

PDS Partners

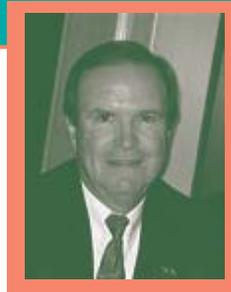
The Official Magazine of the National Association for Professional Development Schools

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A Message From the President

Bernard Badiali, Penn State University



I love a good challenge, don't you? Taking on the presidency of NAPDS in March may well be one of the most significant challenges ever. For one thing, I am following an excellent president in Donna Culan. The NAPDS has accomplished much during Donna's term in the office. Membership numbers have increased. The Executive Council and Board of Directors are operating well. The organization is financially sound. Thanks to Donna's leadership, NAPDS is poised to make more of an impact on the national scene in the coming year.

During my term, the challenges will involve serving the membership through advocating for PDSs all over the country. The NAPDS works for you in numerous ways. Through the PDS National Conference, NAPDS members share effective practices and innovative ideas. Unlike other national organizations, the NAPDS makes every effort to ensure equal representation from the P-12 community and colleges and universities. The conference is a venue where all voices are encouraged and welcomed. It does not matter if your PDS is just beginning or if you have been doing this work for decades; the conference allows members to come together and learn from one another.

More and more, other national organizations are requesting a collaborative relationship with NAPDS. We have been engaged in conversations with members of NCATE's Blue Ribbon Panel to determine how we might invite selected NAPDS settings to serve as demonstration sites that illustrate NCATE's program design principles. We have been invited to make presentations at national conferences with organizations such as the American Association of Colleges of Teacher of Education (AACTE). In addition, many PDS sites within our membership have requested on-site consultations with members of the Executive Council and Board of Directors. New PDS sites want advice about how to get started. Mature PDS sites have asked for advice about sustainability. We are determined to find ways to assist wherever possible.

Our publications and services to members continue to grow and develop. We have plans to improve the NAPDS website, enlarge the scope of the NAPDS magazine and bring *School-University Partnerships*, our signature journal, to a level of national prominence.

If you share my love for challenges, and you can see there are many, then please feel welcome to contact us. Please become more actively involved with NAPDS. Help us make this year the best year that NAPDS has ever had. I'll look forward to hearing from you.

As an association, NAPDS continues to look for ways to make connections with those who do not know what PDSs are. We will also be creative in the ways in which we can represent all of us at the national level by informing others. We welcome your input into the best ways to do this. There are many independent PDS voices out there, but as NAPDS together we are one very strong voice!

Together, at our local levels and at the national level, let us all look for all opportunities to bring others into the work we do and increase their understanding of the work. Let us take advantage of every opportunity to begin the education process for the question, "What is a Professional Development School?"

A PDS with a Unique Focus

JoAnne Ferrara, Manhattanville College

Barabara Terracciano and Amy Simmons, Thomas A. Edison Full-Service Community School (NY)

“By their very design, community schools serve as the nucleus of expanded educational opportunities before, during, and after the school day for students, families, and the community at-large and provide the perfect setting for a PDS to share the responsibility of educating students, practicing teachers, and teacher candidates.”

Imagine an economically challenged, culturally diverse school surrounded by some of the most affluent communities in our nation. You may be picturing the Thomas A. Edison Full-Service Community School in Port Chester, NY, a Westchester County suburb, 30 miles north of New York City. With limited financial resources and human capital, this elementary school learned how to successfully educate its students by reaching out to the community. Similar to inner city schools, Edison’s challenges include a substantial number of English language learners as well as families living at or below the poverty level. With families struggling on many levels, it would be easy to make assumptions that a school like Edison could not compete academically with its wealthy neighboring districts; however, throughout the years Edison has managed to do just that. Now imagine pre-service teachers getting hands-on experience in this unique PDS affectionately known as “the school that never sleeps.”

Step inside Edison on any given day and witness the buzz of activity and orchestration of a myriad of community partners supporting this high needs school. Like many suburban schools nationwide, Edison experienced significant changes in student demographics within the last two decades. To address the demographic shift the school responded by transforming itself into a “community” school. Community schools are characterized by having a hub of services and a set of partnerships all located directly on-site at a school building. These partnerships and services work together to support the overall well-being of children and families. With a focus on meeting the social-emotional, physical, and intellectual needs of children, the partners share the common goals of student

success, results-oriented outcomes, extended services, extended hours, and extended relationships (Children’s Aid Society, 2001; Coalition of Community Schools, 2001). By their very design, community schools serve as the nucleus of expanded educational opportunities before, during, and after the school day for students, families, and the community at-large and provide the perfect setting for a PDS to share the responsibility of educating students, practicing teachers, and teacher candidates.

Preparing Teachers for the New Face of School

Ten years ago a PDS partnership was formed with this Title I suburban elementary school to respond to the needs of Manhattanville College for rich clinical experiences in a setting that would mirror the classrooms where our teacher candidates may eventually be employed. Initially we were looking for a school with high concentrations of poverty, linguistic and cultural student diversity, and strong leadership. What we were delighted to find in addition to these qualities was a school with a strong commitment to teaching and learning that encompassed an understanding of the developmental needs of the whole child (physical, social-emotional, and intellectual) and one that was particularly sensitive to the impact poverty has on children and their families. The result was a long-standing partnership which exposed pre-service teachers to four critical elements: the community school philosophy, effective instructional strategies, a deeper understanding of issues related to poverty, and how to address these issues with the help of partners. Moreover, the partnership has also provided ongoing support for practicing

teachers as they engage in the daily work of teaching in a community school.

Our pre-service teachers begin to immerse themselves into the community school philosophy while enrolled in the second course in a sequence of ten educational courses required for initial certification at our institution. As they work in classrooms (whether they are tutoring individual students, providing small group instruction or engaging in student teaching activities), they begin to appreciate how the various components of a community school work in tandem with one another to support the children, the teachers, and the families. Part of our mission as a PDS/Community School is to ensure that every pre-service teacher who has the opportunity to be placed here, experiences the essence of a community school. With this goal in mind we designed several meaningful activities for them to complete while they intern at Edison. These include spending a day “shadowing” the work of a community partner, helping with one or more of the school’s many outreach projects, developing a character education lesson with a classroom teacher, or implementing a PDS service-learning project. Over the years the partnership enabled the school to choose from a pool of candidates who have already demonstrated their commitment to the dynamic culture that is Thomas A. Edison Full-Service Community School. Currently 30% of the teaching staff are alumni of the PDS.

