



**NAPDS President,
 Alison Rutter**

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A Message From the President

Alison Rutter, East Stroudsburg University

Greetings!

While my learning curve will have to be very compressed, I couldn't have asked for a more exciting time to take on the presidency of NAPDS. We are quickly moving out of our infancy as a national organization by taking steps to define for ourselves, and the broader educational community, who we are and what we are all about. The Leadership Forum at the beginning of August helped us better understand and clarify the many ways a PDS looks and acts, but still remains "a PDS." I enjoyed working with those of you who were able to join us, and am looking forward to continuing the dialogue as you begin crafting the portraits of your PDS for publication in the newsletter and journal. Kristien Zenkov and Roger Brindley should be commended greatly for their respective efforts in creating these premiere communication pieces. These complementary vehicles will help highlight our vision for PDS and broaden our sense of partnership across the country. More than anything, they are a key to our own professional development. As some of you have already requested, we hope to find a way to share them more broadly at PDS sites or for pre-service course work.

As we move into this next stage of our development as an association, we will be taking on a number of initiatives in addition to clarifying the *Nine Essentials* and firmly establishing our communication vehicles. As an Executive Council and Board of Directors, we are currently reviewing the roles and responsibilities of officers and more broadly the nomination process that supports annual elections. In addition, plans are underway to expand NAPDS networking in an effort to more effectively support the organization's mission. These may include collecting more information and resources about PDS across the country (and internationally), seeking opportunities for communicating more about our PDS world, making our work more accessible to one another, and figuring out how to ensure a truly mutual relationship between P-12 and the university.

You may know that while I am officially slated as part of the university side of PDS, my research and passion is in P-12, with a particular focus on teacher leadership—how classroom teachers can more broadly share their working knowledge of teaching and children. The dynamic leadership of P-12 teachers is vital to PDS. Through their mentoring of developing teachers, their role as professional development guides, liaisons, school community specialists and child advocates they have a lasting impact. Please encourage the teachers and other educators in your PDS to become more involved.

I am very fortunate to have two years to work with all of you as President. I look forward to hearing your ideas about how we can continue to develop together. Please contact me—or any executive council or board member—with suggestions, issues, and thoughts about improving what we do. Many thanks for your support,

Alison Rutter, President, NAPDS

After Sago

Deborah Smith, Glenville State College

People from the quaint rural community located in Upshur County, West Virginia will never forget January 2, 2006. The nation watched the traumatic events of the Sago disaster unfold. We watched in disbelief. We watched with sympathy. We watched in shock. We watched the people of Sago pray together, rejoice together, and then face the devastating news that twelve of the Sago miners were dead. This was the most destructive mining disaster in West Virginia since 1968.

Now, more than a year later, we must put back the pieces of the lives affected by this horrific event. I am a teacher at Buckhannon Upshur High School (B-UHS), the only one in Upshur County. Many of the students were directly affected by the Sago mine tragedy. They lost fathers, grandfathers, brothers, uncles, cousins, and friends. The impact is far-reaching. Over the last year, these students have been under a great deal of stress. Most were able to go through the grieving process and returned to a healthy life style. However, for some this process took much longer. They continued to display symptoms of stress and anxiety and were unable to cope with their grief. The Professional Development Schools (PDS) partnership met the challenge of helping these students to heal.

The specialized PDS partnership between the Glenville State College and Buckhannon-Upshur High School's special education department had been formed just a year before. At that time, I was a full-time faculty member at Glenville State College, serving as teacher-in-residence. Our PDS was extremely unique because the college and high school are located in rural West Virginia, approximately 55 miles apart. How would we meet the needs of student interns and teacher

candidates from so far away? How would the college provide continued support to our public school teachers? We were all uncertain about where to start. Then the challenge of Sago presented itself.

Two Buckhannon Upshur High School teachers, Sheri Carr and I, wrote an action research grant through the PDS and created the STEP-UP (Students and Teachers Educating Positively Under Pressure) Program. The focus was to assist students with special needs in identifying stressors, recognizing symptoms of distress, and responding to and determining healthy outlets for dealing with stress. Sheri is not only the PDS liaison at the school, but also the President of the Upshur County Board of Directors Emergency Medical Services (EMS). As the EMS Incident Commander, she was directly involved in the 54 hour rescue and recovery mission from the beginning. Her insight, expertise, and compassion were essential to the program's success.

Through the "STEP-UP" program, we were able to obtain an array of help for our students. Since our PDS partnership is with the special education department of B-UHS, we surveyed all 250 identified students. We asked about the number of family members involved in Sago and the students' current stress levels. Based upon the responses, we targeted groups of twenty-five students with special needs. After sending letters to the students' parents, we administered a pre-test that asked true/false statements such as:

- If you don't cry, you don't miss them.
- There are stages we can go through to complete grief.
- There is no exact time limit for grief.
- It is OK to talk about how you

are feeling.

·Grief can follow many kinds of loss.

Students then had the opportunity to meet weekly with Don Queen, a local licensed professional counselor who is a practitioner of Impact Therapy techniques, created by Dr. Edward Jacobs. He taught stress management and coping skills to groups. He continues to volunteer his services to individuals.

