan and building action plan drives differentiated instruction and after-school support programs. The commonalities that can be gleaned from the above examples include a focus on student learning and differentiation for both the K-12 students and the teacher candidates.

Through the Eyes of a 5th Grader:

Awareness of Socioeconomic Classes

Marcia V. Bolton, Glenville State College

Annie Pugh, Glenville State College

In this article the elements of how an action research project were developed and conducted through the partnership of an elementary school and Glenville State College are reviewed. Collaboration in the development of professional opportunities for student interns, input and direction from college faculty in the form of action research projects, and professional development opportunities offered through the college for partner teachers and student interns continue to be a focus of our PDS model at Glenville State. The college is located in a rural community in central West Virginia and has developed PDSs with public

schools in the surrounding counties. Through the partnership we have developed more effective teaching strategies that have increased the effectiveness of our student interns and public school teachers.

During the summer of 2006 Glenville State College provided training for those interested in being trainers of teaching practices outlined in the training module *A Framework for Understanding Poverty* by Ruby Payne (2006). The decision to conduct this training was based on the thinking that beginning teachers must understand how all student groups learn, thereby equipping

themselves to offer teaching methodologies that meet the needs of diverse student groups. Ruby Payne’s training focuses on an additive model for understanding and teaching children of poverty. We agreed with a main point made during the Ruby Payne training: a teacher’s approach to teaching and learning has a major impact on achievement of social groups.

As well, all of us—Marcia as a college supervisor, Annie as a beginning teacher, and her partner teacher—were concerned that the 5th grade students with whom

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Nurturing an Existing PDS Relationship During a Time of Change

Susan Wray, Montclair State University

One of the tenets of the PDS model promotes the importance of collaborative relationships amongst P-12 schools, colleges/universities, and teacher candidates. Together these PDS partners aim to develop strong educational experiences for teacher candidates, support teacher professional development, and ensure student achievement. While maintaining PDS partnerships is a continual challenge, doing so during a time of change complicates this work even further.

The PDS partnership between Warren Point Elementary School in Fair Lawn, New Jersey, and Montclair State University (MSU) in Montclair, New Jersey, has undergone numerous changes in recent years. In the fall of 2004 Warren Point was assigned a new principal, Peter McGinness, who was new to the PDS model as well as the state. At this same time I was appointed as the new PDS liaison for Warren Point Elementary School. While the PDS partnership between MSU and Warren Point had been in existence since 1999, Peter and I recognized that its maintenance would require a careful and thoughtful approach.

The primary focus of the 2004-2005 school year was to reinforce the PDS philosophy in this partnership. Throughout the school year

Mr. McGinness and I met both formally and informally with school faculty and district administrators to discuss existing goals and accomplishments as well as begin to set future goals. As a result, a more focused approach to the education of teacher candidates was developed and the existing partnership between the district and university was strengthened.

During the 2005-2006 school year the Fair Lawn School District (of which Warren Point is a part) initiated a K-5 literacy portfolio initiative and Mr. McGinness and I began to meet monthly with district literacy specialists, Rachel Weiss and Mary Ann Pasuit, to discuss the literacy portfolio initiative and how it would impact instruction at Warren Point. These meetings focused on clarifying the portfolio's purpose, defining and revising specific grade level contents, and developing additional guidelines and examples for teachers to use when implementing the portfolio in their classrooms. During the 2006-2007 academic year we realized that the plan to implement the new portfolio initiative into classrooms needed refining and that a pilot project involving a smaller number of classrooms would provide important information for the whole school implementation phase. To this end we wrote and received a

grant from Montclair State University's Network for Educational Renewal to support the pilot starting the fall of 2007. The grant continues to support a study group team comprised of three primary grade teachers, the district literacy specialists, Mr. McGinness, and me to study the process of implementing the literacy portfolio into classrooms and its impact on classroom instruction and student learning.

We are very excited about the next phase of the literacy portfolio initiative and thankful for MSU's continued support through the funding of the grant. Working with experienced teachers, their student interns, and the K-2 students will provide us with valuable research data on the effectiveness of a new instructional approach. Moreover, the collaborative approach to teacher professional development, improved student learning, and the preparation of beginning teachers models the tenets of the professional development school philosophy. With clarity of purpose and a strong commitment to the professional development of practicing teachers and their teacher interns, the PDS partnership between Montclair State University and Warren Point Elementary School continues to grow.

"During the 2006-2007 academic year we realized that the plan to implement the new portfolio initiative into classrooms needed refining and that a pilot project involving a smaller number of classrooms would provide important information for the whole school implementation phase."

School-University Partnership Submission

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

Starting and Sustaining A Professional Development School Partnership

Karen Foster, Alabama A & M University
Kreslyn McGinnis, Montview Elementary School

“As a part of our ‘team,’ all participants—including the school administrator, a higher education administrator, teachers, and professors—provided expertise in determining the intended purpose and function of our partnership.”

Professional Development School (PDS) partnerships between Historically Black Colleges and Universities (HBCUs) and Title I Schools can create effective and diverse field experiences for undergraduate and graduate pre-service teachers pursuing teaching certificates. Successful collaborations between such P-12 schools and colleges/universities can increase the achievement of students attending the high poverty schools as well as provide professional development for the teachers of both institutions.