Our practicing teachers have had quite an interesting journey as they traveled the continuum of developmental stages from pre-service, to intern, and finally mentor/cooperating teacher. Credit can be given to the PDS steering

committee which took an active role in designing experiences that guided them through each of these stages to reach the ultimate goal of achieving tenure, and for some the pursuit of an advanced degree. An example of coming “full circle” on the developmental continuum can be best illustrated by the comments from a former PDS student teacher who has assumed the role of a cooperating teacher working closely with pre-service teachers and community partners:

With time and experience I better understood the partnerships and learned to utilize the resources available to enrich the lives of our students and families. Through our partnerships I can assist families in accessing social resources (counseling, health management, tutoring, etc.) that are invaluable to immigrant families with little or no social or financial currency. As a cooperating teacher I’m constantly challenged to examine and improve my practice. I have hosted graduate courses in my classroom, bringing more hands-on experiences for my students and greater opportunity for assessment. Working in this environment has given me a way to help improve the lives of the families in our school community and an academic resource—a laboratory for learning and growth that goes beyond what my own school district can provide for me.

Another cooperating teacher recently completed an administrative degree at the college which has enabled her to undertake

a variety of leadership roles at the school. This member of the PDS steering committee and mentor teacher reflects on her experience with the following quote:

While working as a co-teacher in a methods-based site course, I had the opportunity to work collaboratively with a college professor to develop curriculum that would support our pre-service teachers as well as the children in my classroom. This experience led to many more opportunities, including the chance to make presentations at local and national conferences with colleagues and teach other site-based methods courses at Edison. It has been a journey of professional growth that far surpassed my expectations. During my administrative internship, I had the opportunity to learn at the “elbow of a master,” as well as gain perspective into the relationships Edison has with community organizations. Though I always considered myself a reflective practitioner and life-long learner, my role has become more visionary as a result of the partnerships. All of these experiences contribute to supporting the children and their families and nurturing a professional learning community with the ability to sustain itself.

And, finally, our 5th grade students responded to a question about the benefits of our PDS with quotes like “Having a student teacher allows us to get more of our work done” and “If the teacher is busy, the student teacher can help me.” Another student remarked, “When

I didn’t get what everyone else did, she would help me catch up.” The impact on the children is decidedly beneficial.

However, an even greater advantage to the children is the exposure they receive to college-aged role models. They are able to observe these achievers and aspire to a higher level of education. The annual “College to Career Day” is an event the fifth graders look forward to each spring. They have the opportunity to visit campus and attend classes while their parents attend information sessions. Three of our fifth graders shared their perspectives at a “Changing Suburbs Institute Workshop” held at the college in June. Their insight was valuable to both the teachers and administrators present. As one of the children explained, “I liked having a student teacher because if you didn’t understand the way the teacher presented it, they could present it in a different way so you could understand.”

Isn’t that what the partnership is all about?

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“As one of the children explained, ‘I liked having a student teacher because if you didn’t understand the way the teacher presented it, they could present it in a different way so you could understand.’ Isn’t that what the partnership is all about?”

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Challenging the Status Quo in Professional Development Schools: Mentor Teachers' Impact on Student Intern Efficacy

Ron Siers, Jr., Salisbury University

“Mentor teacher leaders need to treat the internship experience as if it were their first day on the job. Mentor teachers need to question policies and procedures within their PDS to determine which ones are essential and which ones are preventing innovation and teamwork.”

Salisbury University (SU) partners with 34 Professional Development Schools on the eastern shore of Maryland. During the spring semester of 2009, research was conducted to examine the effects of mentor teacher leadership practices on student intern efficacy during their first experience of the internship practicum. The research study involved 154 mentor teachers and 154 student interns in thirty-three Professional Development Schools who were completing their first of two internship experiences. All SU student interns complete their internship practicum within PDSs as mandated by the Maryland State Department of Education (MSDE).

Student interns completed the Teacher Sense of Efficacy Scale (TSES) by Tschannen-Moran and Hoy (2001) before and after their first internship experience. Compelling research evidence has confirmed the powerful influence of teacher beliefs on subsequent teaching capabilities. Mentor teachers completed the Leadership Practices Inventory (LPI) by Kouzes and Posner (2003) following their experience with the student intern. The data was analyzed via a multiple regression analysis in order to assess which leadership behaviors of mentor teachers had an impact on student intern efficacy during the internship experience.

Data collected from the TSES and LPI surveys from site coordinators and university liaisons revealed a positive correlation between the leadership practices of mentor teachers and student interns. The study also revealed that the transformation leadership practice of “Challenge the Process” accounted for the largest percentage

of variance in aggregate student intern efficacy at the end of the first eight-week experience.

Based on the results from the research study, it was concluded that mentor teachers positively impact student intern efficacy when they challenge the status quo by looking for new and innovative ways to improve and by taking collaborative risks with their student intern. Challenging the status quo takes at least four forms:

- 1) Mentor teacher leaders need to treat the internship experience as if it were their first day on the job. Mentor teachers need to question policies and procedures within their PDS to determine which ones are essential and which ones are preventing innovation and teamwork. The implementation of one new pedagogical strategy a day will help to scaffold intern efficacy.
- 2) Mentor teachers need to exercise oversight by looking outside of their own PDS for new and innovative ideas. Mentor teachers need to dedicate time and resources to seeking ideas from others outside of their own learning organization for improving current processes and emerging technologies. Mentor teachers can bring back innovative pedagogical strategies from local, state or national conferences to challenge the status quo with their student interns.
- 3) In order to enhance the learning and the efficacy of student interns, mentor teachers need to create a climate of experimentation and risk taking. An old African proverb warns

us to “never test the depth of the water with both feet.” Risk taking and experimentation is done incrementally with a substantial amount of scaffolding in order to foster resiliency and psychological hardiness within the student intern. Milestones need to be established and celebrated throughout the internship so that each successive achievement eventually adds up to the achievement of big things at the end of the experience. Mentor teachers will be able to generate small wins and achievements with their student interns by breaking down the nuances of teaching into small, manageable parts.