The students also met with Dee Howell, a local licensed massage therapist, and received training on self-massage techniques to alleviate muscle tension. She provided instruction and massages weekly to the students. Through the PDS funding, we were able to purchase various texts for the students and teachers. The two most valuable were *Helping Bereaved Children* and *When Nothing Matters Anymore* by Nancy Boyd Webb and Bev Cobain respectively. The students also received weekly motivators such as pencils, stress dots, mood magnets, notebooks, and motivational notes.

In order to determine the impact benefits of our action research grant, a post-test was administered following eight weeks of sessions. The results were significant. The students demonstrated an 85% overall improvement of understanding the grief process and stress management. Three areas with noteworthy improvement were:

- We all express grief the same way. (From pretest 71% to 88% on the post-test.)
- Grief can cause a variety of physical symptoms. (From pretest 71% to 100% on the post-test.)

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"How would the college provide continued support to our public school teachers? We were all uncertain about where to start. Then the challenge of Sago presented itself."

After Sago

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Men are not supposed to cry or show emotions. (From pretest 64% to 100% on the post-test.)

Today results of the program are apparent as we observe the students or walk down the halls of Buckhannon Upshur High School. The students are now able to communicate their feelings and share stories of their loved ones. The students are headed in a positive direction and academics are once again returning as the primary focus. STEP-UP has helped staff, faculty, and students to be better prepared to handle disaster.

Another benefit of the PDS partnership was that Sheri and I were able to supervise two student interns from Glenville State College, Susan Moody and Crystal McCarty. Consequently, the interns were able to participate in the program during their eight-week student teaching placement and have referred to it as “a unique learning experience.”

The positive effects of this program are long-term. Our community can reach out to those in need and our students are equipped with not only self-

monitoring and stress reduction techniques, but they can also help others.

The best evidence of impact of this program occurred just last week. I received a call from a mother of two brothers that have participated in the program from the beginning. She expressed much appreciation for the change in her sons’ behaviors and attitudes. With a grateful voice, she asked if we would permit parents to participate in the STEP-UP program and meet with the counselor.

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Creating a Comprehensive Professional Development High School (PDHS)

Jewell E. Cooper, Stephanie Kurtts, and Carl Lashley, The University of North Carolina at Greensboro
Joseph Yeager and Chris Ricci, Northern Guilford High School, Guilford County Public Schools

For the past three years, The University of North Carolina at Greensboro Departments of Curriculum & Instruction and Educational Leadership & Cultural Foundations have been engaged with the North Carolina Guilford County Public Schools in the development of a comprehensive Professional Development High School (PDHS) at Northern Guilford High School (NGHS). In responding to the needs of 21st century learners as directed by recommendations of high school reform via the National Association of Secondary Schools’ *Breaking Ranks*, and recognizing that teacher education is

everybody’s business, we decided that development of a PDHS could be a powerful method in preparing high school students for choices beyond secondary education.

Traditionally, only Schools of Education have been the primary preparatory agents of teacher candidates and educational leaders. The comprehensive nature of our PDHS would include our teacher-school personnel licensure/content area counterparts in the College of Arts and Sciences, the School of Music, and the School of Health and Human Performance. In addition, through the structure

of a Professional Development High School, the strength of the intentional collaboration would be two-fold. There would be a collaborative process occurring between UNCG faculty, public school administrators, faculty, students, parents, and community members. There would also be a collaborative process between and among UNCG faculty within and outside the School of Education. For once, we could all work together as one entity to prepare teachers and leaders for 21st century learners.

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“[R]ecognizing that teacher education is everybody’s business, we decided that development of a PDHS could be a powerful method in preparing high school students for choices beyond secondary education.”

Impact on Learning in Mississippi: Leading Educational Advancements and Developing Strategies for Success (LEADS)

Teresa Jayro and Margaret Pope, Mississippi State University

“A classroom teacher stated, ‘I see myself as a facilitator and a guide for the teacher candidates in the classroom environment, helping to build a bridge between what is learned and what is applied. The partnership also helps me remain current in educational theories and strategies.’”

Mississippi State University faculty partnered with faculty in a rural Mississippi school district to offer the Elementary/Middle Level Methods block courses. Teacher candidates enrolled in the methods block, which is comprised of four methods courses with a field component of approximately 150 hours, during their senior year. School personnel in the rural school district entered into this partnership because they believed that it would enhance student learning and classroom instruction. In turn, this collaborative partnership provided opportunities for teacher candidates to work in classrooms with K-6 students, classroom teachers, and administrators.

Teacher candidates were assessed through observation using the Teacher Candidate Assessment Instrument (TCAI) and by document analysis of their lesson plans and reflections. School personnel participated in interviews and completed surveys. Implications from observations using the TCAI, document analysis of lesson plans and reflections, and interviews and surveys with school personnel confirmed how this professional partnership benefited K-6 students, teachers, and teacher candidates.

Data gathered from TCAI observations in classrooms by university faculty as well as document analysis of lesson plans and reflections explained how this partnership positively impacted teacher candidates’ learning and teaching. Observations using the TCAI and document analysis of lesson plans revealed that the partnership enhanced teacher candidates’ knowledge in planning and preparation, communication and interaction, teaching for learning, managing the learning environment, and effectively assessing student learning. Reflection data indicated that 100% of the teacher candidates could adapt to evolving issues and conditions as time and situations changed within the classroom setting, 99.4% of the teacher candidates were able to effectively seek out new sources of current research on teaching and resources to continually update their professional practice, and 97.78% of the teacher candidates were able to effectively develop collaborative relationships with classroom teachers to enhance student learning.