Our PDS partnership was initiated in 2004, through a NCLB grant, procured by Alabama A & M University, a historically black college and university with approximately 6,000 students. Montview Elementary School, a Title I School that employed 22 classroom teachers and housed approximately 260 students

(93% black, 4% white, and 3% other) in grades K-5 (with over 90% receiving free or reduced-priced lunches) was selected to become the partner school.

We have identified seven strategies that were effective when starting and in sustaining our ever-evolving joint venture between the A&M School of Education and Montview. The following were used to start the collaborative and have been essential in sustaining our partnership:

1) Collaboration: Key personnel regularly met to design the partnership. As a part of our “team,” all participants—including the school administrator, a higher education administrator, teachers, and professors—provided expertise in determining the intended purpose and function of our partnership.

2) Goals and objectives: The team members identified professional development needs and areas for the improvement of student achievement. We examined the previous year’s achievement test scores. We determined the areas of greatest need (e.g., mathematics) and the population with greatest needs (e.g., special education). In essence, we defined our “unique partnership.”

3) Existing programs: The team identified ways to strengthen the programs and materials already in place. We brainstormed ways to develop the school partnership that were needed to attain the goals and objectives and still be aligned with the existing programs. This involved purchasing additional materials and equipment and establishing a SMART teaching classroom.

4) Support staff: A graduate as-

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Partnering to Confront Conflict in the Classroom

Diane Corrigan, Cleveland State University
Jim Harmon, Euclid High School

Conflict. Problem or opportunity? Positive or negative? Teacher or student? The Conflict Resolution Education in Teacher Education (CRETE) program is designed to help pre-service teachers, mentor teachers and P-12 students understand and resolve conflicts, as well as answer all of the above questions.

CRETE, a collaborative effort amongst Cleveland State University (CSU), Temple University, and the Ohio Commission for Dispute Resolution and Conflict Management, responds to the lack of adequate preparation in classroom management for pre-service teachers. At CSU, Kristien Marquez-Zenkov, Jim Harmon and Diane

Corrigan helped to design a comprehensive 5-day training session for pre-service teachers to provide interns with information and skills to be implemented during their practicum and student teaching experiences. To increase the opportunity for using these skills in their classrooms and achieve higher levels of success, mentors from partner schools, CSU faculty members, and field supervisors have been included in the training. Each session includes opportunities to define and understand conflict, prepare lesson plans and classroom activities to help their students identify strategies to positively resolve conflict, and identify opportunities to practice specific skills in P-12 classrooms. Dr. Anthony

Menendez, CSU faculty member and CRETE instructor, stated, “Our students are given ‘tools for the toolbox.’ The strategies we share can be used immediately in response to conflicts and management challenges in the classroom.”

An opening activity of the session is entitled “Earliest Memory of Conflict.” Participants form groups of two and are asked to recall their earliest memory of conflict and share it with their partner. The pairs discuss their feelings about the conflict and answer the following questions: Were your feelings positive or negative? How was the conflict resolved? Was there a better option or solution to the conflict?

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Health Initiative across Cultures:

A Data-Driven Study by Arbor Ridge School in Partnership with the University of Central Florida

Laura Frey and L. Paige Tracy, Arbor Ridge School

Mayra Ruiz Camacho, BiYing Hu, Evadne Ngazimbi, and Jennifer Platt, University of Central Florida

The health initiative study was a project that involved the implementation of a series of activities related to health promotion and disease prevention. Students in a first grade class and their parents completed pre- and post-questionnaires to determine the effectiveness of activities designed to promote healthy living habits (e.g., washing hands, dental care, good nutrition, and exercise) prepared specifically for them based on survey needs.

Fifty-three percent of students in the class were from Hispanic descent, 20% Asian, 13% White, and 13% African-American. When working with individuals from different cultures, it is important to be sensitive and respectful of customs, values, and beliefs (Olsen & Fuller, 2003). In order to better serve the needs of the targeted population, Ms. Frey, the classroom teacher born in the United States, partnered with three University of Central Florida (UCF) Holmes Scholars, who included natives of

Venezuela, China, and Zimbabwe. Together with Ms. Frey, the scholars researched and developed health-related activities that were respectful of customs, values, and beliefs of each of the cultures represented in the classroom.

From creating take-home books about dental health in different languages to tasting fruits and vegetables from other countries, students participated in a variety of activities that prepared them to conduct an end of the school year "Health Fair." The fair engaged students from other grades and parents in centers where Ms. Frey's students took turns talking about specific healthy habits.

