PDS Partners

Educational Reform In a Maryland PDS

Gerrie Wiersberg, Fruitland Intermediate School
Chelsea Tavik and Ron Siers, Salisbury University

NCLB, MSA, CCSS, RTTT, CCR, PARCC, SPI and SLO – Maryland teachers have had a trying time in interpreting the "Alphabet Soup" which has been implemented this year. In addition to the full-fledged implementation of Maryland's College and Career Ready (CCR) standards, teachers across the state have been faced with a new evaluation system, both of which were required components of Race-to-the-Top (RTTT) funding from the federal government. This money was supplied to complying states in an effort to provide relief from No Child Left Behind (NCLB), which is still the law of the land and requires the administration of a uniform assessment, in this case Maryland's School Assessment (MSA). In addition, a significant

part of teachers' evaluations now reside in the form of Student Learning Objectives (SLOs).

By joining the ranks of eighteen other states receiving RTTT funds, Maryland's adoption of SLOs requirements as part of a new teacher evaluation system sent a clear signal that student learning is the primary criteria. Our Professional Development School (PDS) provided an optimal environment for a student intern and mentor teacher to actively participate in a comprehensive review of the new teacher evaluation system. This experience was congruent with NAPDS Essential 1 and 2. The PDS relationship augmented the professional growth of a student intern and mentor, coupled with the promotion of an inclusive school-wide culture seeking to intentionally incorporate student interns within the school community.

The new evaluation system is comprised of two equal parts – Professional Practice and Student Growth. Professional Practice is those things that good teachers already do – plan and prepare quality lessons in order to provide excellent instruction, create an enriching classroom environment, and accept professional responsibilities in order to promote self-growth as educators. The second part of the new teacher evaluation system is Student Growth. Depending on the subject and grade level taught, the Student Growth component is currently comprised of MSA scores or School Performance Index (SPI) and SLOs achievement. Student Learning Objectives are intended to promote student success, drive instruction, and give teachers a voice in their own evaluation process. Throughout this experience and with the guidance received from numerous trainings as an SLO pilot program participant,

A MESSAGE FROM THE PRESIDENT
Cindy Stunkard, Kutztown University

It is my privilege and honor to lead the NAPDS organization for the upcoming year. As a classroom teacher, I feel it is important to focus on teachers becoming scholars in education. The relationship between the university and PK-12 institution is crucial to producing future teacher scholars. The student interns that attend the conference receive their first taste of presenting; either in a scheduled or poster session, and I believe this is the first step in creating a profession filled with teachers as scholars.

Medical personnel who enter the field practice medicine. They govern themselves. The teaching profession is filled with teachers practicing teaching. We, as a group, should be able to govern ourselves as well. If the universities and public education partners create an army of teacher scholars, who enter the profession with the goal to encourage continued refining of evidence based strategies, publishing classroom findings, and collaboration within and across buildings, the results should be evident. The PDS can be the movement leader because of the inherent nature of the established relationships of all involved. Change can begin with us, the PDS Partners.

To quote our Saturday morning featured speaker from the PDS National Conference in 2014, Rafe Esquith:

"I hope that Teach Like Your Hair's on Fire encourages teachers to focus on what really matters and stand up to the forces that are ruining education while hypocritically pretending to care about the children. Tests are important, but nowhere near as important as helping children grow into strong, decent human beings."

Goals of the NAPDS

The leadership association will met in July and establish goals for the 2014-2015 year. Four of the goals will be continued from the previous year and an additional goal will be created for the current year.

1. Create separate identity – the relationship between University of South Carolina and the NAPDS is well established. Under this goal, we will be launching a new website, creating a new membership organization, and create an additional revenue stream outside of the conference.
2. Educating the membership on the PDS Mission – giving the membership a voice at the general membership meeting, filling vacant leadership committee seats, and providing information in conference packets were strategies used to focus on this goal.
3. Concentrate on affiliate status requests – how does the NAPDS recognize and support the regional or state groups within the organization?
4. Fiscal prudence – continue to be aware of the revenue to the NAPDS and being held accountable by the membership at large.
5. Increase NAPDS membership with a focus on PK-12 – part of the mission of the NAPDS is to have a 50/50 split of membership. Currently, there are more members in higher education than PK-12.

Conference

The PDS National Conference in Las Vegas was met with much enthusiasm from veteran and novice attendees alike. Attendees new to NAPDS found a welcoming, networking group of enthusiasts moving the work of PDS forward. Veteran attendees spoke with established contacts from other universities and regions and encouraged collaboration. The international PDS delegation and those schools who foster PDS on the international level met and proposed a plan for the role PDS could play in the international community. Most attendees with whom I spoke related how much networking occurs, as well as, how forthcoming participants are with details of a specific PDS. Veteran attendees informed me that they always find something new to improve the experience for the teacher candidates at their institution.

As we begin to arrange the details for the next PDS National Conference in Atlanta, Georgia, March 5-8, 2015, we plan to celebrate the 10th anniversary of the organization's founding. Mark your calendars for this event.

the mentor teacher and student intern were able to incorporate a theory to practice model by applying the new domains in the classroom. The mentor teacher and student intern regularly implemented aspects from Domain 3: Instruction through consistently employing higher-level questioning and discussion techniques, conferencing with and providing feedback to students, and utilizing resources through hands-on exploration of manipulatives. This experience provided the intern with valuable in-classroom experience and knowledge of how professional growth is achieved. The intern will now be able to assume the role of classroom teacher with higher efficacy and understanding of the new teacher evaluation system and its SLO component.

The new evaluation system was created to benefit teachers. By providing teachers with fifty percent of their evaluation as Professional Practice, teachers are given the opportunity to showcase

their students to identify areas of concern. By focusing their SLOs on these areas, teachers are able to actively work on improving overall student achievement on specific topics of instruction. Teachers are also allowed to decide which students to include in the SLO, thus enabling them to target specific educational deficits for selected students, thereby creating intentional instruction for each student. In this particular case, the mentor teacher and student intern were able to apply guidelines from Domain 1: Planning and Preparation. Using the knowledge gained from having a vested interest in their students allowed the mentor teacher and student intern to create personalized and comprehensive instruction and student assessments designed to meet instructional needs for their students. The intentional investment of time in planning and preparation augmented the quality of the relationships with students along with fostering positive learning outcomes.

Data derived from the SLO can be interpreted negatively, resulting in a highly qualified teacher being blamed for the learning difficulties of the students. The SLO movement has fostered concern that a student's success is solely based on the proficiency of the teacher, adding extra stress to both teachers and students. Educators know all too well that the success of a student is formed not only in the classroom, but also by the abilities of the student and the environment outside the classroom. In this particular instance, the wisdom of practice gleaned from the internship experience was a reciprocal relationship and partnership between the mentor teacher and the student intern. Because of the strength of this partnership, and the relationships built with the students, both the mentor teacher and student intern were able to work together to assuage any anxiety that was promulgated from outside, in order to solely concentrate on the success of the students.

"THE SCHOOL-UNIVERSITY CULTURE WITHIN OUR PDS HAS AUGMENTED THE PROFESSIONALISM OF EDUCATION BY ACTIVELY ENGAGING OUR STUDENT INTERNS IN THE ENTIRE SCHOOL COMMUNITY."

their abilities and accomplishments, thus giving them ownership of their own evaluation. The newly created rubric also allows for concrete documentation of teacher achievement, rather than using the more subjective-based checklist of the former evaluation system. The rubric was presented to both the mentor teacher and the student intern during a professional development training. This was extremely beneficial to both the mentor teacher and student intern. The rubric enabled them to focus on the requirements of the domains which guided their co-teaching pedagogy throughout the internship practicum.

By offering the additional fifty percent of a teacher's evaluation in the form of Student Growth, this new system opens up an avenue for teachers to be strictly rated on their ability to proficiently teach various subjects effectively to their students. Student Learning Objectives are a valuable tool to measure what we want students to know and learn as a result of taking and completing a course. Additionally, SLOs provide a means to make adjustments when student learning is in crisis.

Student learning is the primary focus of SLOs. Teachers can use historical or current data on

The numerous assessments administered during the course of an SLO can be beneficial as well. By assessing student achievement on a regular basis, teachers gain up-to-date knowledge on student learning. This frequent monitoring of student progress allows teachers to make timely adjustments to instruction based on the needs of each student. The data derived from the administering of SLO assessments provide teachers and administrators alike with a clear picture of student growth and achievement, as well as support the specialized plan created by the teacher for each student. The mentor and intern partnership fostered a climate of consistent formative assessment. The ability to consistently check in (Quate & McDermott, 2009) with students to see what they understand and can perform enabled the mentor and intern to monitor growth and increase the efficacious beliefs of the class. The collaborative pedagogy embedded within the PDS provided an optimal environment for assessment feedback.

As with all new programs, concerns generally arise during the first year of implementation. One major concern is that the information provided by SLOs can be misinterpreted and may not accurately reflect a teacher's full ability.

To quote Jean-Baptiste Alphonse Karr's aphorism - "The more things change, the more they stay the same". No matter what type of reform comes our way, exemplary teachers will always want their students to succeed. Our teachers, students and PDS partnerships are some of the reasons that Maryland has consistently been ranked as one of the top educational systems in the United States.

Dedicated PDS teachers will continue to work diligently every day to promote a love of learning and success for their students, regardless of the challenges and demands placed on them. The school-university culture within our PDS has augmented the professionalism of education by actively engaging our student interns in the entire school community. Providing student interns with opportunities to review the new teacher evaluation system in Maryland provided a transformational learning experience for all PDS stakeholders. The Mentor and student intern were able to calcify their values and clarity of purpose for teaching. Our PDS mentors and student interns teach for the love of students, regardless of any new initiatives or challenges.