Data gathered from interviews and surveys with school personnel revealed the following strengths of the partnership. Data indicated

that the partnership yielded a strong meshing of skilled and knowledgeable teaching, offered daily professional development for teachers as they worked with teacher candidates, was a great investment for the school district and the university, and was basically a win-win situation for all, especially the K-6 students. One of the school building principals made the following statement: “The school district and the students benefit from having other adults in the classroom who know how to work with young people.” A classroom teacher stated, “I see myself as a facilitator and a guide for the teacher candidates in the classroom environment, helping to build a bridge between what is learned and what is applied. The partnership also helps me remain current in educational theories and strategies.”

Research validated this partnership for both the university and the school district. Data from TCAI observations, document analysis of lesson plans and reflections, and interviews and surveys with school district personnel explained how this collaborative partnership positively impacted student learning and the teaching practices of the teacher candidates.

Trading Places in Science Education

Charles J. Eick, Auburn University

Mark T. Jones, Drake Middle School

A big strength of Professional Development Schools is the ongoing “in the classroom” relationship that is developed between university and K-12 faculty. Many of us are familiar with K-12 faculty serving as adjunct faculty in university settings, but how many of us are aware of university faculty serving as K-12 classroom teachers? My colleague, Mark Jones, was one of a number of K-12 faculty in our Auburn University-Auburn City Schools PDS who also taught for our college on an adjunct or part-time basis. He taught secondary science methods and technology courses. However, few of us in university settings have done the same in the local schools beyond co-teaching arrangements. So, with this in mind, I decided to become a middle grades science teacher once again while on sabbatical for a semester. I left the science classroom ten years previously to complete my doctorate and enter the university. This opportunity would likely be the best kind of professional development for a veteran science teacher educator.

Using sabbatical as a means of

entering the classroom full-time is one approach for university faculty who want to teach again. Some science education colleagues of mine have done the same. Most universities have a sabbatical policy for tenured faculty and many of these policies pay a professor at their current salary for one semester, or half pay for one year. My institution had a sabbatical leave policy but leave was not funded. I had to find another approach for funding. Our local PDS partner, Auburn City Schools, was keen to help me. In science education in the South there seems to always be a shortage of qualified science teachers at the 7-12 grade level, even at mid-year. We planned for me to take over the eighth grade classroom of a science teacher who was retiring at mid-year. Financially this arrangement was a win-win for the PDS. The school system would pay back to the university the remaining salary of the classroom teacher and in return have a qualified science teacher for the classroom. I would continue to draw my university salary for the semester and the school system-funded salary would go to the college to help fund my adjunct

replacement, Mark, for spring.

The spring term went very well for Mark and me. His students in science methods even spent some time with me in my classroom. He continued to learn how to best meet the needs of beginning science teachers. I learned a great deal about teaching new standards-based curriculum, using new technologies, and the nature of middle school students today. Mark never really left his middle school classroom at another neighboring school in our PDS while an adjunct professor. We knew that the concept of truly “trading places” could work the same but with no exchange of funds (or even sabbatical leave), only faculty assignments. Regardless, arrangements in “trading places” are not hard to do for those in a PDS who are willing to do it. However, it takes a strong PDS and its willing leadership at both ends to make it happen. Kudos to the Auburn University College of Education and Auburn City Schools PDS to be there!

“Many of us are familiar with K-12 faculty serving as adjunct faculty in university settings, but how many of us are aware of university faculty serving as K-12 classroom teachers?”

“Editor’s Corner”

Kristien Zenkov, George Mason University/PDS Partnership

James Harmon, Euclid High School/MUST Program PDS Partnership

Shawn Washington, Shaw High School/MUST Program PDS Partnership

Sarah Vogel Laschinger, English Teacher, STEM High School/2008 MUST Program PDS Partnership Graduate

Athene Bell, Division Literacy Specialist, Manassas City School District

We are excited to begin our second year (and our fourth issue!) as the “PDS Partners” editorial team. You’ll notice several changes to this team. . . . By the time this issue reaches you Shawn Washington will be beginning her year-long internship at Shaw High School in East Cleveland, Ohio, as a member of the 10th cohort of the Master of Urban Secondary Teaching (MUST) program PDS partnership. As well, this will be the last issue for which Sarah Vogel Laschinger will be serving on our editorial team, but the good news is that she’s beginning her first year of teaching in the Cleveland Metropolitan School District (another MUST hire in the district where PDS interns are trained!), so she’ll be very busy with this new role. Second, this issue is the first that will arrive through Kristien’s new position at George Mason University. He is now an associate professor and the literacy coordinator in the Graduate School of Education at Mason. Even more relevant to NAPDS and the newsletter is the fact that he is a University Facilitator to a PDS high school, Robinson Secondary School in Fairfax. Finally, we have made a commitment to involving veteran teachers, pre-service teachers, and university faculty in the creation of this newsletter, so Athene Bell, a teacher in Manassas with Kristien is working, will be stepping in for Sarah beginning with the January issue. As always, we hope you find this issue of “PDS Partners” informative and inspiring, and that you consider submitting stories and reports of your PDS efforts to us. Our new email is pdspartners@gmu.edu.