Results from the data collected from the surveys completed by students and their parents demonstrated an increase in students' healthy habits on all four areas addressed during the study. For example, before starting the health initiative, the average time spent by students washing their hands

was three seconds, while after participation they spent an average of fifteen seconds. When students were initially asked how often they brushed their teeth, 50% said one time per day, while 50% said they couldn't remember. After the health initiative, 100% of students said they brushed their teeth at least once per day; this was confirmed through parent survey data. In August, students were asked to give examples of their snack food choices, 100% of students reported selecting chips, cookies, or candies, and none reported choosing fruits, vegetables, or other nutritional foods. After participating in the Health Initiative, 80% of students reported choosing at least two nutritional foods for snacks per week. Based on this evidence, by working as PDS partners Arbor Ridge and the University of Central Florida have provided support to meet the diverse needs of students, not only by presenting information about topics related to health, but also by increasing healthy habits among the students.

"Together with Ms. Frey, the scholars researched and developed health-related activities that were respectful of customs, values, and beliefs of each of the cultures represented in the classroom"

Evaluating the Success of a Professional Development System:

Assessing For Improving P-12 Student Learning and Higher-Order Instructional Dispositions

Diane S. Calhoun and Karen S. Wetherill, University North Carolina-Wilmington

Diana S. Mintz, PDS Middle School Principal

No matter how highly qualified teachers are upon entering the classroom, the professional expectation is that they continue to refine practice and become more distinguished in their ability to create learning environments and nurture student learning. PDSs are challenged to substantiate that partnerships make a difference in preparing and sustaining highly qualified educators who impact P-12 learning.

Program Highlights
At the University of North Caro-

lina-Wilmington (UNCW) PDS partnership, a learning-centered model provides environments for reflection and deep learning among candidates, faculty, and school partners developing and sustaining key higher-order instructional dispositions for increasing teacher effectiveness. Structures for self-assessment of teaching identify/assess desired results, determine student learning evidence, and engage partners in collective deliberation about how to transform instructional practices.

Candidates are paired with partnership teachers trained in this model and committed to refining their practices. The systematic structure utilizes 8-10 reflective coaching cycles (pre-conference/data collection/post-conference) focused on making informed instructional decisions. Partner teachers facilitate, placing strong emphasis on candidates' abilities to make decisions using data. The intent is for analytical thinking about pupil performance to become an automatic self-questioning script that candidates

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Partnering to Confront Conflict in the Classroom

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“For persons involved in conflict, the problem is usually evident; the opportunity for improved communication or collaboration may be overlooked.”

Was there a “winner” in the conflict? Through this activity, participants—and potentially P-12 classroom students—begin to comprehend the basic premise of Conflict Resolution Education (CRE): conflict represents both a problem and an opportunity. For persons involved in conflict, the problem is usually evident; the opportunity for improved communication or collaboration may be overlooked.

Topics addressed during the CRETE sessions include active listening, classroom management, non-verbal communication skills, bullying, peer mediation, and culturally relevant pedagogy. Participants are actively engaged in the activities throughout the sessions,

including a micro-teaching experience of a conflict resolution activity of their choice. Each participant in the training is given a CD of over 1,000 lesson plans categorized by subject area grade level and CRETE topics to facilitate developing these skills in the classroom.

To date, the response to CRETE has been positive from pre-service teachers, mentors, and P-12 students as CRETE is moving beyond CSU to our partnership schools. Karen Boyle, a math teacher at one of CSU’s Master of Urban Secondary Teaching (MUST) PDS schools, Euclid High School in the Euclid City School District, begins each school year with a CRETE activity with her students. She intro-

duces herself to each student individually with a handshake – a handshake that is a symbol of their agreement to respect each other and the classroom rules. Ms. Boyle stated, “This conflict resolution strategy gives everyone a common dialogue that we are able to use all year long.” The next steps planned by the CSU faculty are to collect data from all participants via videotapes, surveys, and interviews regarding the frequency of use and rate of success of CRE in the classroom, and to follow CSU pre-service teachers through their initial years of teaching to determine the impact of their conflict resolution skills, and to expand the CRETE program to other universities.

Starting and Sustaining A Professional Development School Partnership

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sistant was trained to coordinate the activities between the university and the elementary school. Consultants provided workshops, and professors conducted training and co-teaching.

5) Roles of higher education faculty: The team identified the subject areas in need of expertise. University faculty co-taught with classroom teachers, involved university students, and instructed university classes at the school.

6) Roles of classroom teachers: Classroom teachers became co-instructors of university classes and mentors of undergraduate and graduate students. The reading specialist provided leadership and co-taught classes with the university faculty.

7) Professional development top-

ics: Examination of the test scores indicated areas of student growth and teacher in-service topics.

While we did not receive funding in the second year of the partnership, all of the PDS team maintained a strong commitment to this collaboration. An examination of test scores from year one indicated a need for continued intervention in reading and mathematics instruction, with emphasis on students with special needs. We collaborated. Our goal and commitment was to increase the test scores of our special education population. Our assessment drove our instruction. In our third year we remained committed to sustaining our partnership and moving forward. We examined year two test scores and

defined our goals and objectives for the year, with continued emphasis on reading and special education.

During the three years since we began our partnership, test scores have improved for the students attending Montview Elementary School, and Alabama A & M University teacher candidates have benefited from more diverse and enhanced field experiences and direct mentoring from classroom teachers. Will we continue in the partnership during year four? Definitely! We hope that our example will provide the impetus for others to emulate a similar type of partnership.