4) Mentor teachers need to provide an example of a lifelong learner to their student interns. This is accomplished by approaching each experience in the profession with a willingness to learn and an appreciation for learning and recognition that learning involves making mistakes. Mentors and interns learn by participating in pedagogical decisions that they have not done before. A climate is created by the mentor teacher where student interns feel safe to fail. The cognitive reappraisal process of talking about the good and the bad will enhance learning and foster efficacy for the student intern. A key factor for the mentor teacher is to not assign blame when mistakes or failure happens. “What can we learn from this experience?” is the guiding question for resiliency. Interns will not remain long with a cause that distresses them. Student interns must believe that they can overcome the challenges inherent in the internship

practicum. This psychological hardiness is fostered by mentor teachers who are psychologically hardy.

The findings from this research suggest that mentor teachers who seize the initiative of the internship experience, provide opportunities for student interns to learn incrementally with appropriate scaffolding in a learning environment that advocates experimentation and calculated risk-taking by generating small

wins and learning from cognitive reappraisal will positively impact student interns' efficacious beliefs. Mentor teachers who challenge the status quo enhance the efficacy of student interns during the internship practicum in Salisbury University's Professional Development Schools. Salisbury University's PDSs can provide the opportunities for mentor teachers to make it possible for student interns to learn and believe they can achieve success as professional educators by challenging the status

quo. Providing student interns with mentor teachers who challenge the status quo can help lead to the development of significant efficacious beliefs for future educators.

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Research in Practice: Transforming Professional Practice

Lourdes Zaragoza Mitchel, Seton Hall University

Deanne Opatosky, Cranford Public Schools (PDS)

For the past ten years the Cranford Public Schools and Seton Hall University have been Professional Development School—or PDS—partners. As a result of this relationship, teachers have systematically coached teacher candidates while pursuing their own professional growth. Throughout these ten years, the professional development model has evolved from traditional practices of mentoring teacher candidates to the use of teaching clinics as a vehicle to promote job-embedded learning for all. The participants include all stakeholders: pre-service and in-service teachers, teacher leaders, administrators, and university faculty. The PDS belief is that all members of the community must work closely together to transform professional practices leading to student learning. The work of the stakeholders included conducting action research on professional development. The findings suggest that teaching clinics, in conjunction with all the elements associated with PDS, are a highly effective form of professional development. This article highlights how the teaching clinic evolved over time.

Over the past ten years, we

have conducted several studies examining different areas of our partnership. One area of research has focused on our search for the most effective model for improving literacy practices of practicing teachers and teacher candidates. During the first phase of this research, undergraduate literacy courses were taught on-site, initially by university faculty and later by the literacy coach, with practicing teachers and teacher candidates learning together. The goal was to introduce best practices in the hope that the learning would transfer to the classroom. We found that some teachers modeled the practices, but not consistently over time. Michael Fullan (2007) argues that external approaches to instructional improvement are rarely powerful enough, specific enough, or sustained enough to alter the culture of the classroom and school.

This led to the introduction of the teaching clinic, which required all teacher candidates to teach lessons utilizing learning from the on-site class. The university faculty (pre-service teacher supervisor), literacy coach, and teachers observed and reflected upon the lesson to provide constructive feedback.

This resulted in significant learning for the teacher candidate, but limited motivation and change for the classroom teacher. Thus, our search for a better professional development model continued.

We decided to look at the research focused on the transfer of adult learning which led to the transformation of the teaching clinic. The research revealed that one factor associated with transfer was the teachers' degree of original learning. The factor that most influences successful transfer is the degree of mastery of the original subject. Without an adequate level of initial learning, transfer can't be expected (Bransford, Brown & Cocking, 1999). The teaching clinic was altered by including differentiated professional development for teachers. The literacy coach asked the teachers to use the literacy comprehensive syllabus, for the on-site course, as a framework for teacher self-assessment. Consistent with Lois Brown Easton (2008), the most powerful learning opportunities are active ones embedded in teachers' work, which begins with the teachers' assessment of what their students need and, subsequently, what teachers identify as areas for

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“We have discovered that the teaching clinic led to many positive outcomes that PDSs strive to achieve. The data supports the ideology that professional development opportunities should be differentiated, varied, and conducted within the classroom setting. The context in which the teaching clinic occurs provides for a culture of collegiality and reflective discussions.”

their learning. Teachers identified learning goals and agreed to model the best practices in the clinic after receiving content specific support from the literacy coach. The literacy coach found that the work associated with providing individualized PD was quite extensive but effective. Most teachers had limited content knowledge and misconceptions. For example, an experienced elementary teacher working with teacher candidates believed that guided reading was a shared reading lesson with a small group of students rather than Fountas and Pinnell’s (1996) definition, which states that guided reading is a “context in which a teacher supports each reader’s development of effective strategies of processing novel texts at increasingly challenging levels of difficulty.”

After the teacher acquired the necessary content and pedagogy, participants were invited to observe teachers modeling best practices. The participants engaged in collaborative discussion and feedback focused on the impact of practice on student learning. Teachers were asked to reflect upon the lesson and to give constructive feedback. A teacher expressed her learning when she said, “I never thought to present the students with visual clues for strategies during guided reading.” The pre-service teachers were also encouraged to provide feedback based on research learned from the on-site class. For example, one student said, “I don’t understand

why you didn’t preview the vocabulary when research suggests we should predict words that may interfere with comprehension.” After completing the first round of teaching clinics, teacher candidates engaged in the same process.