Teacher Candidates: Critical Voices in PDS Governance and Research

Leslie Day, Brooke Salzman, Amy Bianchi, and Wendy Paterson, Buffalo State College

“Two undergraduate teacher candidates and one graduate assistant are selected by nomination of the faculty to work with the PDS Director as teacher candidate liaisons to the PDS Advisory Council and Consortium. These student representatives offer critical support and insight to PDS in three critical arenas.”

Strong partnerships, ongoing collaboration, and lively shared decision-making are important components of the Buffalo State College Professional Development School Consortium. Teacher candidates are significant stakeholders in this collaboration, particularly elected representatives who play vital roles in supporting PDS initiatives and the PDS mission. Two undergraduate teacher candidates and one graduate assistant are selected by nomination of the faculty to work with the PDS Director as teacher candidate liaisons to the PDS Advisory Council and Consortium. These student representatives offer critical support and insight to PDS in three critical arenas. They are the liaisons to the teacher candidate student body; they represent the voices of teacher candidates to the college faculty and school partners; and they assist the Director in monitoring the

success of PDS action-based research initiatives. Valuing teacher candidates' perspectives strengthens and validates the authentic nature of PDS.

As liaisons to the teacher candidate student body, student representatives are responsible for disseminating information to teacher candidates using a variety of strategies. PDS events, meetings, deadlines, and highlights are displayed on department bulletin boards. Student representatives provide daily updates to the Buffalo State College PDS website enabling teacher candidates to find information about their classes, student teaching cohorts, action research projects, Consortium meetings and minutes, and links to other informative Buffalo State College education websites. Student representatives also orient teacher candidates to the benefits

of PDS involvement. Through the orientations, teacher candidates get a “walk-through” of the website and can learn about their programs from the experienced student representatives. To increase student accessibility to PDS information, the student representatives created a “For Current Students” section on the website which links to methods class information, PDS sites, events, educational clubs, career development, teacher certification and other relevant information for teacher candidates and Buffalo State students. In addition, student representatives disseminate essential information to teacher candidates through focused emails targeting teacher candidate needs.

As elected members of the PDS Advisory Council, student representatives share their well-

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Growing and Sustaining Our PDS Relationship

Gina Greenwald, Paul T. Wright Elementary School

Sharon E. Smaldino, Susan L'Allier, and Lara Luetkehans, Northern Illinois University

Five years ago a committee representing the DeKalb School District, Northern Illinois University, and the DeKalb community formed to plan an elementary school with the goal of creating a PDS. After much discussion, the group agreed upon a vision:

As part of its fundamental commitment to continuous improvement, the Wright School integrates innovative instruction, shared resources, and professional collaboration among school and university educators. Arts and technology pervade the environment and contribute to an emphasis on helping students to learn in multiple ways. New

practices that prove successful are disseminated throughout the District.

While working together to implement that vision, we have learned many things about our partnership relationship that have helped us evolve into a robust and successful PDS. Our shared growth in understanding each others' priorities and issues have led us to recognize ways to achieve collaboration in meeting our needs and our goals by seeking balance, improving communications, and negotiating and compromising.

We learned to “seek balance” in supporting technology resources and staffing as an integral part of

the school's vision. Since the planning stages, technology purchases have been equally shared to support both K-5 students and teacher candidates (interns). The need for technology integration support has grown. Initially, a 25% time Technology Liaison was made available from the university to teach a formal course to the teacher candidates on-site and consult with school staff on integrating technology in their classrooms. Today the Technology Liaison position has grown into a 100% time Technology Specialist equally shared to support technology integration at the school and within the College of Education.

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Powerful Collaboration to Improve Secondary Methods Courses

Ann K. Behrens, Quincy University

Quincy University collaborates with both public and parochial schools in preparing teacher candidates through the Professional Development School model. One outgrowth of this partnership was an action research project to improve the preparation of secondary education majors by creating professional learning teams composed of secondary school instructors, education faculty, and arts and science faculty. By combining the experience of practitioners with the pedagogy and content expertise of university faculty members, syllabi for four secondary methods courses were revised to reflect the opportunities available to teacher candidates through the PDS model.

Teams of educators worked in the areas of math, science, English, and history. Using the backwards design curriculum development model of Wiggins and McTighe (2005), the teams developed essential questions that would guide their work. These essential questions became one of the common elements in the final syllabi. In order to meet the needs of all students, the teams

incorporated ideas from Tomlinson and McTighe (2006) on differentiation of instruction, Lambert (2003) on student leadership in the classroom, Payne (2005) on the effects of poverty, and Ladson-Billings (1997) on culturally responsive teaching. One team member also presented information about the need to include reading in the content area as a component of all methods courses. Performance assessment is a key component of the backwards design process and teams were encouraged to incorporate at least one measure of student achievement using this format.

Team members visited secondary summer school classes to observe student characteristics, motivation techniques, and instructional strategies that were effective in engaging low-achieving students. Since some methods instructors had limited or no K-12 teaching experience, these visits provided them with first-hand knowledge of the challenges faced in classrooms today.