Professional Development-in-Action

Merilyn Buchanan and Robert E. Bleicher, California State University-Channel Islands
Sima Behshid, Charmon Evans, and Linda Ngarupe, University Preparation School

“Everything that I do here is PD.”

—Ashley, a UPS teacher

Our PDS partnership—comprised of University Preparation School (UPS) and California State University Channel Islands (CSUCI)—has an active research program that currently is guided by two UPS teachers, the UPS principal, and two CSUCI professors. Our research program aims at involving all 30 teachers at UPS in research at both the school and classroom levels. At UPS, there is a strong sentiment that every part of the day is in some way related to professional development. This ranges from informal hallway discussions to more formalized activities both inside and outside of classroom teaching. We coined the expression “Professional Development-in-Action” (PD-in-Action) to describe this.

In concert with Hord’s (2004) conclusions about teacher empowerment and leadership, we contend that professional development must be defined by the PDS community of practitioners. That is not to say that teachers should ignore theory and research findings. A PDS faculty interested in creating PD-in-Action should select the topics on which they want to focus, make them their own, and meld them together with their own experience-based knowledge.

One indicator of effective PD-in-Action is how teachers redefine the typical school work day. When describing their work, UPS teachers tend to use professional dialogue

that blurs the boundaries between classroom teaching and professional development activities. Being successful as a teacher means communicating and acting in new ways that match your goals. It means taking risks with the support of critical friends in safe environments. These are aspects of an effective professional learning community that must first develop a deep culture of respect for all its members. It is all about being open-minded, taking charge of shared decision-making, and trusting your own expertise as much as others’. It then follows naturally that the unique mission of the school will engage all teachers to work collaboratively toward shared goals to achieve community-valued student learning outcomes (Rutledge, Smith, and Watson, 2003). As the teachers so enthusiastically put it, “Professional development—it’s all about helping students, not yourself.”

We share the following implications that we recommend to PDS faculty desiring to create a strong professional development program:

1) Achieving some degree of PD-in-Action elevates a school’s PD awareness level. This leads to unexpected results and benefits. Teachers themselves express that everything they do at the school is PD, including their everyday work as classroom teachers.

2) Establishing a professional learning community is key to developing PD-in-Action. Collaboration is the essence of a professional learning community. A level of caring for one another and valuing expertise within a community are central tenets for collaboration.

3) Creating a culture of respect is pivotal to achieving collaboration. This means developing respect for each other on a personal level and trusting that there are others you can turn to and who will come to you for expertise and to get the job done.

4) Developing and maintaining a culture of respect requires professional dialogue. Communication is hard work. Not only does time need to be set aside to develop professional dialogue, but you have to establish and continually revisit the community rules to ensure that everybody’s voice is heard and has equal time on the conversational floor.

5) Supporting a culture of respect requires mechanisms that allow for frequent, formalized, and systemic meeting time to occur during regular school day hours. The principal is indispensable for creating the time and funding for such an organizational structure.

“At UPS, there is a strong sentiment that every part of the day is in some way related to professional development. This ranges from informal hallway discussions to more formalized activities both inside and outside of classroom teaching.”

Pictures from the 2007 PDS National Conference in Las Vegas!



2008 PDS National Conference

Pre-Registration deadline: March 1, 2008

If you are registering as a participant (not submitting a proposal) please complete the Participant Registration Form (below) and mail with payment to: **2008 Professional Development Schools National Conference, USC College of Education, Wardlaw 252, Columbia, S.C., 29208**. Payment may be made by check or credit card only. For your convenience, you may pay by Discover, VISA or MasterCard. Credit card registrations can be completed by fax transmission. Cardholder signature is required on the registration form in order to process the credit card payment. The conference fax number is (803) 777-4807. Be sure to send a completed registration form if you register by fax. Our Federal Tax ID number is 57-6001153. Please make checks payable to the University of South Carolina. Discounted group rates are not intended for combinations of participants and presenters.

No refunds can be made on paid conference registrations. Please contact the Conference Office at (803) 777-1515 to alert us of substitutions. In the unlikely event that we cancel the conference, a workshop, or a field trip, we will notify you if we have received your registration in advance. The University of South Carolina is not responsible for any change/cancellation charges assessed by airlines, travel agents, hotels or other similar vendors. By registering for the conference, you give permission for your likeness to be used in future promotional materials.

2008 PROFESSIONAL DEVELOPMENT SCHOOLS NATIONAL CONFERENCE PARTICIPANT REGISTRATION FORM

Submit this form ONLY if you are NOT submitting a proposal.

Please print or type information as you would like it to appear on conference materials. Contact information must be that of the individual presenter to insure proper delivery of NAPDS benefits.

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- Pre-Registered Single Participant \$365.00
- Pre-Registered Group Participant \$335.00 each (Groups of 4 or more participants from the **same institution** whose registrations are received together)
- Full Time Student - 2 for \$175.00 [Requires verified current enrollment in at least 9 (credit) semester hours, must accompany registration. A separate registration must be completed for each student. Both registrations must be received together and be from the same institution.]
- Late Registration \$390.00 (After March 1, 2008)

Registration fee includes conference sessions (Thursday, Friday, Saturday, Sunday), continental breakfasts, receptions, Friday and Saturday lunches, and conference materials.