The clinics were conducted during one semester with seventeen teacher candidates and nine teachers. The data collected, through surveys and interviews, showed that the clinics had a significant impact on changing teacher practices. A comparative analysis was conducted asking teachers to identify which PDS experiences, if any, resulted in significantly changing their literacy practices. Although teachers reported that hosting teacher candidates and observing their lessons was effective, the teaching clinics consistently rated the highest with little variation. Over 94% of the teachers rated the teaching clinic as the most influential experience. Some of the responses during the teacher interviews included the following:

- “Participating in the teaching clinics was probably the most worthwhile PD I have experienced in my 15 years in education. I loved that I was learning from watching my partner. I am amazed at how differently we implement lessons... I even learned some ideas to improve behavior management.”
- “I did not understand guided reading until I observed Mrs. “Smith” during the clinics.

Even though we read about it, did a model in class and watched the teacher tube, I could not actually picture it until the clinic.”

We have discovered that the teaching clinic led to many positive outcomes that PDSs strive to achieve. The data supports the ideology that professional development opportunities should be differentiated, varied, and conducted within the classroom setting. The context in which the teaching clinic occurs provides for a culture of collegiality and reflective discussions. The PDS, through its on-site methods courses in conjunction with teaching clinics, provides the opportunities for sustained learning. All the stakeholders--teachers, teacher leaders, administrators, and university faculty--benefit from this collaborative culture of trust by consistently working together towards a common goal which is increased learning for all. We have discovered that our next challenge is to examine the effects of changed teacher behaviors on student learning.

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Improving Field-Based Experiences through PDS Partnerships

Kelli B. Stanley, Princeton Primary School

Anita Reynolds, Charles Grindstaff, and Terry Mullins, Concord University

Research has repeatedly indicated the positive correlation between early field-based experiences and the preparedness of teacher candidates in the classroom. Exposing teacher candidates early on to the actual operations of the classroom teacher allows them to attach practical meaning to the theoretical concepts presented in their professional courses. Although this relationship between early field experiences and well-prepared teachers is soundly documented, the quality of the experiences is often overlooked. Teacher candidates must have meaningful experiences in the classroom. Guidance from both the university professor and the classroom teacher is paramount in helping teacher candidates make meaningful associations between theory and practice. Three Concord University professors have taken a new direction in the delivery of professional education courses that integrates theoretical concepts in the college classroom and promotes the meaningful correlation of those concepts in the public school classroom. By partnering with PDSs to implement this new approach, teacher education students are receiving structured guidance and reinforcement from both the course professors and the classroom teachers in PDSs.

The three Concord University professors developed a vision for team-teaching three professional education courses so that students would learn concepts in an integrated fashion rather than in isolation. The premise behind this approach is that, because we teach in an integrated fashion, concepts learned in this manner will be more meaningful and more applicable. The outcome of this vision is “EPAT,” one course that incorporates three professional education courses: Educational Psychology, Educational Assessment, and Educational Technology. The three professors team-teach the course, utilizing on-campus meetings, an online learning management system (BlackBoard), and on-site instruction at the PDS sites. After teaching the course for two semesters, PDS school teachers, college professors, and students feel that the approach has enhanced the students’ understandings of both theoretical concepts and practical application. In other words, students have a much better understanding of teaching and learning.

The field-based experience for EPAT is designed in a unique way. Students are divided into three groups and each group is placed in a PDSs. The students complete their field placement hours at the same time (approximately 2.5 hours each Wednesday of the semester). One EPAT professor goes to the field placement with each group of students. The students and PDS teachers are familiarized with the purpose, requirements, and assignments prior to the placement. This small group approach to the field experience has provided numerous benefits for all constituencies.

First, the students are on time and present for the field placement. Rarely are problems with professionalism or attendance encountered. Because a course professor is at the PDS at the same time as the students, any problems that may arise are rectified immediately. The PDS classroom teachers feel more comfortable with the placement as well. They understand the course professor is available for conferencing and have a better understanding of the expectations of the course. Also, this arrangement affords the professor impromptu observations of the students’ interactions in the classroom.

A second benefit is the collaboration between PDS teachers and the course professors in creating a quality classroom experience for the teacher candidates. All constituents work together to ensure that a particular placement meets the educational needs of the students and provides sufficient opportunities to complete all requirements of the EPAT placement. The PDS teachers enjoy having the teacher candidates in their classroom. The candidates have the opportunity to play integral roles within the classroom dynamics. In many cases, the teacher candidates share ideas and strategies to enhance instruction. This reciprocal role of teacher and teacher candidate strengthens through their coursework. This type of relationship is reached because of the continuity of the regularly scheduled class time and course professor support.

A third benefit is the relationship that develops between the faculty and administrators of the PDS and the course professors. By the end of the semester this bond tends to strengthen into a shared “ownership” in the responsibility of preparing teacher candidates to become quality classroom teachers who possess both the knowledge and the understanding of teaching and learning in the classroom. The PDS staff eagerly anticipates hosting the candidates as possible student teachers to further the bond created through the observations. The final, and perhaps greatest, benefit of the EPAT approach is the seminar that is held immediately after

“Three Concord University professors have taken a new direction in the delivery of professional education courses that integrates theoretical concepts in the college classroom and promotes the meaningful correlation of those concepts in the public school classroom. By partnering with PDSs to implement this new approach, teacher education students are receiving structured guidance and reinforcement from both the course professors and the classroom teachers in PDSs.”

each field placement session. The EPAT professor meets on-site with the group to discuss and reinforce concepts. This is the “teachable moment.” When discussions are scheduled for a later time, students have often lost their thoughts and their enthusiasm to share experiences. In addition, students maintain an electronic weekly journal of their field placement on BlackBoard. Within 24 hours of each field placement session, students must discuss a specific topic relative to that week’s field placement. Each student must then reply to the posts of at least two other students. This provides a medium for students to share with one another and with the course professors. The specific

journal topic correlates to the instructional module that was presented to students earlier in the week. This seems to provide greater insights and understandings than the traditional journal that is completed in isolation at the end of the course.

By using this approach, the concepts of teaching and learning, assessment, and technology are integrated. Consequently, students understand how these concepts are approached in tandem in the classroom. These concepts are then specifically addressed in coordination with their classroom experiences. Because PDS faculty and course professors collaborate in this endeavor, teacher candidates

are the benefactors of a much more meaningful course and early field placement.