Because methods classes are not

focused on content, but rather on pedagogy, commonalities among the syllabi emerged. Teams were able to agree on a common purpose, a common set of course objectives, and essential questions to guide each of the four methods classes. These commonalities resulted in more consistency in the preparation of teacher candidates, regardless of the content focus.

As a result of this collaboration, team members developed a new understanding of the complexity of adequately preparing teacher candidates to work in the classroom as well as a new appreciation for the role of the practitioner. Additional opportunities to collaborate have emerged as a result of this project. Two methods courses have been co-taught by both a university instructor and a secondary school-level educator. Feedback from the collaborating teachers and administrators is used to further refine the syllabi based on teacher candidates' performance during their student teaching experience. Most importantly, team members grew to appreciate the power of collaboration to improve teacher candidate preparation.

“By combining the experience of practitioners with the pedagogy and content expertise of university faculty members, syllabi for four secondary methods courses were revised to reflect the opportunities available to teacher candidates through the PDS model.”

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School-University Partnerships Submission

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Manuscript Submission
Guidelines
can be found at
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“The conversation, initiated by the teacher, grew into five nights of carnival presentations of math games by PDS interns, supported by mentor teachers, principals, university personnel, and parents. The responses by interns suggested that this was the ‘best night of their university educational lives.’”

Fiesta de Noche de Matematica

Jeanne Tunks, University of North Texas

Fiesta Math Nights in the Denton Independent School District (ISD)/University of North Texas PDS collaborative were begun with a conversation between a fourth grade math teacher and a university instructor of mathematics methods. The conversation, initiated by the teacher, grew into five nights of carnival presentations of math games by PDS interns, supported by mentor teachers, principals, university personnel, and parents. The responses by interns suggested that this was the “best night of their university educational lives.” What follows is a description of what it took to get there.

Preparing the interns

In the social studies methods class, the university students explored

their own culture by completing a written explanation of their own “nine universals of culture.” In the second week of class, the interns engaged in a round-robin experience of exploring the Latino culture, through four experiences: 1) direct Q&A of the Latino students in the class, 2) film, 3) children’s bi-lingual books, and 4) study of Latino art. Following the in-class experience, the interns wrote a reflective response to describe changes in their perceptions of the Latino culture, based on the round-robin. Finally, in the third week of class, an in depth discussion of multiculturalism, highlighting Banks’ four levels of multi-cultural teaching was introduced. Interns spoke to and received guidance from bi-lingual faculty on the

cultural relevance of their mathematics games. Cultural relevance was limited primarily to Banks’ additive level (e.g., language, food, icons, etc.).

In the mathematics methods class interns played number and operation board games and analyzed grade levels, relationships to Texas Essential Knowledge and Skills, and time required to play the game. They designed mathematics games that met time, grade level, district, and state requirements. The mathematics methods instructor reviewed the games. By the end of the three allotted weeks, all games had met approval for both mathematics and cultural relevance expectations.

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Developing a PDS Mentor Profile

Jo-Anne Mecca, New Jersey City University

There are at least two major assumptions about Professional Development Schools that may be illusory. The first assumption is that all participants working in a PDS are equally interested and excited about their participation. The second is that teacher education candidates may be the major beneficiaries of their work in those schools.

Embedded within the No Child Left Behind legislation is the provision for on-going professional development for K-12 faculty. We know that student performance is influenced by the expertise and quality of professional development opportunities existing for the classroom teacher (Sparks, 2002). We assume that part of this professional development in a PDS is obtained through mentoring student teachers. However, teachers’ commitment in a PDS may vary: some may indeed

see the mentoring inherent in their role as an excellent opportunity for professional growth. Others, however, may regard this role as merely fulfilling a professional obligation or even as taking on an added, unwanted responsibility.

Despite acknowledgement in the literature of the importance of the cooperating teacher to the student intern’s professional development (Weasmer & Woods, 2003; Ganser & Wham, 1998), little is known about what personal and professional traits, dispositions and motivations drive a veteran teacher to serve as a mentor (Sinclair, Dowson & Thistleton-Martin, 2005).

There is broad research indicating that the majority of student teachers benefit professionally from their internship experience but less regarding the professional impact on the mentor. The values placed

on the internship experience as a professional development opportunity for the mentor vary according to districts and stakeholders. For instance, in New Jersey, which is similar to other states, there is a 100-hour professional development requirement (accrued over five years) for active teachers. Mentoring an intern daily for a semester provides for 15 professional development hours whereas completing a three-credit college course will accrue forty-five professional development hours based on a 45 semester-hour course. It would appear that the value of mentoring a student teacher as professional development is much less than taking a three-credit course.

Spencer (2007) concludes that the optimal mentor is one who

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Preparing the school

The mentor teachers, principals, assistant principals, and parents prepared the school with web notices, flyers, banners, etc., inviting parents and children to participate in the Fiesta de Noche de Matematica. Interns, teachers, and principals discussed logistics of room set-up and flow. Teachers and principals acquired prizes for children who participated, including math games, toys, homework passes, cloth bags, etc.