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Pre-Registration deadline: March 1, 2008!

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Complete registration form and mail to:
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Invitation for Proposals

The Planning Team for the 2008 PDS National Conference invites you to submit proposals for **two distinct** types of sessions:

Concurrent Sessions

Concurrent Sessions must very specifically address one of five conference strands. The majority of the sessions will be forty-five minutes long, although a limited number of seventy-five minute sessions will be available at the end of the day on Friday and Saturday. In submitting your proposal, be sure to indicate which of the five strands you are addressing and be sure to make clear in your proposal how your session will address that strand. Preference will be given to proposals submitted by teams cutting across the P-16 continuum and which show clear evidence of the demonstrated impact of their PDS work. The five strands are:

Strand #1: Individual Roles. PDS practitioners recognize the significant roles played by individuals in furthering the PDS initiative. P-12 school principals, university liaisons, coaching teachers, and others are often the glue that holds together successful PDS collaborations. Proposals for this strand should describe the role played by one of these categories of individuals in their respective PDS partnerships. One possibility would be to offer a "Day in the Life" vignette of the person filling the particular role.

Strand #2: Common Understandings. While school-university partnerships come in many forms, PDS practitioners believe there is something special about a PDS relationship. Proposals for this strand should detail the specific arrangements or characteristics that make their relationship a "true" PDS. One possibility would be to share with the audience the Memorandum of Understanding that guides the relationship.

Strand #3: Governance and Communication. Professional Development School relationships often hinge on well-designed and well-orchestrated governance structures which enhance meaningful communication. Proposals for this strand should share with the audience the specifics and logistics of the governance structure of their PDS arrangement, highlighting in particular how the structure furthers meaningful communication across the school-university continuum.

Strand #4: Classroom Practices. While theory often drives what we do in classrooms, P-12 practitioners in particular appreciate suggestions for how real-life, hands-on practices between coaching teachers and teacher candidates can enhance P-12 student learning. Proposals for this strand should share with their audiences the variety of classroom practices they have found to be successful in furthering teaching and learning. Particular attention should be given to how the coaching teachers collaborate with teacher candidates in instituting these practices.

Strand #5: Achievements. The resurgence of the nationwide PDS initiative in recent years has raised the inevitable question, "What exactly have PDSs accomplished?" It is a fair question and one which demands responses from those actively engaged in Professional Development Schools. Proposals for this strand, therefore, should cite the achievements and/or successes of their local, statewide, or regional PDS partnerships.

Poster Sessions

Poster Sessions are being introduced for the first time at the PDS National Conference as an opportunity for teacher candidates to share their perspectives on their work in Professional Development Schools. The sessions will be held in one forty-five minute Saturday session during which teacher candidates are invited to offer visual demonstrations of any aspect of their work in Professional Development School settings. Conference participants will have the opportunity to walk throughout the room and engage teacher candidates in conversations about their work.

Proposal Guidelines

The deadline for proposals is **October 15, 2007** (postmarked). Proposals are limited to **250 words or less** and **must** be submitted on school/district/institution letterhead. Place the title of the proposal at the top of the page, followed by the full names and institutional affiliations of the presenter(s). Skip three lines and begin the narrative of the proposal. Send a completed "Program Proposal Form" for **each presenter** and one copy of the proposal to:

2008 PDS National Conference
USC College of Education
Wardlaw 252
Columbia, SC 29208

Notifications of Acceptance of Proposals will be mailed in December. If your proposal is accepted, you will be provided with conference registration materials at that time and required to submit registration materials and payment in January. Once these materials are received, we will schedule all sessions and notify you of the day and time of your presentation. The conference planning committee will make every attempt to honor your requested day, but we cannot guarantee that everyone will receive his/her first choice. We therefore encourage you not to make flight arrangements until you are notified of the day and time of your presentation; we plan to provide this schedule by February 2008.

The deadline for proposals is October 15, 2007 (postmarked).

2008 PROFESSIONAL DEVELOPMENT SCHOOLS NATIONAL CONFERENCE PROGRAM PROPOSAL FORM

Please print or type information as you would like it to appear on conference materials. Contact information must be that of the individual presenter to insure proper delivery of NAPDS benefits.

TITLE OF PRESENTATION _____
 DR. MR. MS. PRESENTER'S NAME _____ FIRST NAME (FOR NAME BADGE) _____
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SCHOOL/INSTITUTION _____
INSTITUTION ADDRESS _____
CITY _____ STATE _____ ZIP _____
DAYTIME PHONE () _____ FAX () _____
EMAIL ADDRESS _____ ALTERNATE EMAIL ADDRESS _____

A separate form must be completed for each presenter!

Indicate your preferred session day: Friday , Saturday , or Sunday . (Check only one) *The conference planning committee will make every attempt to meet your request. Presenters will be informed of their actual session day/time approximately six weeks prior to the conference.*

This proposal primarily addresses Strand Number: One Two Three Four Five (Check only one)

I am requesting a concurrent session in the following format: Forty-Five Minutes Seventy-Five Minutes (Check only one)

OR This proposal is for a Student Poster Session (Saturday Only).