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“Editors’ Corner”

*Kristien Zenkov, George Mason University
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James Harmon, Euclid High School/MUST Program PDS Partnership*

With the September 2011 issue of PDS Partners readers should find some important changes to our content and structure. While the details are still being worked out by the NAPDS leadership, it is anticipated that by the time you receive this May 2011 issue of the magazine the NAPDS Executive Committee and Board of Directors will have approved the appointment of several teams of “Section Editors” for the magazine and expansion of this publication to sixteen pages in each of its three yearly issues. Potential sections include regular features on the internship experience, mentoring and supervising, PDS research, professional development, and perhaps even some advertising relevant to our readers.

Section editors will likely be comprised of teams of school- and university-based PDS constituents from partnerships around the United States and beyond. Potential editors from North Carolina, New York, California, Texas, Georgia, and Alabama—among other locations—are already being considered. It is expected that these editors will serve three-year terms, allowing for greater cross-site PDS collaboration and increased involvement by a wider array of partners in the workings of our organization. With sections focused on these always relevant topics, we hope that the magazine will become more of a staple of your PDS life. We appreciate your comments on other ideas for the expansion and increased relevance of the magazine.

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Supporting Teacher Candidate Development in an Urban PDS

Ann Rule and Linda Bufkin, Saint Louis University

Hodgen College Bound Academy and Saint Louis University have an established Professional Development School partnership based on shared goals. Hodgen College Bound Academy is an urban elementary public school in the city of St. Louis. Saint Louis University is a private, Jesuit University in St. Louis city located two miles from Hodgen. The Hodgen/Saint Louis University Partnership focuses on three important aspects of teaching. The first is improving the skills and knowledge of elementary students, the second is the development of teacher candidates, and the third is the professional development of school and university faculty. The focus of this article is on the development of teacher candidates.

Evaluations conducted at the end of teacher candidates' final semester indicate that some of the experiences that helped these candidates develop as teachers were their PDS experiences. The elementary, early childhood, special education and middle school math certification programs at Saint Louis University require teacher candidates to spend time—through their courses and under supervision—working with students at a variety of grade levels. These experiences, prior to student teaching, include one-on-one tutoring, small group tutoring, whole class teaching and working at parent nights. In this article we focus on two of their courses: Strategies for the Inclusive Classroom and Elementary Math Methods. Both courses are considered site-based because half of the course occurs at the university and the other half takes place in the school setting. The courses are co-requisites so that the teacher candidates are able to spend extended time working with students, teachers

and university faculty at Hodgen College Bound Academy.

For both the inclusion and math methods courses, the university faculty collaborates with the teachers and the principal to identify the classroom and the specific students who will be included in tutoring. In the inclusion course teacher candidates work one-on-one with students identified with special needs or in the referral process. In the math methods course, teacher candidates work with whole classes of students divided into small groups of about four to five. For both courses, teacher candidates participate in an orientation at the university and an introduction to the school by the principal. The orientation includes explanations of school demographics, fieldwork expectations, the dress code, ethical guidelines, confidentiality guidelines, and a background check. In addition, class sessions at the university include differentiated instruction strategies, working with students in urban settings and management strategies. Both courses use a common lesson plan format that emphasizes backward design and differentiated instruction.

Once the students are selected for the Strategies for the Inclusive Classroom course, teacher candidates observe in the classroom setting, meet with the classroom teacher, review IEPs and other evidence of student progress and review the Missouri Grade Level Expectations (GLEs) in order to determine appropriate objectives for tutoring. Emphasis is on development of literacy skills in conjunction with the teachers' goals for the students. Teacher candidates are required to complete pre- and post-testing relative to the expected outcomes for the students.

The assessment of teacher candidates includes evaluation of learning plans and reflections, pre- and post-self assessments on perceived competence in working with students with special needs, a case study on their assigned student, faculty observations, and final letters to parents and teachers reflecting student progress and making recommendations for their specific student.

In the elementary math methods course, the teacher candidates develop pre-tests based on the GLEs provided by the classroom teachers. Based on the results of the pre-tests, students from Hodgen are placed into groups by their classroom teachers. The university faculty member assigns a group to each teacher candidate. When teacher candidates work with their small groups, they develop and implement learning plans focused on the use of manipulatives, technology and the integration of math with literature and social studies within the context of the GLEs. At the end of the tutoring sessions, the teacher candidates give a post-test to their group of students to determine individual progress. This information is given to classroom teachers in the form of a letter stating both pre- and post-test scores for each student, the GLEs that were covered and the strengths and weaknesses in mathematics noted for each student. Many of the classroom teachers use this information for the students' Progress Portfolio.

Assessment of teacher candidates includes evaluation of learning plans and reflections, pre- and post-self assessments on perceived competence in teaching mathematics to elementary students, university faculty and teacher observations, and letters to parents and teachers summarizing student progress.

“Assessment of teacher candidates includes evaluation of learning plans and reflections, pre- and post-self assessments on perceived competence in teaching mathematics to elementary students, university faculty and teacher observations, and letters to parents and teachers summarizing student progress.”

Teacher candidates in both classes benefit from their experiences in the PDS. Identified benefits include learning how to access and use resource materials, increased confidence in working with diverse student populations, extended experience with differentiating instruction and behavior management, as well as developing “teacher sense.” In addition, they receive immediate feedback on their interaction with students as well as the development and implementation of their learning plans.

Overall, using both quantitative and qualitative measures teacher candidates made progress in developing the knowledge, skills, and attitudes associated with effective teachers. The focus on differentiated instruction enables teacher candidates to approach students as individuals with strengths and needs and to develop appropriate intervention and instruction to facilitate their growth. These early experiences in site-based classes also prepare teacher candidates for more meaningful student teaching experiences.

As one student reflected, “This experience has shown me that I am capable of being a teacher and proven that this is something I really want to do.”