The Nights

On each of the five nights of the Fiesta, thirty interns arrived with culturally relevant, standards-related mathematics games for grades K-5. School personnel sold nachos, held book fairs, led walk-a-thons, opened computer labs with math games, and decorated the school with brilliant-colored posters celebrating the night of families playing math games in a festive atmosphere. Parents were at liberty to wander from game to

game with their children. In the end, over 1100 parents and children attended Fiesta Math Nights.

After Thoughts

At the end of the nights, PDS interns were transformed, schools were excited about the possibilities of more ways to engage Latino parents, and parents felt enfranchised in the school. All of this was possible because of a PDS program that values the voice of each constituent. Viva la PDS.

Creating a Comprehensive Professional Development High School

(Continued from page 3)

Previous PDHS planning and implementation activities have included a number of efforts:

- preliminary informal conversations between key participants
- attendance at the National PDS conference for professional development purposes
- on-site joint professional development with faculty at Northern Guilford and UNCG faculty
- a meeting with NGHS parents to discuss the comprehensive nature of the university's participation
- a joint conference presentation at the 2007 National PDS conference
- placement of interns and teacher candidates in the areas of English, social studies, mathematics, biology, special education, educational leadership interns, and music education

As the school grows in population, other UNCG schools and

departments will send teacher candidates and interns in various P-12 licensure areas there. At present, UNCG and NGHS faculty and staff are engaged in study groups that address such topics as grading practices, differentiated instruction, and teaching to the whole adolescent. Furthermore, at the request of the high school mathematics department, a refresher college algebra course for them is being planned for implementation this summer. Not only will Northern Guilford mathematics teachers be involved in this course, Northern Guilford Middle School mathematics teachers as well as school system middle school and high school mathematics teachers will be invited to participate. While the University School Teacher Education Partnership (USTEP) grants have funded the planning stages of the PDHS during the first three years of this effort, we are seeking additional funding as the high school population grows and as our participation in this partnership becomes more intense.

It is important to note that Northern Guilford is the first new high school built in Guilford County in almost 30 years. During Fall 2007 while the school was being completed, the campus was divided between two feeder high school campuses. On January 29, 2008, the students and faculty from both campuses were merged and began instruction at the new site. At present, only 9th and 10th grade students attend Northern Guilford. In Fall 2008, 11th graders will begin attendance, with 12th graders entering in Fall 2008. Before the merger, the Departments of Specialized Education Services and Curriculum & Instruction began placing interns at both initial sites. This work has continued at various levels of involvement and bodes well for the continued partnership between faculty at NGHS and UNCG, students, and parents. We see a bright future for our PDHS and hope that our work will serve as a model for other school university partnerships at the secondary level.

“At present, UNCG and NGHS faculty and staff are engaged in study groups that address such topics as grading practices, differentiated instruction, and teaching to the whole adolescent.”

The NAPDS Award for Exemplary Professional Development School Achievement

Purpose:

The NAPDS Award for Exemplary Professional Development School Achievement recognizes a Professional Development School relationship for its ongoing contributions to the mission and vision of the National Association for Professional Development Schools in creating and sustaining a genuine collaborative partnership between P-12 and higher education which shapes educator leadership and practice.

Eligibility:

Nominees for the award must include, at a minimum, one school/district and one college/university that are in a formalized Professional Development School relationship. Nominations for the award are restricted to such relationships which support, through one or more individual memberships, the work of the NAPDS. Nominees must have had their PDS work presented at the PDS National Conference by one or more individuals at least once since 2005.

Selection Criteria:

Selection for the award will be based on the nine *essentials* of PDS work detailed in the April 2008 NAPDS statement titled “What It Means to be a Professional Development School.” (The full statement can be found at <http://napds.org>.) These nine *essentials* are:

- a comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
- a school-university culture committed to the preparation of future educators that embraces their active engagement in the school community;
- ongoing and reciprocal professional development for all participants guided by need;
- a shared commitment to innovative and reflective practice by all participants;
- engagement in and public sharing of the results of deliberate investigations of practice by respective participants;
- an articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
- a structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
- work by college/university faculty and P-12 faculty in formal roles across institutional settings; and
- dedicated and shared resources and formal rewards and recognition structures.

Award Submissions:

Applicants for the 2009 award should submit:

1. a copy of the relationship’s mission statement;
2. a copy of the relationship’s written articulation agreement;
3. a graphic representation of the relationship’s organizational structure; and

4. a statement no longer than 20 double-spaced pages (12 pt font) which addresses the PDS *essentials* by providing:
 - a. an explanation of how the PDS mission is broader in its outreach and scope than the mission of any partner and furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;
 - b. a brief description of the formal and, if appropriate, any informal roles played by both college/university and P-12 faculty across institutional settings;
 - c. an explanation of how the organizational structure of the relationship encourages collaboration, reflection, and regular communication among participants;
 - d. a description of how resources are dedicated and shared across school/university and P-12 settings and how participants are formally rewarded and recognized for their contributions to the relationship;
 - e. a summary of the work of the relationship in preparing future educators in the 2007-2008 academic year, including an explanation of how the P-12 setting embraces the teacher candidates' active engagement in the school community;
 - f. a description of how professional development is provided on a regular basis for all participants;
 - g. a description of the relationship's innovative and reflective practices that are explicit, mutually determined by PDS participants, and demonstrably enhance student learning;
 - h. an explanation of how best practice is routinely examined and shared with others, both within and outside of the PDS relationship; and
 - i. with the *essentials* in mind, the accomplishments and achievements of which the PDS is most proud.