For proposal submission, complete and attach to proposal, and mail to:

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Evaluating the Success of a Professional Development System

(Continued from page 5)

practice and see modeled by teachers/supervisors. It focuses on “mental rehearsal” (thinking out loud) using cognitive processes to develop strategies, learning activities, and assessment (Costa & Garmston, 2002).

Evaluating Success

A comprehensive study was undertaken with three primary components yielding triangulated data on the impact of the model explicitly connecting teaching to student learning:

- A partnership teacher evaluation component
- An intern work-sampling assessment component
- A supervisor/partnership teacher evaluation component

The partnership teacher evaluation had two phases. Phase I collected survey data from 100 teachers in 29 schools. Teachers identified six model features having significant impact on student learning. Using

these data, Phase II measured teacher perceptions on the degree of impact these six features had on ability to improve learning. Data from 93 teachers in 26 schools rated all six features as having strong/very strong impact. These features include the following strategies:

- inquiry strategies
- reflective coaching
- individualized instruction meeting diverse needs
- pre-post assessment designing/evaluating instruction
- collaborative communication structures
- reflective decision-making improving understanding/application of best practices

A second source of data used interns’ pre/post assessment of student knowledge according to NCLB subgroups to document their impact on student learning. Data analyzed/aggregated over three years strongly supported their ability to improve student learning across all

subgroups. A third component utilizing supervisor/partnership teacher evaluations rated interns’ performance in designing, implementing/assessing instruction, and making responsive decisions related to their impact on student learning. Data revealed that interns scored at/or above 96% on all indicators.

These evaluation components strongly suggest that this PDS model is systemic, sustainable, and replicable. The intentional self-assessing structures engaging all partners hold the key to improving teaching and student learning. As one partner stated, “The learning-centered model is a way to help teacher candidates reach their potential in teaching and also help me reach mine. Not only does it allow for the one who is being mentored to grow, but it allows for the one who is doing the mentoring to grow as well.”

“The learning-centered model is a way to help teacher candidates reach their potential in teaching and also help me reach mine”

Preparing Culturally Responsive Teachers: The Answer May Be in Site

Martin Ward and Cathy A. Pohan, *The Texas A&M University-Corpus Christi*

In some cases, pre-service teachers participate in a teacher education program that requires them to have at least one field experience in a diverse classroom and/or community setting. When such field experiences are poorly done, this requirement becomes just another hoop through which students jump to earn a credential. Students in these circumstances regularly speak of “getting over” their diversity requirements (Ladson-Billings, 2006, 38).

As teacher educators, we are engaged in the process of preparing predominantly white, middle class, monolingual pre-service teachers to work in schools that are increasingly serving low income, culturally and linguistically diverse students. A review of the literature on preparing teachers for diverse settings reveals a relationship between pre-service teachers’ life experiences and their personal and professional beliefs about diversity (Hollins & Torres-Guzman, 2005; Pohan & Aguilar, 2001). While schools of education must seek to recruit candidates that reflect our nation’s diversity, preparing cultur-

ally responsive white, middle-class pre-service teachers is also critical. The careful selection of school-university partnership sites can help to ensure that pre-service teachers receive authentic, real-world experiences that lead to the development of the attitudes, beliefs, knowledge and skills needed to work effectively and sensitively with all students.

Within the context of our undergraduate field-based teacher education program, we wondered whether the level of diversity that varied among our partner schools might meaningfully influence the

personal or professional beliefs of our pre-service teachers according to their assignment at particular school. In a preliminary study, pre- and post-test measures of pre-service teachers’ professional beliefs about diversity were assessed at the beginning and the end of one semester, using The Professional Beliefs about Diversity Scale (Pohan & Aguilar, 2001). We found a significant time effect ($p = .000$), as well as a significant interaction effect ($p = .046$), suggesting that the placement site did make a difference. More precisely, these results indicated that at the end of

(Continued on page 13)

The National Consortium of Professional Development Schools:

A Web-Based Project for PDS Self-Assessment and Improvement

Jane Neapolitan, Towson State University

Mona Wineburg, American Association of State Colleges and Universities

Carol Muniz, West Virginia University

Do you use the PDS standards as guideposts for developing your partnership? Do you wish you had a tool that presents the standards in a straightforward format and that catalogs your artifacts? Would you like to have a report that helps you see your partnership's progress at a glance?

If so, then you should check out the National Consortium of Professional Development Schools (NCPDS) at <http://pds.gsw.edu>. NCPDS is a collaborative project that currently involves 40 colleges/universities in partnership with more than 300 PDSs in all regions of the country. Funded by the U.S. Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE), the project is now in its third year. The purpose of NCPDS is to establish a

comprehensive, web-based, and practice-informed resource through which partnerships can contribute to and learn from each other's experiences within the highly contextualized and complex work of PDS. A national Advisory Board guides NCPDS development, and a team of technology experts at Georgia Southwestern State University manages and maintains the site.