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Increasing Pedagogical Application by Teacher Candidates Through Development of a Literacy Skills Program for Non-English Speaking Families

*Barbara Schwartz-Bechet, University of Maryland University College
Marsha Archer, Chapel Forge Early Childhood Center*

Holding true to the notion that teachers must be prepared to teach all students and expect students to learn at high levels (Hollins & Guzman, 2005), the university representative of a state university in Maryland and the PDS coordinator of an early childhood special center were determined to utilize a joint partnership to ensure that teachers and teacher candidates strive to attain high levels of learning for all constituents. The university liaison and the PDS coordinator had been working together to create a more active and reciprocal collaborative partnership for several years. The relationship is still considered to be in the initial stage of development. Based on the slow movement of the PDS towards a fully developed PDS, the university liaison and the PDS coordinator arranged a retreat and discussed and identified the most pressing need of the school, based on their school improvement goals and the needs of the teacher candidates.

The retreat and discussion identified that the school was not addressing the needs of the growing population

of students and families who were non-English speaking. The major need identified by the university liaison was for student interns to have direct experiences working with families and with diverse populations. An Action Research Plan was created for the school and the teacher candidates through the development of research questions for both the non-English speaking families and children and the student interns.

Research Questions

The Action Research Plan proposed to address the following questions:

- Will literacy skills training with non-English speaking families increase usage and comprehension and increase English language usage by their children?
- If Spanish-speaking parents work on school-related activities at home with their children, will this increase their child’s English vocabulary use at school?
- Will children increase their vocabulary use each month when provided opportunities

to respond to comprehension questions 50% over baseline?

- Will this program/study increase the application and recall of pedagogical knowledge of student interns as it relates to teaching non-English speaking children and families?
- Will the plans and training of parents provided by the student candidates assist the candidates to facilitate better best practice in the classroom?

Action steps were taken based upon the research questions and relying upon the results of a survey used to determine the needs of the non-English speaking families. The families identified that they wanted their children to learn and use English. The university liaison wrote a proposal for a small grant to fund a monthly parent support group for the children and families who were non-English speaking (Spanish-speaking). Monthly parent support groups were based around current curricular themes

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Purpose:

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

Eligibility:

Nominees for the award must include, at a minimum, one school/district and one college/university that are in a formalized Professional Development School relationship. Nominations for the award are restricted to such relationships which support, through one or more individual memberships, the work of the NAPDS. Nominees must have had their PDS work presented at the PDS National Conference by one or more individuals at least once since 2007. Recipients of the award in 2009 are not eligible to apply until fall 2012. Recipients of the award in 2010 are not eligible to apply until fall 2013. Recipients of the award in 2011 are not eligible to apply until fall 2014.

Selection Criteria:

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

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

Award Submissions:

Nominations must be received electronically in the NAPDS national office (pdsconf@gwm.sc.edu) no later than 4:30 PM EST Monday, October 3, 2011.

Applicants for the 2012 award must provide:

1. A cover sheet that includes:
 - a. the name, title, mailing address, phone number, and e-mail address for the individual serving as the Primary Contact;
 - b. the names and positions of all individuals who contributed to the writing of the application;
 - c. the names of all members of the partnership who are current NAPDS members; and
 - d. the date(s) and title(s) of the presentation(s) and the name(s) of the presenter(s) for presentation(s) made on the work of the partnership at the PDS National Conference since 2007.
2. A concise, well-sequenced narrative of no more than 20 double-spaced pages (12 pt. font) which addresses the PDS essentials by providing:
 - a. an explanation of how the PDS mission is broader in its outreach and scope than the mission of any partner and furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community (essential 1);
 - b. a brief description of the formal and, if appropriate, any informal roles played by both college/university and P-12 faculty across institutional settings (essential 8);
 - c. an explanation of how the organizational structure of the relationship encourages collaboration, reflection, and regular communication among participants (essentials 6 & 7);
 - d. a description of how resources are dedicated and shared across school/university and P-12 settings and how participants are formally rewarded and recognized for their contributions to the relationship (essential 9);
 - e. a summary of the work of the relationship in preparing future educators in the 2010-2011 academic year, including an explanation of how the P-12 setting embraces the teacher candidates’ active engagement in the school community (essential 2);
 - f. a description of how professional development is provided on a regular basis for all participants (essential 3);
 - g. a description of the relationship’s innovative and reflective practices that are explicit, mutually determined by PDS participants, and demonstrably enhance student learning (essential 4);
 - h. an explanation of how best practice is routinely examined and shared with others, both within and outside of the PDS relationship (essential 5); and
 - i. with the essentials in mind, the accomplishments and achievements of which the PDS is most proud.

Not included in the 20 pages, but as appendices, please attach:

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

*Incomplete nominations will not be considered.

Selection Process

The NAPDS Awards Committee, consisting of individuals with a balanced representation from the P-12 and college/university communities, will recommend the recipient(s) of the award to the Executive Council and Board of Directors at their January 2012 meeting. Upon approval of the Council and Board, the recipient(s) will be announced publicly at the 2012 PDS National Conference. The award recipient(s) will be featured in *School-University Partnerships*, the NAPDS journal. 2009 award recipients(s) may not reapply until fall 2012. 2010 award recipient(s) may not reapply until fall 2013. 2011 award recipient(s) may not reapply until fall 2014.

(Continued from page 10)

that were to be taught to their children in the upcoming month. A total of eight families were invited to attend with their children, and siblings were also welcomed to take part. An interpreter was present at all monthly meetings. The meetings took place in the early evening with a light meal provided. The children in the program were not only non-English speaking but had a disability that ranged from speech and language delays to Downs' syndrome.

The literacy specialist in the special center worked with the teacher candidates to create thematic backpacks filled with manipulatives and books written in Spanish and English; the families would take the backpacks for the month to work with their children to reinforce the themes. The interns were placed with different mentor teachers but worked together with the literacy coordinator on this special project. Based upon the work of the literacy specialist and the teacher candidates, the monthly meetings were set up as follows:

- Flyers and reminders, generated by the teacher candidates and translated to Spanish, were provided to the families.
- Meet-and-greet sessions were held with the families, literacy specialist, teacher candidates, PDS coordinator, university liaison, and translator(s).
- Light meals were provided and time provided to share in them.
- The literacy coordinator shared the upcoming theme for the month, through the translator.
- The literacy coordinator showed and described the materials that were in the backpacks, with translations provided.
- Teacher candidates worked with the families in small groups to demonstrate how to use the materials with their children, while the

translator rotated and assisted as necessary. Often the teacher candidates communicated through modeling, gestures, and picture communication symbols. The parents were expected to use English when working on vocabulary with their children. Data on teacher candidates was collected by university liaison.