Nominations must be received electronically in the NAPDS national office (pdsconf@mailbox.sc.edu) no later than Saturday, November 15, 2008. Include on the nomination cover sheet:

1. the name, title, mailing address, phone number, and e-mail address for the individual serving as the Primary Contact;
2. the names and positions of all individuals who contributed to the writing of the application;
3. the names of all members of the partnership who are NAPDS members; and
4. the date(s) and title(s) of the presentation(s) and the name(s) of the presenter(s) for presentation(s) made on the work of the partnership at the PDS National Conference since 2005.

*Incomplete nominations will not be considered.

Selection Process:

The NAPDS Executive Council and Board of Directors will appoint an awards committee chaired by the NAPDS immediate past-president and consisting of 3 to 5 individuals, with balanced representation from the P-12 and college/university communities. The committee will recommend the winner of the award to the Executive Council and Board of Directors at their January 2009 meeting and, upon approval of the Council and Board, will publicly announce the winner at the 2009 PDS National Conference. The award winner will be featured in *School-University Partnerships*, the NAPDS journal.

Mentoring and Leadership: It Begins with PDS Teacher Education Candidates

John F. vonEschenbach, University of West Georgia PDS Program

Ronda Howard, Whitesburg Elementary School

Brandi Goldin, University of West Georgia PDS Program

“As a mentee, I felt as though I had been given a personal guide. Having the support of someone who had one year of experience in the PDS program was very reassuring.”

National research has estimated that as many as 25-30% of beginning teachers leave the profession during the first three years of their career. In the year 2000, the State of Georgia lost over 7,000 new teachers and the number continues to grow. One of the components reported in the professional literature that could increase teacher retention is mentoring. Of those veteran teachers surveyed in the State of Georgia, 89% highly advocate the implementation of mentoring as a significant support element for new teachers. As a result, many, if not all, school systems within the State of Georgia have developed and implemented a mentoring program for newly hired teachers.

In August 2007, the University of West Georgia/Carroll County School System PDS Partnership introduced the concept of mentor/mentee with the junior and senior teacher education candidates enrolled in the PDS Early Childhood Education program. John F. vonEschenbach, former director of the PDS partnership, designed the program so that senior class candidates and junior

class candidates would comprise a mentor/mentee team. At each of the four PDS school sites, the six senior and six junior class candidates were given an orientation by the PDS coordinator concerning the concept and guidelines for the mentor/mentee process. The candidates then decided on the identity of the individual teams. Throughout the 2007-08 academic year, the twelve candidates at each school site would meet weekly or semi-monthly with the PDS coordinator to share ideas or issues about the mentor/mentee process. Individual mentor/mentee teams met according to their particular needs and wishes.

Ronda Howard, PDS Coordinator at the Whitesburg Elementary School site, believes that one of the most valuable aspects of the PDS program in our Carroll County School System has been the mentor/mentee arrangement. This arrangement gives each candidate an opportunity to give and receive encouragement to each other as well as gain important insightful information to function effectively in the PDS program. Ms. Howard feels that these relationships have

proven to be one of the PDS students' greatest assets.

From a teacher education candidate perspective, Brandi Goldin views the mentor/mentee relationships as unique and rewarding learning experiences, stating, “As a mentee, I felt as though I had been given a personal guide. Having the support of someone who had one year of experience in the PDS program was very reassuring. My mentor was able to warn me of obstacles and lead me to success and accomplishment. Without question, the most rewarding aspect of the mentor/mentee process was the growth and development of the relationship with my mentor. Through this process I have gained a lifelong friend that I consider family. I feel that the experience gained in this process will also be very beneficial in my future classroom. This mentor/mentee process exemplifies the type of professional development and support needed during my first year and will hopefully prepare me to assume the role of mentor as I become an experienced classroom teacher.”

2008-2009 NAPDS Executive Council, Board Members, & Committee Chairs

President:	Alison Rutter, East Stroudsburg University
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Growing and Sustaining Our PDS Relationship

(Continued from page 6)

Maintaining communication among the stakeholders in a PDS is of critical importance. Developing a teacher liaison position during the second year provided the NIU literacy liaison with one contact person who would share teacher questions and concerns about the interns working in the classrooms. Discussions between the teacher and literacy liaisons led to changes—including revisions to the teacher-intern assignment procedures and expansion of the packets about the interns' responsibilities—that resulted in more informed and more effective cooperating teachers. Regularly scheduled meetings between the principal and the NIU literacy and technology liaisons provided a forum for information

sharing and the planning of professional development.

Most importantly, all parties within the PDS must be open to compromise and revision as the PDS develops. We quickly realized that initial goals and timelines were very ambitious. The goals and methods of data collection needed to be revised to reflect the pace and progress of the school. For example, we identified several annual teacher perception assessments to use as measures of change within the school setting. The individual measures were very time-consuming for teachers to complete and the relevant data collected did not necessarily provide us with discrete data we wanted to report the type of

progress made. In reviewing how to collect the data in a more efficient manner, we were able to eliminate some measures and save teachers valuable time while still gathering the information we needed.