References

Quate, S. & McDermott, J. (2009). *Clock watchers: Six steps to motivating and engaging disengaged students across content areas.* Portsmouth, NH: Heinemann

Gerrie Wiersberg is an Elementary Teacher and Mentor at Fruitland Intermediate School; she can be reached at gwiersbe@wcboe. org. Chelsea Tavik is a Salisbury University Elementary Education graduate; she can be reached at ct57100@gulls.salisbury.edu. Ron Siers is an Assistant Professor and PDS Liaison at Salisbury University; he can be reached at rrsiers@salisbury.edu

The Common Core State Standards: A Catalyst for Relationship Building and Learning

Claudia Burgess, Salisbury University

"When the student is ready, the master appears". I have lived the truth of this Proverb through my engagement with Professional Development Schools and in the process I have come to more deeply appreciate the value of educational relationship building. Although NCATE defines Professional Development Schools as partnerships between professional education programs and P-12 schools, I suggest that to reach their greatest collaborative potential, these two institutions must focus on much more. It is not enough to merely be in partnership with one another, as this minimizes the importance of relationship building, collaborative learning opportunities, and the notion of caring. Not caring-about, which Nel Noddings suggests "involves a certain benign neglect" but caring-for, in an action oriented manner that involves person's caring directly for the needs of others (Smith, 2004).

I suggest that this type of caring can be enhanced by focusing on NAPDS Essential 5 which calls for educational dialogues between and amongst teacher candidates, new teachers, veteran teachers, and university faculty. It is through continuous dialogue and meaningful engagement between these PDS partners that a cohesive community of innovative and reflective practitioners can emerge (NAPDS-Essential 4). Such a community enhances the potential for reciprocal professional development focused on the Common Core State Standards for Mathematical Practice and continuous personalized learning for all (NAPDS-*Essential 3*).

Since 2011, I have worked to deepen my relationships with PDS schools and with teachers and administrators dedicated to the PDS mission. I have been with many of these individuals as they have negotiated the ways in which to implement the Common Core State Standards for Mathematics (CCSSM), and their imbedded Practices, into classroom instruction. I continue to collaborate with teachers in local districts in what could be considered an ongoing implementation process.

I also work with teacher candidates who exude an abundance of energy and a plethora of enthusiasm and optimism regarding their future professions. Within mathematics methods courses, I have seen a true passion in these candidates as they re-think what it means to teach and learn mathematics and to align pedagogical practices with their beliefs about what they believe it means to learn mathematics with understanding.

Through my experiences, over the past few years, working with the CCSSM, I have discovered that they have acted as a catalyst for enhancing the development of reciprocal, caring-for relationships amongst persons directly involved with Professional Development Schools. The adoption of these standards seems to have opened the door for collaboration and cooperation, all of which are focused on a common goal; that of successfully implementing the Standards in local classrooms.

Somewhat sheepishly, I will admit that I originally considered myself the "master" in educational situations that focused on the topic of implementing the CCSSM. When I began to work with other educators, candidates and local school children, my delusional thinking was not long lived, since I ultimately and unexpectedly experienced an epiphany which required a generous dose of personal humility and a re-negotiation of my dualistic perception of a master/teacher continuum. What excited and invigorated me most about this re-examination process was the idea that I recognized that within the practical unknowns of implementing the CCSSM, there occurred reciprocal teaching and learning experiences between and amongst three distant groups of people which included: university personnel, P-12 school personnel and candidates/P-12 students.

It is my belief that these three groups, when working in conjunction with one another, make up a cohesive triad; a triad were bidirectional relationships flourish and where collaboration and cooperation occur naturally.   Together these three groups are able to achieve more than any one group can achieve on its own.

When I began to think about the power of this triad, I began to realize: We are not "masters" or "students", but rather "masters" and "students".   We are both skilled and proficient practitioners on one hand and persons of exploration, investigation, and examination on the other. We are knowers and non-knowers, teachers and learners, and creators and consumers. We are complex and dynamic persons engaged in relations with one another. We are a triad of interconnected individuals focused on the goal of improving education for all children. I am not alone in this pursuit and neither are the others. We work in collaboration and cooperation with each other as each of us fluidly moves between "master" and "student".

I am the "master" when I have the distinct privilege of providing instruction to first grade students attending a PDS school. I am a "student" when children provide insights about mathematical thinking during their engagement in the lesson. I am the "master" when classroom teachers learn something from watching the pedagogical practices I use during the implementation of the lesson, and I am once again the "student" as the lesson is debriefed with classroom teachers who provide insights and suggestions for improvements. I once again become the "master" when I share the new and improved lesson with teacher candidates in my mathematics methods course and they become the "masters" when they implement what they learned from me in local classroom settings. It is here where the cycle of "master/student" continues as they learn from the children who engage in their lesson and discover improvements suggested by their mentor teachers.

I am the "master/student" when I work with methods candidates in their pursuit of planning their first mathematics lesson. As I provide advice as the "master" they develop ideas for implementing instruction in ways I have never considered which re-positions me as the "student". The candidates then become "masters" as they teach their lessons to young children in PDS schools. They transition to "students" as they gain feedback from their mentor teachers about the ways in which the lessons were successful and the ways in which the lessons could be improved. They act as "masters" as they reflect on data collected during the course of their lessons and make data driven decisions for the future. They then become "students" as their lessons are evaluated and feedback is provided by, me, their methods professor.

And so it is, "When the student is ready, the master appears". Although this quote may seem simplistic in nature, when viewed through a lens of interrelationships, it becomes possible to recognize the depth of its complexity. We are neither just "masters" nor "students" but rather occupy spaces that allow for transitory journeys between the two. We must be ready as both "masters" and "students" and must maintain a sense of humility in order to recognize the importance and value of both while maintaining an appreciation for the other.

References

Executive Council and Board of Directors of the National Association for Professional Development Schools (2004). *What it means to be a professional development school.* Retrieved from www.napds.org

NCATE (2014). *Professional Development Schools.* Retrieved from: http://www.ncate.org

Smith, M. K. (2004). *Nel Noddings, the ethics of care and education.* Retrieved from http://infed.org

Unknown (n.d.). *Positivity Zone.* Retrieved from http://www.searchquotes.com

Claudia Burgess is an Associate Professor at Salisbury University; she can be reached at crburgess@salisbury.edu.

Action Research in Professional Development Schools: An Umbrella of Opportunities

Eva Garin, Bowie State University

During the spring of 2014, I attended two conferences. First, in March 2014, I co-presented with my PDS colleagues from Bowie State University and Bowie High School on our experiences developing a middle and high school PDS at the Professional Development Schools National Conference. The next month, I attended the American Educational Research Association 2014 meeting where I chaired the Special Interest Group (SIG) on PDS research and attended the SIG meeting on Action Research. At the PDS Research SIG, we discussed the Claudia Balach award and application procedures for this practitioner research recognition. It was there that a plan was formulated for identifying an outstanding paper on action research and an award for outstanding practitioner research.

It occurred to me that in each of these convenings, we as teacher educators and PDS stakeholders were beginning to use a variety of terms associated with action research. I became curious about the interrelationships of these terms. At an AERA session on Emancipatory Action Research, I began to document these various terms and meanings while waiting for the Action Research SIG to begin. I had the fortune to share a preliminary framework with two expert action researchers who both agreed: Action research is a broad umbrella with many spokes of related approaches.

What is Action Research?

Kemmis & McTaggart (1988) describe action research as deliberate, solution-oriented investigation that is group or personally owned and conducted. It possesses characteristics of spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally, problem redefinition. The linking of the terms action and research highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about and/or improving curriculum, teaching, and learning.

How are we using action research in our Bowie State University (BSU) PDS Network?

PDS teachers in our network have the opportunity to apply for action research mini-grants that focus on enhancing the achievement of students in grades PreK to 12. We invite all teachers in the PDS to apply, whether they serve as mentors or not, because we subscribe to the notion that the entire school is the PDS site. Teacher candidates are included in these proposals, serving as co-investigators. Our teacher candidates are also required to conduct smaller scale action research studies in their mentor teachers' classrooms as part of their student teaching requirements.

Relationship to Practitioner Research

The term practitioner research appears in the literature as a way to distinguish teacher conducted action research from the action research that university faculty members conduct. The teachers who engage in practitioner research are often referred to as teachers-as-researchers. This term was coined by Stenhouse (1985) to signify the belief in teachers' capacity to conduct research and their abilities to reflect on their own practices. Cochran-Smith and Lytle (1993) define teacher research quite broadly as "systematic intentional inquiry by teachers about their own school and classroom work" (pp. 23-24). They identify two subcategories of teacher research, empirical and conceptual. With empirical teacher research, they include methods such as journaling and classroom explorations using observations, interviews, and document collection. Conceptual teacher research includes teachers' essays and books, such as Kohl (1967) and Kozol (1967).

Could the action research in our BSU PDS Network be viewed as practitioner research or teachers-as-researchers? Both of these terms seem to fit what is accomplished. I wondered, is there value in the use of these terms over the more general, action research?

Participatory Action Research (PAR)

Participatory action research (PAR) introduces a method that is ideal for researchers who are committed to co-developing research programs with people, rather than for people. McIntrye (2008) identifies three characteristics of PAR:

1. The promotion of self- and critical awareness that leads to individual, collective, and/or social change;
2. The building of alliances between researchers and participants in the planning, implementation, and dissemination of the research process; and
3. Dissemination of the research process. (pp. ix)

Renee Roth, a mentor teacher and clinical faculty member who teaches our science methods course, conducted PAR with her teacher candidates and science club students to examine motivational strategies for building interest in STEM. While her work was not labeled as PAR, the fact that it was participatory with all stakeholders (BSU faculty and staff, elementary students, teacher candidates and community science educators) so defines it.