- The whole group gathered to contribute verbal and written feedback evaluating the session.
- The meeting concluded with an announcement of the date of the next meeting.

Teacher candidates worked with the same manipulatives, picture communication symbols, and books in the school that were sent home with the families.

Results

The monthly parent groups continued for six months, ending in June 2010. Student outcomes included an increase to 90% mastery of receptive language objectives and 93% mastery of expressive language objectives (> 50% over baseline). Data was collected by teacher candidates and paraprofessionals within the individual classrooms where the non English-speaking children were taught, and recorded data on vocabulary data sheets were created by the university liaison. These data collected demonstrated an increase in the usage of the vocabulary in class while the parent groups were in session as compared to the first several months of school. Increased interest in books was demonstrated by all students as observed by an increase in selection of books during "book look" time in school.

Parent outcomes (based on surveys) included parents' observations that they saw improvement in the use of expressive vocabulary words in English at home. Teacher candidates' outcomes (based on surveys and quantitative data) included teacher candidates'

observations that they felt more confident in creating modifications and adaptations to the physical environment and to the materials to support successful participation and learning. Teacher candidates demonstrated use of a variety of teaching strategies in training with parents and with children in the class. These demonstrated embedded learning opportunities were used with children and adults. The teacher candidates also identified the use of assessment as an effective tool for formative programming, the use of modeling as crucial to increasing student language use, and the use of differentiated instruction for individual students within group lessons as a necessary element to student success. The teacher candidates also identified that they felt supported by both the university and the faculty of the PDS and were willing to take the initiative in working with more challenging students, families, and situations.

Discussion

The results from this program not only improved the English vocabulary usage of non-English speaking children with disabilities and increased their families' involvement in their education, but teacher candidates increased their repertoire of pedagogical skills working with diverse student populations and with families. It is the hope that the program will continue to be supported so that it may continue and evolve to include more unique populations and might be replicated among other PDS partners. The program has also moved the partnership of the PDS into the intermediate stage of development. Next steps will need to include mentor teachers in a more active role and the bringing together of an advisory group from both the university and the PDS to further openly discuss and share needs.

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"The teacher candidates also identified the use of assessment as an effective tool for formative programming, the use of modeling as crucial to increasing student language use, and the use of differentiated instruction for individual students within group lessons as a necessary element to student success."

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Small and Tall Teachers Learning Together in a Professional Development School Setting

Megan Burton, University of South Carolina
Kathy Evans, Rice Creek Elementary School

Pre-service elementary teachers (PSTs) can be very intimidated by the notion of teaching elementary students to understand and be successful mathematicians. Knowing mathematics for teaching requires understanding the relationship between teaching and learning content (Ball, Bass & Hill, 2004). In addition to knowledge of content, pre-service elementary teachers need the ability to hear and guide individual students through mathematical situations flexibly and with understanding of diverse needs (Ball & Bass, 2000). Ma (1999) described this knowledge of mathematics for teaching as the flexibility in grasping multiple perspectives and understanding the connection of ideas.

Feiman-Nemser (2001) suggests that by analyzing student work, interviewing students, and studying other teachers, teachers can develop the tools to study teaching. When these activities are carried out in the company of other teachers, they advance norms for professional discourse as teachers gain confidence in critically examining teaching. This belief guided the collaborative efforts by faculty in the University of South Carolina's College of Education and Rice Creek Elementary to create a meaningful mathematical methods course that connects PSTs to elementary school students at this Professional Development School.

The Small Teacher/Tall Teacher Project is based on the premise that the PSTs (tall teachers) are both teaching and learning from the elementary students (small teachers). This collaborative environment fosters both tall and small teachers to be open about confusions, thinking, and questions. By partnering fourth grade students with PSTs for weekly interaction, both the elementary students and PSTs benefit. The elementary students received one-on-one attention from an enthusiastic PST. The PST is able to focus on the thinking of one particular student and explore how to adjust instruction to reach that student. In addition, many of their cultural biases are challenged and they are able to see the success that can happen when teachers connect students' lives to the content they are learning.

The methods class meets weekly for three hours at the elementary school. Thirty minutes of the course are spent working individually with fourth grade students. Each PST is assigned a "math small teacher" to work with weekly during the methods course. The elementary school student is called a "small teacher," because it is explained to both the PST and the student that the PST will be teaching the student, but the student will also be teaching the PST. The small teacher will be teaching the PST how elementary students problem solve and think about mathematics.

The first session consists of interviewing the small teacher about various mathematics concepts and about his/her interests. PSTs are given a list of possible questions to ask their small teachers. They use this information to

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School-University Partnerships Submission

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

write a reflection about what they know about the small teacher as a mathematician and what they think they should do in future sessions to help the small teacher grow. Each week PSTs design activities to help them better understand their small teachers and help their small teachers grow as mathematicians.

The class schedule usually begins with about twenty minutes devoted to discussing the readings and how these apply to the students in their field placements, their small teachers, and their own views of teaching mathematics. The next forty minutes PSTs explore a content and methods topic. For example, students might write a lesson plan in a group, explore centers on geometry, or analyze computational errors. Then PSTs meet with their small teachers for thirty minutes. The remaining time is spent discussing the period spent with the small teachers, connecting this experience to readings and field experiences, and discussing ways to encourage further growth and understanding. In addition, PSTs explore the similarities and differences between the small teachers they serve. This promotes

meaningful discussion about how a classroom teacher might address the various needs of an entire class of students.

The final project from the time spent with the small teacher is a report which includes all data collected over the semester (anecdotal notes, interviews, work samples, etc...), a detailed description of the small teacher as a mathematician that is supported by the data collected over the semester and readings from the course, and recommendations to support continued mathematical development based on the data and readings from the course.