Stakeholders need to evaluate continually how processes can be altered and improved, while remaining true to the original vision and mission of the PDS. While the university and the elementary school may have different priorities, these priorities need to be blended together to create an environment that best meets the needs of the K-5 students, teachers, and the university interns.

“Most importantly, all parties within the PDS must be open to compromise and revision as the PDS develops.”

Teacher Candidates: Critical Voices in PDS Governance and Research

(Continued from page 6)

respected opinions and perceptions of the program and the concerns of their peers with the governing body of the PDS that is comprised of college faculty, principals, mentoring teachers, and teacher candidate representatives. Council members appreciate and solicit their perspectives at meetings and their input is critical in shaping the goals and yearly plans of the Consortium. At the regularly scheduled PDS Consortium meetings, student representatives lead teacher candidate focus groups on a variety of professional development topics such as qualities of ideal teacher candidates or using differentiated instruction in the classroom. They also present their research at Consortium meetings, campus

research celebrations, and at local, state, and national conferences.

Research on the impact of the PDS has always played a significant role in setting goals for the PDS and planning curriculum in the Department of Elementary Education and Reading. The student representatives assist the department to monitor the progress and impact of our PDS, and progress toward our PDS goals is verified through surveys conducted in education courses and at PDS meetings. The effectiveness of PDS initiatives is documented and studied. Careful monitoring of PDS website traffic strengthens this valuable communication tool for our partnership. This research assists in determining representatives'

effectiveness as liaisons to fellow teacher candidates, as well as the impact of shared decision-making with the Advisory Council and faculty members. The student representatives' research validates all partners' accountability toward the growth and continuing development of Buffalo State College's PDS. Teacher candidates' voices are heard in planning and evaluation through the Advisory Council, the activities of the Consortium itself, and the research results of the student representatives. Having early and ongoing involvement of teacher candidates in PDS governance and research are critical components for a successful, strong, and effective Professional Development School Consortium.

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Jane Zenger, University of South Carolina

Developing a PDS Mentor Profile

(Continued from page 8)

is people-oriented, has teaching expertise and has demonstrated the willingness to nurture a student intern. According to Daloz (1999), three components contributing to an effective mentoring relationship are the ability of the mentor to provide a challenge, support, and a vision for the mentee.

The Goodfellow and Sumsion (2000) study resulted in the identification of several traits that mentors perceived as being valuable to their work with interns in guiding them to better understand and experience what it means to be a teacher. The traits are “wisdom, authenticity and passion” (p. 245). Campbell and Brummett (2007) examined the idea and culture of mentoring for professional development within a pre-service teacher preparation program. They contend that collaboration and transformation are essential in creating a culture of mentoring as well as understanding the relationship between cultivating critical professional dispositions and professional growth. The key dispositions are “deliberating on classroom practice dilemmas; questioning assumptions and values; attending to institutional and cultural contexts; taking initiative in curricular transformation and assuming responsibility for professional development” (p. 50).

The profile of an effective mentor is dependent on many variables but

it is essential to establish a core set of competencies and dispositions that will ultimately optimize the benefits to the professional growth and development for both the mentor and mentee.

Portrait of a Mentor Teacher

Role and Responsibilities

- Expert vs. novice
- Teacher as advocate
- Teacher as facilitator
- Power vs. partnership
- Locus of control
- Teacher as reflective practitioner
- Teacher as nurturer
- Teacher as juggler
- Teacher as learner

Individual characteristics, qualities, attributes, competencies

- Anxious
- Equitable
- Collaborative
- Empathetic
- Pressured
- Change agent
- Stressed
- Confident
- Reflective
- Critical
- Controlling
- Respectful
- Responsible
- Flexible
- Open-minded
- Communicator

Educational Professional Development

- Meet federally-mandated requirements

- Opportunity to reflect on practice
- Learn new strategies and methodologies
- Expand understanding of schools and society
- Increase academic content knowledge
- Integration of authentic assessment instruments
- Align with national and accreditation standards
- Align with school reform initiatives
- Fragmented activities
- One-day and half-day workshops and seminars
- Unequal value placed on activities
- Mandatory participation
- Top-down implementation

Motivation/Expectations

Extrinsic

- To become more marketable
- To work toward becoming Nationally Board Certified
- Reward/stipend
- Extra set of hands in the classroom
- Maintenance of credentials/license
- Energize/rejuvenate practice

Intrinsic

- Professional obligation
- Self-esteem
- Take on challenge
- Practice leadership/supervisory skills
- Following administrative directive
- Opportunity for new learning

“The profile of an effective mentor is dependent on many variables but it is essential to establish a core set of competencies and dispositions that will ultimately optimize the benefits to the professional growth and development for both the mentor and mentee.”

Call for Nominations

It’s that time of year when we ask you to step up and, as an NAPDS member, take an active role in the Association’s electoral process. You are encouraged to discuss with valued NAPDS colleagues whether they would like to be nominated for one of the following three positions:

- **President-Elect** (from P-12; a three year commitment),
- **Secretary** (from *either* P-12 or higher education; a two year commitment), and
- **Board of Directors** (from P-12; a three year commitment).

Complete guidelines and nominations form can be found at www.napds.org.

National Association for



Professional Development Schools

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Mark Your Calendar