Emancipatory Action Research

Emancipatory action research examines the practices holding disenfranchised groups from attaining their goals. Bowie High School teachers and teacher candidates conducted a multi-year action research study which explored teaching approaches that could meet the instructional needs and graduation goals of their students with disabilities. These students had failed the mandatory high school assessments in one or more disciplines and had one last chance to pass the assessments.

Self-Study Research

Recently, self-study research has garnered attention as an important methodology to explore in PDS research. For this reason, self-study research deserves a spoke in our action research umbrella. Self-study research is an empowering research methodology that holds promise for PDS study and reform. It allows the researcher to examine teacher practice in context, embracing ownership, and seeking transformation in one's own practice. Sell (as cited in Samaras, 2011, p.10) defines self-study research as "a personal, systematic inquiry situated within one's teaching context that requires critical and collaborative reflection in order to generate knowledge, as well as inform the broader educational field." Samaras (2011) adds to this definition that self-study research is personally situated and collaborative, employing a transparent and systematic research process with the goal of improved learning. Teacher educators studying their own practice and using critical friends to test their assumptions use self-study research.

Inquiry Groups

A signature program of the BSU PDS Network for eight years has been the use of inquiry groups. The purpose of these inquiry groups is to focus on a common topic that the group would like to explore to enhance the members' own teaching and the success of their students. Each of our PDS sites holds a bi-monthly inquiry group composed of PDS teachers and teacher candidates. An important aspect of our summer strategic planning is the process by which PDS sites choose topics and explore various books and materials to consider for use in their inquiry groups. This form of inquiry and reflection is less formal than the other approaches to action research.

The Umbrella of Action Research

How do we, as teacher educators and PDS partners, identify the type of action research that is most meaningful for our partnerships to explore and implement? While this question is not easily answered, I would like to suggest that the question is an important one. By thinking deliberately about our research choices and what they mean to us, we can engage in the research process with clarified purpose. One might consider matching the approach with the desired topic and format of the study and the developmental level of the participants. For example, a PDS site that is at the beginning stages might consider building an environment

Coming Full Circle: A Young Teacher's Longitudinal Perspective on PDS Review

Jennifer Hurst, Delmar Elementary School

Having a partnership between the public schools and a local college or university is crucial to training future teachers in an authentic, hands-on setting. These Professional Development Schools (PDS) allow teacher candidates to gain invaluable experience by working in real classrooms with actual teachers. I am currently in my fifth year of teaching first grade and have had the opportunity to see the PDS program come full circle. Over the years, I have witnessed first-hand the benefits of this partnership from the point of view of a P-12 student, a university teacher-candidate, and an elementary school teacher.

I have very vivid memories of the Salisbury University students who were training to become teachers by interning in the classrooms where I attended elementary, middle, and high school. One intern really stands out in my mind from a psychology course my senior year of high school. My teacher was nearing retirement and had all but given up on making her lessons engaging. Thankfully, she had an intern that fall that really changed the course and saved me from a very boring year of sitting through psychology lectures. As this intern became more comfortable and took on the role of the lead teacher, my motivation increased dramatically. He supplemented his mentor's lessons with engaging activities that were relevant to our lives and gave us opportunities to discuss our learning with our peers. He brought fresh ideas and new strategies into the classroom that, perhaps, my near-retirement teacher was unfamiliar with in his pedagogy. I am sure that I would have been successful in this psychology course even without the presence of an intern; however, I know I would not have gained the deep understandings that I did. As a high school senior about to begin her journey through college as an elementary education major, it was inspiring to see the powerful effects an intern could have on a classroom.

Upon entering the education program, I began logging hours in real elementary school classrooms. According to the *NAPDS Essential 2*, "A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community" is essential in maintaining a positive PDS relationship and training teacher candidates to become effective teachers. As a methods student and intern, I was able to see the PDS partnership from a different perspective. I observed my mentor teachers as they interacted with their students, I worked with and managed small groups of children, I planned and taught lessons, and I learned how to reflect on my lessons and teaching philosophy. Past NAPDS President Judy Beiter (2012) wrote, "The essentials share that PDS sites offer an opportunity for a meaningful introduction to the teaching profession through the creation of a culture that accepts and incorporates teacher candidates as full participants in the school community…." (p.1). As a teacher-in-training at these schools, I definitely felt as though I was just as much a part of the school community as the students, teachers, administrators, or parents. I never once just sat at the back of the classroom and observed lessons without participating. It was expected that I, as a future teacher, would weave myself into the culture of

the school. The PDSs where I was placed truly embraced Essential two of the NAPDS nine essentials (NAPDS, 2008). I learned how to become a teacher through meaningful, authentic experiences and interactions with everyone involved in the school community.

According to recent studies on teacher education, many changes are beginning to take place concerning thoughts on what effective teachers need to be able to do. "…Most are grounded in an underlying cognitive or reflective theory of learning that states that teachers must think critically and reflectively about their own practice" (Levin, 2001, p. 88). Through my placement in these Professional Development Schools, I was able to not only learn through hands-on experiences how to teach, but also how to reflect on my teaching practices. I saw how important this relationship between public schools and the university was to training highly effective teachers. Without it, I could not have gained the necessary experience to become the reflective teacher and lifelong learner that I am today.

During my senior internship, I was placed in a first grade classroom at a Professional Development School. Rather than being thrown into the classroom and left to figure things out on my own, I co-planned, co-taught, and solved classroom problems by working very closely with my mentor. Over the course of the semester, I gradually took on the role of the lead teacher. In her research, Barbara Levin (2001) found that teacher candidates who were trained in this hands-on approach where the mentor acted as a facilitator were better problem-solvers when it came to issues that arose in their own classrooms. Whenever I have struggles as an elementary school teacher now, I reflect on what my mentor teacher would have done to handle the same situation. It is because of my positive experiences with the PDS program that I am able to solve these problems that I encounter today.

As an action research project during my internship, I collaborated with a few of my peers who were interns at the same PDS to examine how having an intern present in the classroom affected first graders' reading progress. We found that the reading scores of targeted students with interns co-teaching in their classrooms increased more than the scores of targeted students in the classroom without an intern present. In March 2009, we had the incredible opportunity to present our research project and findings at the PDS National Conference in Daytona Beach, Florida. My fellow interns and I attended workshops, listened to key-note speakers, and made connections with PDS partners from across the country in order to share the benefits of the PDS program from our perspective and from our action research data.

In the fall of 2009, I was hired to teach first grade at a Professional Development School. I was anxious to give back to the partnership that helped me become a teacher, and as soon as I received the approval from my principal, I requested to have teacher candidates observe and teach in my classroom. So far I have mentored two methods students and am hoping to have an intern in my classroom for the next school year. In keeping with NAPDS Essential three, I have been provided with professional

development opportunities that have allowed me to continually develop and refine my skills as a teacher and mentor. As a lifelong learner, this professional development helps me reflect on my current strategies and find new ideas to implement. By co-teaching with University students and integrating them into my classroom and school community, my first graders are more actively engaged, behavior problems are more easily managed, and the students are able to receive more teacher attention and assistance throughout the lesson. I have witnessed the positive effects of the PDS program from the P-12 student's perspective and am enjoying the opportunity to see yet another side of this partnership. As a mentor, I am now able to share my experiences, both as a product of the Professional Development Schools program and as a first grade teacher, with future teachers as I coach them through the process.

During the 2013 fall semester, I received credit towards my master's degree by interning in a college classroom and co-teaching a foundations level education course with a University professor. This allowed me to provide these young education majors with a closer look at the life of a teacher. I related their textbook vocabulary and education jargon to real-life examples of situations that occur in my classroom regularly. I demonstrated co-teaching strategies and modeled best teaching practices that they could remember and add to their "bag of tricks" for when they become teachers. I viewed this experience as another way to give back to the university in order to continue to nurture the relationship I have established with the PDS program. As a student, I was blessed with many professors who set great examples of what good teaching should look like. I believe it is only right that I continue the cycle by doing the same for the next group of teachers in training.

Over the years, I have witnessed and experienced PDS from many viewpoints. Each perspective has given me a different understanding of the importance of Professional Development Schools for students, teacher candidates, interns and teachers. After seeing the PDS program from each of these roles, I truly believe that everyone involved in this partnership wins.

References

Beiter, J. (2012). A message from the president. *PDS Partners*, 8 (2), 1. http://napds.org

Hang, Q. & Rabren, K. (2009). An examination of co-teaching: Perspectives and efficacy indicators. Remedial and Special Education, 30 (5), 259-268. http://rse.sagepub.com/content/30/5/259

Levin, B. B. (2001). Energizing teacher education and professional development with problem-based learning. Alexandria, VA: Association for Supervision and Curriculum Development.

National Association for Professional Development Schools (2008). What it means to be a professional development school. Retrieved from http://napds.org/9%20Essentials/statement.pdf

Jennifer Hurst is a First Grade Teacher at Delmar Elementary School; she can be reached at jenhurst@wcboe.org.