Field experiences allow one to explore student thinking and develop understanding with assistance from experienced educators, which is critical to successful teaching (Mewborn & Stinson, 2007). Moyer and Husman (2006) found that PSTs whose methods courses were held at an elementary school seemed more focused on developing the skills necessary to become a teacher. This allows for authentic communication between PSTs and elementary

students. Field experiences are a means for PSTs to develop strategies for communication in and about mathematics. They allow pre-service teachers to explore mathematical concepts and thinking both receptively and initiatively.

The partnership between the university and this local school creates an experience for PSTs that connect exploring elementary student thinking, examination of mathematics pedagogy, and field experience teaching and observing in elementary school classrooms. These connections support pre-service teachers' understanding of each of these three essential elements of mathematics teaching.

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Congratulations to the recipients of the 2011 NAPDS Award for Exemplary Professional Development School Achievement

- Buffalo State College, School of Education, Department of Elementary Education and Reading Professional Development School Consortium
- Cleveland State University Master of Urban Secondary Teaching and Cleveland School of Science and Medicine
- Kansas State University College of Education PDS Partnership
- Rice Creek Elementary School and the University of South Carolina PDS
- Salisbury University and Worcester County Public Schools Snow Hill Elementary/Worcester Elementary PDS Cluster

Where Are They Now?

Rachel Barnard, Graduate PDS Assistant Buffalo State College

Leslie Day, PDS Director, Elementary Education and Reading, Buffalo State College

A unique aspect of Buffalo State College's Professional Development School Consortium model is its inclusion of teacher candidates in the PDS governing body, the Advisory Council. These teacher candidates are called "PDS Student Representatives." Strong partnerships, robust collaboration, and lively shared decision-making are important components of the Buffalo State College Professional Development School Consortium. Teacher candidates are significant stakeholders in this collaboration, particularly because these elected representatives play vital roles in supporting PDS initiatives and the PDS mission. Through a process of departmental nominations and recommendations, two undergraduate teacher candidates and one graduate assistant are selected to work with the PDS Director as teacher candidate liaisons to the PDS Advisory Council and Consortium. These student representatives offer critical support and insight to the PDS Consortium in three critical arenas. They are the liaisons to the teacher candidate student body; they represent the voices of teacher candidates to the college faculty and school partners; and they help monitor the progress of PDS through a variety of research initiatives. Valuing teacher candidates' perspectives strengthens and validates the authentic nature of PDS.

As liaisons to the teacher candidate student body, student representatives are responsible for disseminating information to teacher candidates using a variety of strategies. PDS events, meetings, deadlines, and highlights are displayed on department bulletin boards. Student representatives provide daily updates to the Buffalo State College PDS website enabling teacher candidates to find information about their methods classes, student teaching cohorts, action research, Consortium meetings and minutes, and links to other informative Buffalo State College Education websites. Student representatives also demonstrate the benefits of PDS involvement during specialized pre-field placement orientations for teacher candidates. Through these orientations, teacher candidates get a "walk through" of the website and also hear first-hand previous teacher candidates' PDS experiences. To increase accessibility, student representatives created a "for current students" website section which houses links to methods class information, PDS school sites, educational events and clubs, career development, teacher certification and other relevant links. In addition, student representatives disseminate essential information to teacher candidates through focused emails targeting teacher candidate needs.

As elected members of the PDS Advisory Council, student representatives share their well-respected opinions and perceptions of their peers among the governing body of the PDS, which is comprised of college faculty, principals, administrators, mentoring teachers, and teacher candidate representatives. Their perspectives are sought out at Council meetings and are factored into the goals and yearly plans of the Consortium. At regularly scheduled PDS Consortium meetings, the student representatives lead teacher candidate focus groups on a variety of professional development topics such as qualities of ideal teacher candidates or using differentiation in the classroom. They also present current research at Consortium meetings, campus research celebrations, and at local, state, and national conferences.

In order to determine how this experience has affected PDS Student Representatives over the long term, we surveyed nine former PDS Student Representatives regarding "where they are now." The former PDS Student Representatives were asked to rate the level of impact of their PDS experience in four value-added categories: ability to get a teaching position, confidence in their classroom, communication with administrators, and motivation to seek professional development, with 1 being low impact and 5 being highly significant impact. The results clearly indicate a positive impact on teacher candidates who held representative positions in the Advisory Council. The categories of confidence in the classroom, communication with administrators, and motivation to continue seeking professional development received an average score of 4, indicating significant impact. In terms of the impact on obtaining a teaching position, the former representatives' average was 3.

In our research, we also wanted to determine whether their previous experience creates long-term involvement with PDS among student representatives after they graduate. Additional survey questions reveal that 33% of our former PDS student representatives are currently members of NAPDS, 66% continue to attend Buffalo State College PDS meetings, 50% serve as PDS mentor teachers or plan to do so in the next semester, and 33% are currently teaching in PDS sites.

This data leads to the promising conclusion that the PDS Student Representative experience creates classroom teachers who are leaders among their peers, pursue professional development opportunities, maintain strong ties to PDS organizations, and are committed to the Professional Development School model.

Leslie Day is a PDS director in the department of Elementary Education and Reading at Buffalo State College in Buffalo, NY. She can be reached at daylk@buffalostate.edu. Rachel Barnard is a graduate assistant in the department of Elementary Education and Reading at Buffalo State College in Buffalo, NY. She can be reached at mooneyrac@gmail.com.

"These student representatives offer critical support and insight to the PDS Consortium in three critical arenas. They are the liaisons to the teacher candidate student body; they represent the voices of teacher candidates to the college faculty and school partners; and they help monitor the progress of PDS through a variety of research initiatives. Valuing teacher candidates' perspectives strengthens and validates the authentic nature of PDS."

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What to Watch for Fall 2011

- The NAPDS Award for Exemplary Professional Development School Achievement Submissions (available now at napds.org)
- 2012 PDS National Conference Call for Proposals
- NAPDS Executive Council and Board of Directors Nominations and Elections
 - *President-Elect (Higher Ed)
 - *Board Member (P-12)