The "Profiles" section of the site contains a password-protected database of the following:

- "Institutional Profile" of general information about your college or university, including mission, governance, student population, and faculty.
- "Educator Preparation Unit Profile" of information about

your school/college/department or unit responsible for the preparation of educators, including information about administration, faculty, and students. This section also includes PDS information, including origins, selection, years of operation, and implementation and sustainability strategies.

- "PDS Impact Profile" is a self-assessment tool aligned with the NCATE PDS Standards (2001) and an adaptation of the Maryland State Department of Education Developmental Guidelines for Maryland Professional Development Schools (2003). This interactive tool allows you to click on your stage of development according to indicators for Learning

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Using Inquiry Groups to Enhance and Sustain our PDS Partnership

Eva Garin, Bowie State University

Mya Harper, Oaklands Elementary School

What is an Inquiry Group?

Inquiry groups are less formal than action research. Inquiry groups provide members with opportunities for intellectual discourse and investigation tied to the particulars of their teaching practices as well as offering a new way for participants to interact. The subtle softening of the word "research" to "inquiry" or "book club" often makes a difference to teacher perception (Garin, 2005).

Who Participates in Our Inquiry Groups?

Our inquiry groups are comprised of mentor teachers and other classroom teachers. We believe that the

entire school is our PDS, rather than just the mentor teachers. Year-long interns from Bowie State University (BSU) are required to participate in our inquiry groups, which are scheduled on Tuesdays and Thursdays to accommodate the schedules of our phase one year-long interns who come to the PDS sites every Tuesday and Thursday the semester before their full-time internship. Our inquiry groups also include instructional assistants and specialists and BSU faculty and supervisors.

How Did We Get Started?

We believe that in order for our inquiry groups to be successful, meet-

ings and participation must be voluntary. At a staff meeting we explained that the inquiry group was an important aspect of our PDS partnership. Teachers shared testimonials of their participation in order to motivate and interest other staff members. We suggested that mentor teachers participate with their interns and that other teachers participate as part of our PDS vision and for their own professional development.

An important part of beginning our inquiry groups was to establish group norms. When would we

(Continued on page 13)

"The subtle softening of the word 'research' to 'inquiry' or 'book club' often makes a difference to teacher perception (Garin, 2005)."

(Continued from page 11)

the semester, the pre-service teachers assigned to an urban, ethnically and racially diverse, high-needs high school exhibited significantly more culturally sensitive responses than those placed at a suburban, predominantly white, upper-middle class campus (Ward & Pohan, 2007).

While field placement sites may be influential in the development of deep understandings about diversity, quality field experiences in these sites are crucial in facilitating pre-service teachers' growth in

self-efficacy and pedagogical responsiveness (Ladson-Billings, 2006). Developing pre-service teachers' multicultural competencies begins with the intentional selection of field sites. In regions lacking racial, ethnic or linguistic diversity, we suggest that teacher education programs work in schools in communities that reflect and emphasize other types of cultural diversity (e.g., social class, religion, family make-up). A diverse field placement site will present pre-service teachers with opportunities to interface with students and fami-

lies that are different from them, regardless of what those differences may be. Any type of diversity can become a catalyst for critical dialogue. Developing pre-service teachers' competencies in teaching students who are very different from themselves begins with the intentional selection of placement sites. Well chosen sites can provide challenging and diverse experiences that facilitate the exploration of personal biases, misconceptions, and stereotypes about others in a safe, supportive environment.

"While schools of education must seek to recruit candidates that reflect our nation's diversity, preparing culturally responsive white middle-class pre-service teachers is also critical"

Using Inquiry Groups to Enhance and Sustain our PDS Partnership

(Continued from page 12)

meet—before or after school? How long would our meetings last? Who would facilitate our meetings? What would our overall format look like? We meet after school. Other inquiry groups in our network meet before school. All of the inquiry groups agree that twice a month is optimal and realistic. Sometimes the facilitation rotates. In our school, the PDS coordinator is the facilitator. In another school in our network it is the reading specialist, and at a third school it is a second year teacher who participated in a BSU inquiry group during her own year-long internship.

How Did We Formulate a Topic?

It was important to us that all of the members' needs and interests were addressed. In order to do this there are years when we run two inquiry groups in our PDS site. For our first inquiry group, each participant wrote down a topic on a post-it note and we sorted the notes to identify topics. Through discussion, review of books, and Internet searches we are always able to identify an area of interest. Our topics have included reading strategies, brain research, and working effectively with parents. One mentor teacher reported that these topics "provided me with the opportunity to meet with teachers and

discuss theories and gain ideas about the practices that really are successful in the classroom."

Let the Reading Begin...

We have learned that it is important to provide an environment that supports teachers in implementing the innovations that they read about and discuss in our inquiry group meetings. Our discussions are reflective in nature as we talk about what worked and what didn't in our classrooms and learn from one another. At times we observe one another's classrooms as we seek to refine our teaching. Journals are also an important aspect of our inquiry groups. We journal about how this focus relates to our readings and our classroom practices. We share our journal reflections at our inquiry group meetings.