Supporting Pre-Service Teachers' Understanding of a Culturally Diverse Student Population

Rebecca L. Powell, Rebecca West Burns, Jennifer Ward, Lindsey Norton and Jessica Feth, University of South Florida
Susan Persbacker, Audra Kondash and Sara Mercer, Hillsborough County Public Schools

Culturally responsive pedagogy comprises three dimensions: institutional, personal, and instructional. According to Taylor (2010), "The personal dimension refers to the cognitive and emotional processes teachers must engage in to become culturally responsive" (p. 25). Villegas & Lucas (2002) noted, "Teachers who know about their students' family lives are better prepared to understand the children's in-school behavior" (p. 26). Creating a teacher education program that advances equity within schools and the community is essential to preparing teachers (Ladson-Billings, 1999). The collaboration between our university and the local school district afforded us the opportunity to begin conversations and conduct inquiry with our pre-service teachers related to equity and culturally responsive teaching. This inquiry was guided by The National Association for Professional Development Schools (NAPDS) *Essential 1*, "a

southeastern United States. To pilot our inquiry, we coordinated with three of our partnership schools. Each school is a Title I elementary school with over 90% of the student population receiving free or reduced lunch, a marker for poverty. English language learners represented between twenty-five and thirty-five percent of the population, and over half the student population was African-American and Hispanic. This is in contrast to this particular cohort of pre-service teachers. Of our 24 female pre-service teachers, 21 are white, one is Hispanic, one is Asian, and one is bi-racial.

Our pre-service teachers (Residents) are engaged in a two-year Residency program. They are in the school setting for a portion of every day for their junior and senior years, and in the second year, they are required to be in a yearlong placement in one of the six partnership schools. Course work is strongly connected to their field experiences, and residents receive an immense amount of support through supervision from their Partnership Resource Teachers. These residents are dedicated to the teaching profession, and have made a tremendous commitment of time, energy, and

the residents develop an understanding of the local context of their students through inquiry. Using Dana & Yendol-Hoppey's (2009) text, *The Reflective Educator's Guide to Classroom Research* as a guide to inquiry, we asked students to tour the neighborhoods around the three schools, visit a local mall during lunch hour, and conduct research on the Internet. Residents were asked to consider how their data would address the inquiry question: How can we describe the context in which our students live? The residents analyzed their data, prepared presentations, and shared their work with their peers and with school personnel. After residents shared their group presentations with the class, new inquiries arose. For example, they asked, "How do these schools promote parent involvement?" Because of this assignment, residents voiced an increased awareness of their students' backgrounds and culture. According to Susan Persbacker, administrator at a partnership school, "In the past, our residents did not have background about students or their families. This inquiry assignment facilitated an understanding of students, their families, and their culture."

In addition to the inquiry assignment, we taught the difference between observations and judgments during one weekly seminar. Resident Lindsey Norton stated, "I consider this to be the single most beneficial lesson of my entire first year in the residency: distinguishing between an observation and a judgment. It made me realize that just because I feel strongly about something (physical surrounding/ behavior/ lifestyles etc…) doesn't make it a truth necessarily. For instance: Trash in the lawn is an observation. The residents of that house are dirty/poor/ lazy because they have trash in the lawn is a judgment and judgments can sometimes be inaccurate". This skill is fundamental to learning to gather observational data about children.

Inquiring into Our Practice as Teacher Educators

Jessica Feth, another resident, wrote the following in one of her reflection journals:

It has taken me years of reflection to realize and become proud of the fact that I am as richly influenced by culture as others are by theirs. Because I value and take pride in my own culture, I have an interest and sincere desire to know how others are influenced by their cultures. If both students and teachers can adopt a similar vision in their classroom community, I think that it could be a vital tool to creating a successful classroom community. Kaiser & Rasminsky (2011) note, "Children begin to construct their identity-to understand who they are-from understanding their own culture and by responding to how others see and relate to them. To form a positive self-concept, children need to honor and respect their own culture and to have others honor and respect it,

> **"WHILE PREPARING PRE-SERVICE TEACHERS IS A CHALLENGING TASK, THIS INQUIRY INTO CULTURE OPENED THE DOOR FOR OUR RESIDENTS TO BETTER UNDERSTAND THEIR STUDENTS AND ENGAGE THEM IN MEANINGFUL LEARNING."**

comprehensive mission… to advance equity within schools, and by potential extension, the broader community", *Essential 2*, "a school-university culture committed to the preparation of future educators that embraces their active engagement in the school community", and *Essential 4*, "a shared commitment to innovative and reflective practice by all participants." Beginning the discussion was a critical first step that involved helping our students obtain knowledge about their students and the communities where their students lived. In our urban context, the students' communities were vastly different from the middle to upper middle class communities of our teacher candidates.

Our Context

Our partnership consists of a large, urban school district and a research-intensive university in the

financial resources to participate in this teacher preparation program.

Addressing the Issue: Creating an Inquiry Oriented Assignment

Although teacher preparation programs address issues of diversity out of mandated requirements (Ladson-Billings, 1999), the impetus for our work was our residents. After being placed in the schools during their first field placement, issues of diversity naturally arose and became catalysts for engaging in conversations about culture; they created a readiness for our residents to consider and make sense of the cultural lens they bring to their teaching. The assignment we describe here is a first step in the process, but we found it to be invaluable in beginning the conversation.

The purpose of the assignment was to have

Editors' Corner

Ron Siers, Jr., Salisbury University
Cathey Ramey, Mardela Middle & High School

Our editorial team is excited to bring you the Summer 2014 edition of PDS Partners. Articles submitted and reviewed for this edition come from Florida, Maryland, Ohio, Nevada, Indiana, Texas, and Illinois. We hope that each of you this summer will have the time and mindfulness to pause and reflect about your past accomplishments in order to turn your shared experiences into productive and forward-thinking insight for our Professional Development Schools.

The ability to intentionally reflect deeply can be one of the most valuable actions we can take this summer. Our PDS partnerships are busy places. We all have a myriad of demands and expectations placed on us. Some of us tend to rush from one experience to the next in order to accomplish our tasks. If we are not mindful of our actions, we may miss the significance of our PDS work. Deep reflection can provide the opportunity for each of us to move from being transactional "markers" to transformational "makers" (Maxwell, 2012). Take a deep breath this summer. Pause and allow emerging growth opportunities to catch up with you. Your PDS life will become better and you will be able to glean insight from your experiences in order to make changes in the fall. You will be much more knowledgeable to mentor and lead others from the wisdom you have gleaned.

We welcome your thoughts, comments, concerns, and ideas for our magazine and look forward to seeing you at the PDS National Conference in Atlanta, Georgia in 2015.

References
Maxwell, J. (2012). *The 15 invaluable laws of growth: Live them and reach your potential.* New York, NY: Center Street.

Ron is an Associate Professor of Education and PDS Liaison at Salisbury University (Salisbury, MD); he can be reached at rrsiers@salisbury. edu. Cathy is a History Teacher at Mardela Middle & High School (Mardela Spring, MD), a veteran Mentor Teacher and Site Coordinator for the Wicomico County PDS partnership; she can be reached at cramey@wcboe.org.

NAPDS Leadership Elections

September marks the month that NAPDS begins the election process for new leaders for the Association.

This fall, we will elect a president-elect from a P-12 setting. This position requires a three-year commitment as he or she will serve as president and past-president as well. We will also elect a member to the Board of Directors (three-year commitment) and Secretary (two-year commitment) from either a college/university or a P-12 setting.

Watch your email in the coming weeks for more information from NAPDS!

For further information about the president-elect position and secretary position, please contact Marcy Keifer-Kennedy at keiferm1@ohio.edu. For information about the Board of Directors, please contact Doug Rogers at doug_rogers@baylor.edu .
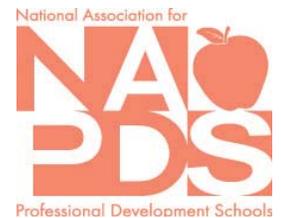
2014-2015 NAPDS Executive Council & Board of Directors

President: Cindy Stunkard, Kutztown University
President Elect: Marcy Keifer-Kennedy, Ohio University
Past President: Evelyn Perry, Northwood Appold Community Academy, MD

Board of Directors:
    Doug Rogers, Baylor University
    Karen Hassell, Retired (TX)
    Rebecca West Burns, University of South Florida

Committee Chairs:
    Awards: Elliott Lessen, Northeastern Illinois University
    Conference: Bruce Field, Georgia Southern University
    Membership: Krystal Goree, Baylor University

Post-Millennial Learner Characteristics

Kevin Bolinger and Brad Balch, Indiana State University
Danny Tanoos and Holly Pies, Vigo County School Corporation

Each generation of children in America bring unique gifts, talents and perspectives to the classroom as well as unique learning styles. The formative experiences of Baby Boomers, Gen Xers, and Millennials led to shifting classroom practices to better align pedagogy with early experiences, but often these shifts occur at the end of the education cycle for that generation. Further complicating teaching and learning needs, generational differences are fraught with stark polar shifts. Baby Boomers, for instance had formative experiences that were highly structured, while Gen X children, often called "latch key kids," were highly independent (Strauss & Howe, 2000). The next generation, Millennials, conversely experienced a highly programmed and over-structured childhood. It was this generation that saw the introduction of the "play date" (i.e., a scheduled time for play) and the "helicopter parent" monitoring every activity (Tyler, 2007). Other names associated with Millennials are the "Peter Pan" generation (Bonner, Marbley & Howard Hamilton, 2011) due to their delaying of common rites of passage such as staying home with their parents for a much longer period of time, and the "trophy generation" in reference to expectations of rewards not dictated by performance (Alsop, 2009). As the Post-Millennial generation enters the classroom they will bring with them collective formative experiences, which can either hinder or enhance their learning. Teacher preparation and K-12 educators can be proactive in identifying these formative experiences and the unique learning characteristics of the Post-Millennial learner. Of the Nine Essentials codified by the National Association for Professional Development Schools (NAPDS), this generational overview clearly has implications for NAPDS *Essential #3*: Ongoing and reciprocal professional development for all participants guided by need. Preparing teachers or offering professional development that focuses on Post-Millennial learning characteristics will enhance their ability to create effective instruction for this generation.

Generational characteristics are good indicators of shared formative experiences and there are some broad characterizations which can be made from these shared experiences. For the purpose of classifying generations, experts tend to use rather artificial points to punctuate the beginning and end points of generations; the first Millennial born could not be reasonably differentiated from the last Gen X child. Those limitations aside, there are some general experiences which might guide our understanding of learning preferences for the newest generation to enter public education. According to Strauss and Howe (1992), the pre-eminent authors of generational theory, generational archetypes are cyclical. Baby Boomers for instance came of age during a post crisis high period following World War II and were overindulged. Generation X children grew up as under-protected children of the boomers who were focused on personal success and attaining status (Strauss & Howe, 1992). Millennials grew up as optimistic increasingly protected children, and Post-Millennials rise during a crisis period and share a highly overprotected childhood leading to a conformist young adulthood. The Post-Millennial generation, sometimes called the Homeland Generation, begins in 2002, in the post 9-11 world dominated by fear of terrorism.

A survey of practicing teachers in the Indiana State University PDS partnership revealed some observed characteristics of Post-Millennials. As an overprotected generation, Post-Millenneals, are less likely to be independent learners and more likely to develop into conformist young adults. Unlike Gen Xers, they are adept at group work and thrive in a highly structured environment. Some key learning indicators of this generation are: (1) impatience and short attention span, (2) high reliance on technology

> ## " USING A SKILL THAT IS ALREADY RELEVANT TO THE POST-MILLENNIAL CAN HELP TO REINFORCE THEIR ENGAGEMENT."

for access to information and learning, and (3) diminished verbal communication skills. Adaptations to these learning styles, and in some way deficits, can help this generation of students gain a greater amount of success in the classroom. The argument can also be made that developing skills outside of the student's comfort zone would serve them better in the long term, so that balance may be a wiser approach. Post-Millennials do better with short structured lessons with "payouts" in short increments, which mirrors the way in which they learn outside of the classroom with near instant access to information and entertainment. Like Millennials before them, Post-Millennials have a high reliance on technology for both learning and accessing knowledge. This has a two-fold effect. On the one hand they rely solely on technological sources for information, on the other; they do not value knowledge as a commodity. Knowing any particular thing, whether it is the sum of two numbers or the Gettysburg Address only has value in its relevance to the learner as information can readily be gathered from a mobile device. Establishing relevance is central to engaging Post-Millennials. Due to the rise of texting and written (if badly written) communication through phones and laptops, students spend less time in their formative years communicating verbally with their peers. Finding ways to engage them in small learning group discussions can help offset this deficit, but it is also true that their adept use of technology to express thoughts and "status updates" might be used to develop their writing skills if proper editing of grammar and spelling is reinforced. Using a skill that is already relevant to the Post-Millennial can help to reinforce their engagement.

The Indiana State PDS partners had some recommended strategies to employ for the Post-Millennial classroom. Teachers should provide access to learning through technology as a tool for engagement rather than an end in itself. For Post-Millennials, who are steeped in technology from an early age, acquiring skills through practical application occurs organically as they access technology outside of the classroom. The role of the teacher should focus on engaging those unique skills inside the classroom and refining them. Structuring their practical application of literacy development in smaller units of instructional time increases the perceived pace of instruction and thus helps to set times for re-focusing into a quicker more Post-Millennial friendly classroom. There is however, the deficit created by establishing an environment which ignores the limitations of this generation. Balance with more traditional styles of education, perhaps increasing as students matriculate through the grades will help them become more adaptable to learning situations that they will face outside of the K-12 environment.

References

Alsop, R. (2009). *The trophy kids grow up: How the millennial generation is shaking up the workplace*. New York, NY: Jossey-Bass Inc.

Bonner, F., Marbley, A., & Howard-Hamilton, M. (Eds.). (2001). *Diverse millennial students in college: Implications for faculty and student affairs*. Sterling, VA: Stylus Publishing LLC.

Strauss, W., & Howe, N. (1992). *Generations: The history of America's future, 1584 to 2069*. New York, NY: Harper Perennial.

Strauss, W., & Howe, N. (2000). *Millenials rising: The next great generation*. New York: Vintage Books.

Tyler, K. (2007). The tethered generation. *HR MAGAZINE*, 52(5), 40.

Kevin Bolinger is an Associate Professor and PDS Co-Chair at Indiana State University; he can be reached at kevin.bolinger@indstate.edu. Brad Balch is a Professor and Dean Emeritus at Indiana State University; he can be reached at brad.balch@indstate.edu. Danny Tanoos is the Superintendent of Vigo County School Corporation; he can be reached at dtt@vigoschools.org. Holly Pies is the Curriculum Coordinator and PDS Co-Chair of Vigo County School Corporation; she can be reached at hlp@vigoschools.org.

Perspectives on the Teaching Fellowships in a Professional Development School Partnership

Chris Kennedy, Ohio University
Kris Wiseman, Mt. Logan Elementary School

As The Center for PDS Partnerships in The Patton College of Education continues to grow at Ohio University, partners look for ways to improve programming. One important aspect of the partnership arrangement is the graduate teaching fellow that shares a classroom with teacher liaisons and conducts research in each partnering school. By having the teaching fellow in charge of the classroom, teacher liaisons can focus on the work of the PDS and other school initiatives. With this in mind, partnering leaders have become interested in the additional positives that may be provided by the teaching fellow arrangement. In addition, questions about improving such structures are always on the mind of partnering leaders. This article reports the findings of a pilot study (NAPDS *Essential five*) designed to gain the perspectives of different parties that are directly influenced by the work of the fellows: teachers, the principal, professors, and the teaching fellows themselves.

Role of the Teaching Fellow

The Center for PDS Partnerships in The Patton College of Education at Ohio University has partnering schools in six districts in southeastern Ohio. While each school partnership is different, each one is characterized with the same foundational structures. Each school has a teacher liaison that works with teacher candidates to provide the best possible experience for both mentor teachers and teacher candidates. They communicate with faculty coordinators, methods instructors, and work on other school initiatives that have been deemed necessary by school officials.

To do this work, each school interviews qualified applicants and invites them to join the staff of the school for the year. This teaching fellow is a licensed teacher who is seeking a master's degree in The Patton College. Fellows are full-time graduate students who teach every day for half of the day in the teacher liaison's classroom. Thus, this frees the liaison to do the work of the partnership and the cooperating school. As part of their graduate assistant role, the teaching fellows receive a stipend and a tuition scholarship. They are required to teach for twenty hours a week in the school while maintaining a full class schedule. They also conduct research in their classroom as part of their graduate course work.

Methodology

For this pilot study, investigators chose one school that had two separate licensure area partnerships with The Patton College. Thus, the school has two fellows and two teacher liaisons: one in a first grade classroom as part of an early childhood partnership and one in a fifth grade classroom as part of a middle childhood partnership. Investigators developed four separate questionnaires that were designed to gain insight into the unique perspective of each role involved. Each questionnaire contained four open-ended questions that were differentiated for each role. There were seven total participants in the study: two teaching fellows, two teacher liaisons, two professors, and one principal. Inquiry about the potential advantages and disadvantages of the fellow structure as well as insight into improvement were among the questions. Participants were given a two week window to complete the questionnaire.

Fellow Perspectives

Fellows report their teaching practice was impacted in a positive way. They received the opportunity to collaborate and be mentored by an experienced teacher who gave ideas and listened to their concerns. Working with an experienced teacher made them more confident and provided a great stepping stone after being a professional intern. One fellow explained that it is difficult to balance their teaching work with their course

Teacher Perspectives

Both mentor teachers see working with a fellow as an advantage as they are able to learn new ideas and techniques as well as gain a renewed enthusiasm for teaching. Each teacher collaborates and communicates with their fellow constantly in order to build a relationship that allows for constructive criticism. Since the fellows teach for half the day, the mentor teachers are able to perform other activities within their school and meet with Ohio University faculty. When asked how having two teachers might impact their students, one teacher explained that two teachers provide role models for cooperation.

Principal Perspectives

The principal reported no disadvantages to having a fellow in their school. The principal states that fellows collaborate, plan, and team teach with their mentor teacher. The fellows are included in team teacher meetings. Since they only teach half-days, they also have the opportunity to substitute teach in other grade levels and provide additional support during off times. A final advantage the principal sees from having a fellow is there is active research happening in the classroom and in their school building. Thus, simultaneous renewal is a prevalent aspect of the teaching fellows programming.

Professor Perspectives

Both professors proclaimed they love their fellows. They explained how fellows are motivated and hard workers as well as being strong teachers. Both professors reported the benefit of fellows performing active research in the classroom. One professor added how it is an advantage for the fellows to earn their master's degree without the usual commitment of full-time teachers. This same professor, like the principal, stated that since fellows only work half-days they are able to

> ## "...PARTNERING LEADERS HAVE BECOME INTERESTED IN THE ADDITIONAL POSITIVES THAT MAY BE PROVIDED BY THE TEACHING FELLOW ARRANGEMENT."

work, but they were fortunate to be a fellow as their program of study has taught them meaningful teaching activities and best teaching practices.

work in other classrooms, in other schools in their district, and with other teachers and specialists.

Conclusion

The Center for PDS Partnerships in The Patton College of Education at Ohio University fellowship program provides beginning teachers with the opportunity to be mentored with an experienced teacher. In return, the teaching fellows infuse their mentor teachers with a renewed enthusiasm for their profession. The connection between the fellows' teaching and graduate course work brings active research into schools. Teaching fellows collaborate and communicate with their mentor teachers but also provide them time to work within their school or with Ohio University. The fellowship program has benefited both PDS partners.

Chris Kennedy is an Instructor at Ohio University; he can be reached at kennedyc@ohio.edu. Kris Wiseman is a First Grade Teacher at Mt. Logan Elementary School; she can be reached at kris.wiseman@ccsd.us.