We Find Ways to Share and Celebrate!

Our inquiry group has developed ideas for our School Improvement Plan and professional development days. Bowie State University hosts a yearly PDS Research Showcase where we share our inquiry group findings and discussions. We also presented at the last PDS National Conference in Las Vegas.

"Editors' Corner"

Kristien Marquez-Zenkov, Editor, Cleveland State University

Jim Harmon, Assistant Editor, Euclid High School
Sarah Vogel Laschinger, Assistant Editor, Cleveland State University/Euclid High School

With this issue, PDS Partners has become a three issues per year publication; future issues will arrive around January and May. In addition to important news about the NAPDS and its conference, each issue will highlight PDS partnerships, projects, research, and "best practices" from around the United States (US) and beyond. In the spirit of PDS, the newsletter will concentrate on articles co-authored by P-12 and college/university representatives. Each issue will also attempt to share stories and reports of PDS efforts from across the regions of the US, and from suburban, urban, and rural settings. Future issues of the newsletter may be themed, and we invite readers to submit article ideas, complete articles, and theme proposals. We hope you find the newsletter informative, and we would appreciate any feedback you have about its content or quality. Finally, hosted by Cleveland State University and its Master of Urban Secondary Teaching (MUST) PDS partnership with the Cleveland, Euclid, and East Cleveland school districts, the newsletter will be edited by a team of university faculty, P-12 mentor teachers, and teacher candidates. We can best be reached via email at pdspartners@csuohio.edu.

National Association for Professional Development Schools Membership Application

Please print or type information as you would like it to appear in membership listings.

Please check one: **New Membership** **Renewal**

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*Note: * Will receive all membership literature for the current '07-'08 membership year.*

*** Complete this Membership Application **only** if you are **not** currently an NAPDS Member or if you are unable to attend the 2008 PDS National Conference. Registration for the conference includes NAPDS membership.*

Please mail payment with form to:
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Through the Eyes of a 5th Grader

(Continued from page 2)

Annie would work would receive instruction that would support the achievement gains these students had made under the partner teacher's guidance. We designed an action research project to gain information about what 5th grade children know about diversity and socioeconomic class and how both impact their learning. We all hoped that student responses would guide our future professional development for interns at the college and deepen our knowledge of how instructional practices affect student learning.

We developed a student-friendly survey to administer to the fifth graders before and then again after a literature unit was taught. The survey asked the students to rate—from strongly agree to strongly disagree—how they felt about various statements related to their view of others according to language development, dress, or social class standing. *Holes* by Louis Sachar was chosen as the focus of the literature unit and guided our instructional methods because it provided insights into how socioeconomic status affects interpersonal relationships among

a group of boys. We planned the unit's instructional strategies to incorporate discussions and mental models for thinking and discourse among the students as outlined in our training. We believed that our elementary school students should experience curricula that helped them understand that knowledge is socially constructed and reflects their personal experiences.

We used multiple techniques to assess complex cognitive and social skills. Our 5th grade students gained knowledge about how to complete and think about surveys in addition to learning about issues of social class presented in *Holes*. During our class discussions, the students also told many personal stories about how they had been treated or experienced similar social class discriminations like the characters Stanley and Zero in the novel. After surveying the 5th graders and listening to their comments in these discussions, we found that their thinking about how others consider social class standings had shifted from "uninformed" to "informed." They made comments such as "I never knew that people really thought someone was not

smart just because they were poor. One of the 5th grade girls said, "I really learned a lot about how kids treat other kids by talking about *Holes*." The students responded very well to the mental model way of teaching as well.

This project supported what we thought about exposure to instructional techniques learned in Payne's professional development training. We appreciated the opportunity that our PDS partnership gave to every member of our instructional team because we were able to learn together about the importance of graphic organizers and explicit teaching choices and how these impact student achievement as well as how students think about social class standing and diversity. The comments from our students supported our belief that teaching methods designed to make every student successful, teaching with how different classes of students learn in mind, and the use of literary works as tools to encourage thinking about diversity enabled our students to shift their thinking about the rules of social classes.

"The comments from our students supported our belief that teaching methods designed to make every student successful, teaching with how different classes of students learn in mind, and the use of literary works as tools to encourage thinking about diversity enabled our students to shift their thinking about the rules of social classes"

The National Consortium of Professional Development Schools

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Community; Collaboration; Accountability; Organization, Roles, and Resources; and Diversity and Equity. A Summary Report allows you to see your partnership's development at a glance.

By using this interactive web-based tool, your PDS will:

- Develop Institutional and Educator Preparation Unit Pro-

files useful for reporting to funders, school districts and school boards, state and higher education agencies;

- Build consensus by using the PDS Impact Profile for self-assessment based on nationally recognized PDS standards;

- Create a catalogue and repository of artifacts as evidence for using standards;

- Create a Summary Report of your self-assessment for stra-

tegic planning, both site based and for your collective partnership;

- Expand your partnership's capabilities for communication and collaboration by using the NCPDS Collaborative Site;

- Participate in the development of a national PDS database that enables widespread, comprehensive research on PDS.

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