Top Ten Tips for University Partners of Professional Development SchoolsTeaching

Martin Ward, Texas A&M University-Corpus Christi

Future teachers acquire professional teaching skills in a wide variety of settings within university teacher education programs across our nation. For most traditional age college students, the shift from being a student to that of teacher represents a major transformation. In the Teacher Education Program of Texas A&M University-Corpus Christi (TAMU-CC), this transformation from college student to Pre-service Teacher (PST) takes shape at the school-university partner schools.

Pre-service teachers at TAMU CC are actively involved at their assigned partner school campuses all day Tuesday and Thursday for an entire semester prior to student teaching. The school-university partnership is led by the university site professor with support from the designated school site facilitator. The site professor's regular presence and participation in the life of the partner school facilitates rich classroom experiences for the PSTs.

Completing my 15th year as the TAMU-CC site professor at Roy Miller High School (MHS) in Corpus Christi, I spend my entire day on Tuesdays and Thursdays at the school site. Approximately half of each day involves traditional classroom activities including use of course textbooks with assigned readings, in-class activities, guest speakers, etc. which take place in our own designated classroom on the high school campus. The other half of our instructional time at MHS has the PSTs involved in their assigned cooperating teachers' classrooms.

As the site professor at MHS, my understanding and appreciation of the real-world, collaborative teacher preparation experience has steadily grown. Naturally, during this time lots of changes have occurred (to include five different department chairs, five principals, and six site facilitators). Despite this personnel change, our school-university partnership has not only endured, but grown stronger. Part of the enduring growth is due to the formalized agreements that were put in place when the partnership began 16 years ago. More important than written policies are the day-to-day relationships that are essential for any lasting partnership. With that in mind, I offer the following Ten Tips for University Partners of Professional Development Schools.

#1 Fit In: Demonstrate respect and appreciation of the partner school's culture and practices.

#2 Be Helpful: The university presence on the partner school campus must make a positive difference.

#3 Be Flexible: The university class schedule and the use of the partner school's facilities must always be subject to change according to the needs of the partner school.

#4 Learn From All: In the real world of the partner school, even the best educators are not perfect and will make mistakes; therefore, PSTs must reflect upon their experiences with their cooperating teachers rather than stand in judgment.

#5 Be Professional In Appearance: PSTs enter into the role of educational leaders on the partner school campuses, transitioning from their former lives as students attending classes on the university campus which must include professional dress and demeanor.

#6 Arrive Early, Stay Late: Pre-service teachers and university personnel must be available to cooperating teachers and their students before and after school.

#7 Smiles (A Lot!): An ever-present smile suggests a positive approach to life even in difficult circumstances.

#8 Be Easy To Live With: The university teacher education program must strive to be a ray of sunshine in the hectic lives of school-based educators.

#9 Value Relationships Over Ideals: Stephen Covey (1989) offers some good advice for all university quests, "Seek first to understand, then to be understood."

#10 Show Up For Special Events: Show up for partner school special events from time to time (e.g., athletic contests, musicals, plays, or fundraisers), and you will be embraced.

Teacher educators across the nation believe that the school-university partnership is essential for producing well-prepared future teachers. Our successful partnership provides one example. The Miller High School – Texas A&M University-Corpus Christi partnership has spanned 16 years and is still going strong. Today, 10 former PSTs are full-time teachers at MHS and one TAMU-CC site professor is looking forward to his 16th year on the MHS campus.

References
Covey, S. R. (1989). The seven habits of highly effective people. New York: Simon and Schuster.
Ward, M. J. (2005). Cyberways and waterways family project. Applied Environmental Education and Communication 4(2), 181-191.
Ward, M. J., Kester, D., & Kouzekanani, K. (2009). The impact of individualized computer skills instruction from university preservice teachers upon at-risk alternative high school students. Journal of Education for At-Risk Students 14(2), 189-200.
Ward, M. J., Simmons, S. L., & McLerran, D. M. (2010, October). Pre-service teachers as agents of change: Examining college readiness at the PDS. PDS Partners 6(2), 9-10.

Martin J. Ward is a Professor of Education at Texas A&M University-Corpus Christi; he can be reached at martin.ward@tamucc.edu.

individual student needs. In the current program, the Teaching Personal and Social Responsibility Model (Hellison, 2011) was selected as the youth development approach because of its deliberate method of incorporating life skill building into sport, however other frameworks such as Adventure-Based Learning (Miner & Boldt, 1981) or the Sport Education Model (Sidentop, 1994) model could be relevant, as well. Finally, the partnership established how necessary a team approach is to the development, implementation, and evaluation of a youth leadership program. Without the knowledge of the school context and individual student needs, university members would not have been able to execute an effective program with lasting effects. The open dialogue that was established between school and university faculty has continued to be the most essential component in this process and is recommended for other schools as the first step towards a successful professional development partnership.

References
Csikszentmihalyi, M. & Larson, R. (1984). Being adolescent. New York: Basic Books.
Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.
Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International review of sport and exercise psychology*, 1(1), 58-78.
Hellison, D. (2011). Teaching personal and social responsibility through physical activity. Champaign, IL: *Human Kinetics*.
Miner, J. L., & Boldt, J. (1981). *Outward Bound USA: Learning Through Experience in Adventure-Based Education*. Wm. Morrow & Co., Inc., 105 Madison Ave., New York, NY
Siedentop, D. (1994). *Sport education: Quality PE through positive sport experiences*. Human Kinetics Publishers.

Jenn Jacobs is a Doctoral Student at Northern Illinois University; she can be reached at Jmackenzie2@niu.edu. Paul Wright is an Associate Professor at Northern Illinois University; he can be reached at Pwright@niu.edu. Brooke Condon is an Assistant Principal at Clinton Rosette Middle School; she can be reached at Brooke.Condon@dist428.org.

of inquiry in their partnership by exploring reflective practices in an inquiry group format. A PDS site that is challenged with closing the achievement gap could look at PAR and involve teachers, students, parents, and other stakeholders in their study.

While all the approaches that fall under the action research umbrella are compelling, it is important to note that they are all unified by the following key points about action research, identified in the early work of Kemmis and McTaggart (1988). The different approaches emphasize different points in this list. Which resonate most strongly with you?

1. Action research is a participatory approach to improving education.
2. Action research develops through the spiral of cycles of planning, acting, implementing plans, observing, reflecting and then re-planning further implementation, observing and reflecting.
3. Action research is collaborative.
4. Action research establishes self-critical communities of people.
5. Action research is a systematic learning process in which people act deliberately and systematically while remaining open to surprises.
6. Action research involves people in theorizing about their practices and being inquisitive about both the process of action research and the content of their research.
7. Action research requires that people put their practices, ideas and assumptions by collecting compelling evidence.
8. Action research is open-minded about what counts as evidence.
9. Action research involves keeping a personal journal.
10. Action research allows us to build records of our improvements and give a reasoned justification of our educational work.

The spectrum of action research is vast and, as PDS partners, we have the opportunity to grow as researchers by exploring our research options. The action research umbrella gives us a framework for entering into research with renewed clarity and purpose and offers us a method for connecting with like-minded researchers.

References

Kemmis, S. & McTaggart, R. (1988). *The action research planner*. Victoria, Australia: Deakin University.

Kohl, H. (1967). *Thirty six children*. New York, NY: Bantam.

Kozol, J. (1967). *Death at an early age*. New York, NY: Signet.

McIntyre, A. (2008). *Participatory action research*. Los Angeles, CA: SAGE Publications.

Samaras, A. P. (2011). *Self-study research: Improving your practice through collaborative inquiry*. Los Angeles, CA: SAGE Publications.

Stenhouse, L. (1975). *An introduction to curriculum research and development*. London, England: Heinemann.

Eva Garin is an Associate Professor at Bowie State University where she coordinates the PDS Network; she can be reached at egarin@bowiestate.edu.

too. This is a vital human need. When we don't recognize a child's identity-or when we misrecognize it-we can actually harm her by putting her self-concept at risk (p. 92). …On the other hand, I have personally been on the receiving end of negative comments made about my own culture, religion, and values. Because of this, it makes me wonder how many times we may unknowingly say something that could offend or hurt another person (Personal blog, Resident Jessica Feth).

Lindsey Norton, resident, noted, "My heart definitely softened … after seeing the context of where the students live. I had mixed emotions during the drive: pity for those (seemingly to me at the time) less fortunate than me, frustration that the starting point is not equal for all, fear that my car would get hijacked, hesitation going into an environment that is different from what I am used to in the sense that I have been told it is a "gang ridden" and "dangerous" neighborhood. Ultimately, the drive was beneficial in that it helped me to understand. It planted a seed in me. I believe that being open minded is the key to overcoming ignorance- the drive was the key that unlocked my ignorance."

Collaborating teacher Audra Kondash noted, "This group of residents appeared more open and understanding about students' struggles, whether behavioral or academic. I believe this is due to the knowledge acquired during their inquiry into the context."

To continue to facilitate this conversation, students and university personnel participated in self-selected book studies, including Ehrenreich's (2001) *Nickel and Dimed*, Delpit's (1995), *Other people's children: cultural conflict in the classroom*, Paley (2000), *White teacher*, and Ladson-Billings (2009), *The dreamkeepers: Successful teachers of African American children*. Moreover, we, as teacher educators, enrolled in a culturally responsive teaching group in our university's education department, and integrated culturally responsive teaching practices into our courses. While preparing pre-service teachers is a challenging task, this inquiry into culture opened the door for our residents to better understand their students and engage them in meaningful learning. In addition to our residents' growth in understanding diversity, and our own growth as teacher educators, the inquiry into the context facilitated a conversation between the different university pathways at our university and opened the door for more pre-service teachers to explore culture and diversity in their teacher preparation programs. While this assignment was a first step in deepening our residents understanding of cultural diversity, we hope it created an inquiry mindset and an awareness of culturally responsive pedagogy.

References

Dana, N. & Yendol-Hoppey, D. (2009). *Reflective educator's guide to classroom research: Learning to teach and teaching to learn through practioner inquiry.* California: Corwin Press.

Delpit, L. D. (1995). *Other people's children: Cultural conflict in the classroom.* New York: New Press.

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.

Kaiser, B., Rasminsky, J. S., &, (2011). *Challenging behavior in young children, understanding, preventing and responding effectively.* (3rd ed., p. 92). Upper Saddle River, NJ: Pearson.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children.* San Francisco: Jossey-Bass.

Paley, V.G. (2000). *White teacher*. Cambridge: Harvard University Press.

Taylor, R.W. (2010). The role of teacher education programs in creating culturally competent teachers: A moral imperative for ensuring the academic success of diverse student populations. *Multicultural education*, Spring, 24-28.

Villegas, A.M. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of teacher education*, 53(20), 20-32.

Rebecca Powell is a Doctoral Student and Graduate Assistant at the University of South Florida; she can be reached at rlpowell@usf.edu. Rebecca Burns is an Assistant Professor at the University of South Florida; she can be reached at rebeccaburns@usf.edu. Jennifer Ward is a Doctoral Student and Partnership Resource Teacher at the University of South Florida and the Hillsborough County Public Schools; she can be reached at jenniferward@usf.edu. Susan Persbacker is a Principal at Witter Elementary; she can be reached at Susan.Persbcker@sdhc.k12.fl.us. Audra Kondash is a Teacher at Witter Elementary; she can be reached at Audra.Kondash@skhc.k12.fl.us. Lindsey Norton is an Undergraduate Student at the University of South Florida; she can be reached at lmn@usf.edu. Sara Mercer is a Partnership Resource Teacher in the Hillsborough County Public Schools; she can be reached at Sara.Mercer@sdhc.k12.fl.us.

What did we learn from this first year PDS startup?

While the start of the first year was highly enthusiastic, it was also one where we studied our own practice to ensure that we did not lose our enthusiasm throughout the spring semester. Spring in schools is dedicated to preparation and test taking. Finding time to meet is difficult and yet highly necessary. We also learned to the best way to stay informed was to keep accurate meeting notes that were shared in the PDS Dropbox. The Dropbox also was a way for teachers to share their strategies with each other. One of the teachers shared her use of storyboarding to help students decontextualize the text and then use sequencing to analyze the events into a story. She had training with AVID strategies and shared these in her journaling:

I do what I always do to help students with literacy skills – I use WICOR - WICOR – Writing, inquiry, Collaboration, Organization, and Reading. First, I have the student set up a storyboard using their textbook reading. They use partner reading and then write a summary of the section of the chapter they are assigned. Then they draw a picture. They then move into a group who is also working in that section of the textbook, share their storyboard and then, together they create a larger storyboard. These groups increase and by the end of the class the teams who have moved into group and then larger groups have created a complex storyboard and read and decontextualize the entire chapter. The next day, I have students make a poster with their group and read their summary and add a response to the question of Why Would I look more closely at this issue in history.

Another teacher wrote that *the PDS helped her remember "the fun and creative things we used to teach when we had more energy." She added, "It also made me think of ideas I used in science and how to adapt them to math. It made math a little more exciting for the students."*

Still another teacher identified how the middle school team morphed into its own entity. *Not only were teachers able to share student engagement strategies, they were also able to create new engagement strategies in an open forum where opinions and ideas were supported. He added, all too often we live in the confines of our room. Having time to get together with peers and collaborate across content areas is an opportunity we often struggle to find.*

Indeed there were bumps during the year – placements that were not a good match and difficulty finding a common hour for the inquiry team to meet. Then too, the DIVA project was challenging especially for teachers who were new to technology and to creating a website. As with many technology innovations, the district's firewalls and restrictions made it difficult for some of the teachers to launch the website but in the end, six websites were launched and other teachers not a part of this group have developed their own website as the result of the inquiry team. Ultimately, the year proved to be a success.

We are now in year two and the measure of success is in practicum placements – from 6 teachers in year one to 12 teachers in year two. The core of the DIVA team remains the same but we are now expanding and becoming school-wide rather than DIVA wide. Teachers are coming as guest presenters in teacher preparation programs. The Memorandum of Understanding (MOU) has been signed at the district and school level. There is a school liaison in place at the school that helps with intern and practicum student placements and attends the partnership meetings on campus. Year two promises to bring new adventures as we move through inquiry and collaboration as a PDS team.

References

Darling-Hammond, L., Wise, A.E., Klein, S. (1998). *A license to teach: Building a profession for the 21st century.* San Francisco: Jossey-Bass.

Margaret Ferrara is the Director of Secondary Education at the University of Nevada Reno; she can be reached at Ferrara@unr.edu. Russell Hunter is the Social Studies Department Lead at Sparks Middle School; he can be reached at Rlhunter@washoeschools.net.

The First To Do's in a Professional Development School

Margaret Ferrara, University of Nevada Reno
Russell Hunter, Sparks Middle School

Linda Darling-Hammond and her colleagues in 1998 wrote that Professional Development Schools (PDS) are spaces where prospective teachers' and mentor teachers' learning becomes experimental; grounded in teacher questions; collaborative; connected to and derived from teachers' work with students; sustained; intensive; and connected to other aspects of school change. Her definition is intensive and opens a flood gate of questions with varied answers.

Yes, starting a PDS is a disquieting endeavor. The reality fosters openness to new ideas. What are the educational needs of the school? What are the time frames to getting these accomplished? What should be done first? What are the priorities? These are some of the questions posed by teachers in a new PDS setting at Sparks Middle School in Reno, Nevada.

A university team met with the school's core teachers who wanted to be among the first involved in the initial discussion of PDS initiatives. Ideas begot ideas. Before long, there was a long list under the rubric of special education, math and reading support, STEM, and tutoring. With each middle school teacher who attended the first meeting, there was a different concern and suggestion. Is there a logical way to think about available resources? What programs are available and viable? What faculty would be willing to be involved in parsing the many contrasting ideas? Is there a primary solution among the many presented? The answer: require teachers to enroll in an inquiry-based course that would grant them one university credit from the College of Education. The course would be structured around a reflective set of meetings with other teachers at the participants' schools. These would be teachers who want to explore their schools' instructional needs from a different perspective – a reciprocal perspective that includes needs and wants. This is the story of finding the "first to do's" in a PDS.

The Usual Start – Meetings

When something is new, the newness inevitably involves meetings. Three of us who came to the table with the Dean of the School of Education wanted to be inclusive and open up opportunities of the PDS to everyone in the College – and it was everyone. This included faculty and staff and those affiliated with grants.

One would have thought that there would have been 30 participants at the first meeting. There were 12. Ironically, the same 12 continued to meet as part of the larger PDS core sessions. It was essential that there be an inclusive agenda so that meetings would cover many topics and the meetings would last for an hour and a half. The idea of working with multiple constituents was helpful as it gave us a perspective on multiple ways of thinking – how to talk with teachers; how to recruit students into practicum arrangements; how to collect data and set up an evaluation design; and most of all, how to learn from the previous experiences of others in working with a school-university relationship.

Beyond the Usual

It was also important to collect and save data on our formation steps and writings and even our thoughts. We found that one of the first secrets to capture thoughts and reflections was to use a polylog. This is a way to use blogging and reflective journaling – it is effective if others want to try it out as well. Here is an excerpt of my

adventure together.
It was a great plan; and fizzled!!!!!

I continued to write and I found that by the end of the first month, I was writing to myself. A good lesson – sometimes a great idea that worked yesterday; does not work today.

So, What Did Work?

While it may seem outdated, the most significant changes dealt with face-to-face meetings with the teachers at the school and the university team. How were these scheduled? What we found is that teachers had many of their after-school hours scheduled for tutoring or supervision of

> ## "WHILE IT MAY SEEM OUTDATED, THE MOST SIGNIFICANT CHANGES DEALT WITH FACE-TO-FACE MEETINGS WITH THE TEACHERS AT THE SCHOOL AND THE UNIVERSITY TEAM."

first polylog that was open to two of my partners at my school – my graduate assistant who was helping to monitor our practicum students and a field based instructor who was teaching at the school:

I wanted to get this started all weekend but never found the time. As you will see, this is a free flow of thoughts about the upcoming PDS at our school. I have been working on having teachers at the school sign up for an Inquiry class so that was an average of three to four emails per teacher and there were 14 teachers so that in itself was time-consuming. Then, Extended Studies had to make sure the teachers had some sort of prior history at UNR AND the inevitable question, were their immunization records in order. I will find out this week if I still have 14 teachers.

We are going to explore a career-centered curriculum. So, I will contact a teacher at the high school who has deep knowledge of effective strategies. Also, I just saw there is a link for the course through Web Campus so I'll put some teaching material in that part.

As for our practicum placements, I am excited – even though the kids in the picture look a little raggedy. I am hoping they find more impressive outfits to wear to the school – and I am sure they will impress us. This week, it is Greg's show so I hope all goes well – they show up on time and look good. Next Thursday, I will float around the school and probably hang in a few classrooms. I am also hoping to meet the teachers who are going to take the inquiry class. Let's hear about your plans and worries as we start this

club activities – except for Fridays. What we also realized is that what worked for our teachers needed to work for us as well. We found that large blocks of time were more beneficial than small bits of time. This enabled us to accomplish more and stay focused. Everyone brought food to keep us energized and renewed.

The magnet for the meetings was our focus on projects that were related to inquiry. The prize was one graduate credit from our university. At first, the teachers who were highly interested in the course suggested many diverse ideas on where the focus should be – ESL, special needs students, STEM, and technology. We used the process of elimination to focus on the attributes of these multiple ideas. We found a common focus – how do we increase student engagement through active learning.

The second discovery we made is the importance of sharing strategies not only with each other but also with other teachers in the department. We needed a tool that could be modified and adjusted as the learning changed. Thus, we all learned how to make our own Weebly, (a web building tool designed for "non-techies"). By the end of the course, we were all linked on Dropbox and sharing our Weebly with each other and the school staff.

The third discovery is that we found a name for our group – DIVA. The original idea for the group was to base our inquiry around AVID, a learning support structure for middle and high school. We realized that the name and the practices are copyrighted so we flipped the name around and became DIVA. What a clever solve.

Project Leadership: Creating a partnership for serving marginalized youth through an afterschool sport program

Jenn Jacobs & Paul Wright, Northern Illinois University
Brooke Condon, Clinton Rosette Middle School

A critical element of the educational agenda is addressing the non-academic needs of students. A comprehensive approach to student growth and social and emotional learning (SEL) standards is now being considered a necessary component of the school curriculum in order to develop competencies such as self-awareness, cooperation, empathy, and perspective taking (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). The impact of these SEL standards are limited, at times, because of weak implementation efforts or an inability to provide support for SEL-focused programs. This article describes a program to strengthen support of a SEL program, developed through a partnership between Northern Illinois University (NIU) and Clinton Rosette Middle School (CRMS) in DeKalb, Illinois.

During the start of the 2012-2013 school year at CRMS, the assistant principal noticed many male students remaining on campus after the formal school day had concluded. While these students were not a part of structured sports teams or extracurricular clubs, they choose to spend time on the school grounds immediately following the last bell of the day. Coincidently, many of the male students had been identified as "at-risk" by teachers or counselors because of high levels of disciplinary infractions, lack of connectedness to the school community, and struggles with academic performance. It appeared that the social, emotional, and physical needs of these boys were not being met by the current offerings of their school or home. The assistant principal approached members from the existing PDS partnership with NIU to discuss the development of an afterschool sports club for at-risk middle school boys.

The creation of this program took into consideration many relevant student factors based on risk assessments conducted by the CRMS administration. Looking at this group of male students as a whole, there were many commonalities in the results of their risk assessments. Socially, the boys struggled with maintaining a stable peer group, building lasting friendships, and dealing with stressful situations from their home life. Academically, the boys performed low on standardized tests and frequently did not complete class assignments. Behaviorally, the boys had inconsistent attendance at school, and several office referrals for violating school rules. In an effort to address these high needs, middle school staff along with professors and graduate students from the Department of Kinesiology and Physical Education at NIU created an afterschool club that combined sport and life skill-building to ultimately help the students become more empowered and connected to middle school life. Sports were determined to be an effective vehicle to teach life skills because of the inherent enjoyment to youth (Csikszentmihalyi & Larson, 1984) and the obvious opportunities to align personal and social responsibility lessons to skill acquisition, team-building, and the experiences of winning and losing (Gould & Carson, 2008).

The afterschool club was named "Project Leadership" to reflect the goal of teaching leadership skills through sports activities for club members to apply in the school community. Project Leadership is consonant with NAPDS *Essential 1* as it augments equity within the school and extended community. The creators of Project Leadership recognized the added value of making the life skills transfer beyond the school setting to other relevant life contexts. Knowing that these boys did not have many opportunities to assume leadership roles in school, home, or community life, four club components were created to tie back to the overarching goal. The afterschool club that met biweekly throughout the school year was the core component of this project. To keep the size manageable so coaches could focus on individual student needs, students were invited to the club through recommendations of teachers. The coaches of the club were a professor from NIU and university students studying youth development through sports.

The club format followed a pedagogical model from the field of physical education called the Teaching Personal and Social Responsibility Model (Hellison, 2011). The club sessions began with an informal social time for club coaches to establish rapport with club members through checking in about daily happenings or topics of student interest. Then the group gathered together to discuss the goal for the day which would be related to a life skill (e.g. respect, effort, teamwork, cooperation, self-control, leadership). The bulk of the club time was devoted to the physical activity lesson where a sport was selected and intentional strategies were employed by coaches to provide opportunities to practice and develop the life skill goal for the day. During this time, coaches provided supervised opportunities for students to practice peer coaching, problem solving, conflict resolution, and self-control strategies within the sport context. For example, during a basketball lesson, the boys would be responsible for obtaining the necessary sport equipment, fairly splitting up the teams, selecting student coaches to lead practice drills, and then devising a rules system, including how to work out any conflicts that may arise from play. At the start of the program, these lessons were largely teacher facilitated, but as the students strengthened their skills and abilities, the main responsibility shifted from the club coaches to the students. Finally, the club concluded with a group meeting and self-reflection time where students could reflect upon their effort towards meeting the goal for the day as well as how the lessons from the session could be transferred to other areas in life.

While the afterschool club provided a valuable way for students to develop leadership skills within the school environment, other components were created as a way to further facilitate positive application of club goals to other areas of the students' lives. Club members attended an overnight summer leadership retreat at an outdoor adventure campus that focused on building teamwork and practicing problem solving in a stimulating environment. This opportunity was particularly unique to many students because they had never experienced how outdoor education can help facilitate camaraderie among peers. Two faculty members from NIU along with the assistant principal and two teachers from CRMS facilitated the summer leadership retreat. Another component to Project Leadership was a community initiative designed to provide opportunities for club members to be ambassadors in their school and family environments. Project Leadership partnered with a local food pantry to gather household goods from students at their school for families in need, and the project culminated with a Fitness Night where members from the school and community were invited to CRMS to participate in sport activities and games designed and led by club members. Students were taught the importance of giving back to the community both through service and showcasing their leadership abilities to their peers. The final component of the program was an opportunity to take a school-sponsored fieldtrip to NIU as a way to motivate them to strive for higher education in their future. The club members sat in on a college class, had chances to interact with the university students, visited a campus dining hall, and participated in recreational activities at the university fitness center. Despite CRMS being less than a mile from the university campus, this was for many club members the first visit to the educational institution.

In its second year of existence, Project Leadership has experienced many positive student outcomes. The assistant principal reports that the presence of the club at the school has challenged the CRMS staff in a positive way to think about how directly they are addressing the social and emotional development of students in their own work. Disciplinary data reflects that club members who previously received many behavioral referrals now receive fewer, and in some cases, none. One member of the club bolstered his grades enough to make the school basketball team, and another member who will be graduating middle school has expressed interested in returning to the program next year as a student-coach. Teachers report positive effects such as increased focus and greater engagement overall. Finally, self-reports from students provide many examples of how learning life skills such as leadership, respect, and self-control have helped them in many of their own life situations.

Many lessons have been learned already from the professional development partnership between CRMS and NIU. While SEL research has a broad formula of necessary skills to teach, it is also important to conduct a risk assessment of students so that programs can tailor their curriculum to
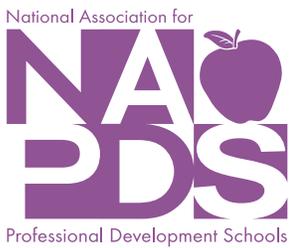
SUPPORTING | PLANNING | ENGAGING | FOSTERING
COACHING | EXPLORING | CREATING | UNDERSTANDING
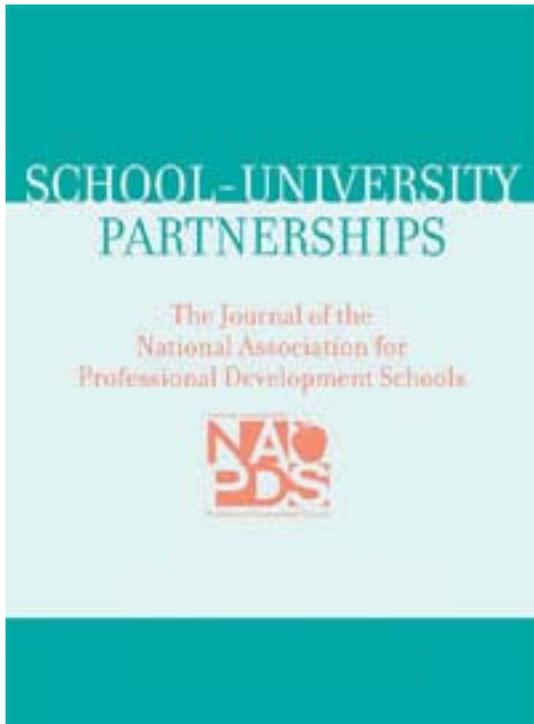
School-University Partnerships Submissions

Kristien Zenkov, Senior Editor, George Mason University

School-University Partnerships is committed to advocating for collaborative ventures across the PreK-12 and college and university communities as vehicles for the discovery and sharing of knowledge that shapes educational best practices. Honoring the voices of both school-based and university-based educators is central to the mission of the National Association for Professional Development Schools (NAPDS), and *School-University Partnerships* seeks manuscripts that represent partnerships across stakeholders. The journal strongly encourages submissions that reflect collaborative partnership initiatives. Submissions may focus on (but are not limited to) original school-university research designed and implemented collaboratively, descriptions of effective pedagogies and content delivery in PDS contexts, explanations of successful partnership models and structures, examples of measures of assessment and results of evaluative processes, and analyses of the professional development of all constituents involved with school-university partnerships.

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

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

f

JOIN US ON FACEBOOK
WWW.FACEBOOK.COM/GROUPS/NAPDS