

PDS Partners

The Official Magazine of the National Association for Professional Development Schools

INSIDE THIS ISSUE:

Interns and the Internship

The Elementary Professional...2
Block...Changes Through the
Years for Accommodating the
PDS School

Developing an Action Research...13
Communication Plan: The
Governance Effect

PDS and Alternative Schools/
Community Settings
Developing an Urban...4
Multicultural Teacher Academy
Pipeline Partnership

Professional Development and
PDS
The Reflectors Club.....5

PDS Partners and Partnerships
The Brigham Young University-.....8
Public School Partnership:
A Quarter Century of PDS
Activities

PDS Researchers and Research
Leveraging Professional Learning...10
Communities and Collaborative
Team Meetings to Address Student
Achievement in Mathematics

PDS Inquiries and Ideas
Proactive Practices: PDS
Partnerships Can Reinvent the...11
Role of Teacher

Editors' Corner.....14

A Message From the President

Judy Belter, Anne Arundel County Public Schools, MD

As I think back to the 2012 Professional Development Schools National Conference in March, I would be remiss if I did not take the opportunity to formally acknowledge the job well done by the crew from the University of South Carolina. Bruce Field, Bryan Burgin and Jason Kinsey, along with their fabulous conference staff drew, a winning hand!

Do you recall the infamous line, “What happens in Vegas stays in Vegas?” Well, with over 900 attendees this year, it has just not been possible to keep secrets this time. Following the November 2010 Blue Ribbon Panel of the National Council for Accreditation of Teacher Education (NCATE) publication, “Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers”, the conference theme, “Blue Ribbons, Blue Chips: Proven Strategies for Placing Clinical Practice at the Heart of Teacher Education” evolved.

Three ace keynote speakers drew a crowd and tugged at our hearts. Linda Darling-Hammond, Charles E. Ducommun Professor of Education at Stanford University, reviewed some history and perspective on clinical experiences in teacher preparation and referenced her book, *The Flat World and Education: How America’s Commitment to Equity Will Determine Our Future*. Don Clerico, Director of Charleston Southern University’s International Programs, shared highlights of his involvement with the “Teaching and Learning in Ghana Program” which offers teachers and teacher candidates an opportunity to teach and observe in a different culture. Dwight Jones, current Superintendent of the Clark County School District in Las Vegas, Nevada, spoke briefly about his early work that situated him to co-chair the NCATE Blue Ribbon Panel on clinical experiences and partnerships. These presentations brought passion into conversations and revitalized the need to speak out respective of our cumulative wealth of personal knowledge and experience of what really works in the field.

As the dealer changes, so do the cards and odds. However, NAPDS is not a new player at this table. In fact, we are leaders in effective models of teacher preparation. We are also unique in that our membership draws from both Institutes of Higher Education and school districts across the country. Two critical aspects of PDS, one partner with the extensive knowledge base in teaching for learning and one offering varied opportunities for teaching experiences in diverse sites, emerge in partnerships. We embrace the Nine Essentials of PDS and also realize that...

- Teacher preparation and advancement is extremely important to each of us or we would not continue to work in the field of education.
- Continuing opportunities to network and share successes across partnerships strengthens our resolve and furthers breadth and depth of our work.
- Clinical practice is a shared experience woven to meet needs through co-planning, co-teaching and stakeholder conversation.
- Together as partners, we prepare teacher candidates for classrooms and reenergize staff in the field through new leadership roles.

As your president, I hope to bring greater prominence to our work and speak up on our behalf about exemplary models of clinically-based practice currently in place as well as effective partnerships recognized by the association. Further, as an association, we will continue to advocate in collaboration with other professional organizations to garner influence on educational policy at the state and national levels.



The Elementary Professional Block...Changes Through The Years Accommodating the PDS

Ava Pugh, Dorothy Schween and Rhonda Mann, University of Louisiana Monroe

Rationale

In the 1970's the Division of Education at Northeast Louisiana University, now the University of Louisiana Monroe, created a "block of time" where pre-service candidates would teach in an assigned school for the last four weeks of the semester before student teaching the next semester. The Professional Block encompassed the methods courses of mathematics, social studies, science, language arts, and library science. Other areas of art, music, health, and health education could be integrated into the given concepts. These candidates taught the subjects selected by the classroom teachers with no time allocations documented. (Pugh, et al., 1996, 1995, 1993.)

Because of state re-design in 2000, this Professional Block was required to condense the methods courses into the math/science and social studies/language arts. Now there were two reading blocks instead of one. Another trend of "peer teaching" in the university classrooms came into focus. According to Parr, Wilson, Godinho, and Longaretti (2004), "peer teaching involves peers sharing and constructing knowledge, ideas and experiences together." Candidates are grouped by subject areas where they teach concepts to peers. Next, they are assigned to a teacher in the local schools for four weeks teaching. Students were not assigned hours for teaching in each subject but supervising teachers determined the need. (Pugh, et al., 2001, 1999, 1997.)

Beginning in the fall of 2006, the courses were separated and the mathematics course was divided into lower and upper. The Professional Block now consists of: mathematics I (lower K-2),

mathematics II (grades 3-5), science, and social studies. The candidates are on campus for instruction in the areas of lower mathematics and social studies for three weeks and then are assigned in pairs to schools for lower grades. Candidates will teach one lesson a day and observe one hour per day for four weeks and then return to campus for another two weeks of instruction in upper mathematics and science for peer teaching. Candidates are assigned in pairs to different schools for upper grades.

Additional requirements for the Professional Block include constructing an instructional board, compiling a portfolio, designing an autobiography pamphlet, keeping weekly logs for the semester, writing two units, conducting service learning, and designing a professional growth plan.

Changes Made to Accommodate the PDS School

Whenever two educational establishments begin to work together for excellence in education, there will be differences of opinions and some "give and take" included in the decisions. There were many meetings of university professors, administrators, and classroom teachers for establishing the new curriculum. Here are a few concerns that were made for this joint partnership:

1. Time Allocation: Since reading is the major component of the morning allocated time requirement, this allows only a small amount of time for the assigned subjects. Classroom teachers were asked to adjust their schedules to accommodate these Professional Block students.

2. Subject Combination: The combination of teaching the two

areas could have been a problem if the classroom teachers had not been willing to adjust their schedules. Since the Professional Block students are required to teach a week unit with the two topics, careful planning was necessary when they were asked to stress both subjects.

3. Teaching in Pairs: With the addition of two adults in the classroom, the problems of both space and designated authority figures could have been a dilemma. Open communication was inevitable where students were instructed to obey only the teacher delivering the lesson.

4. Instructional Boards: Because of space, Professional Block students were required to assemble an instructional board for the hallway in the education building, instead of the PDS.

5. Community Service/Service Learning: This assignment requires that all Professional Block students participate in two "Excellence in Education" sessions at the PDS. The event is for all students who have no conduct marks for that grading period. We later added a requirement where Professional Block students incorporated the participation of being a "Visiting Member" to community boards and required them to attend a school board meeting. This requirement provided for understanding civic responsibilities and how decisions are reached. Additional participation in carnivals and family nights for the PDS were available.

6. Open Communication: University professors, classroom teachers, school administrators, and Professional Block students were all involved in keeping the communication open and

"The University of Louisiana Monroe ... made needed adjustments for 'changing with the times' in order to keep pace for the future."

collaborating frequently concerning issues. The PDS Coordinator acted as a mediator for offering suggestions and solutions to problems. The key to this success was “open communication.”

7. Weekly Logs: These logs are now required for both placements at the PDS. As both state and NCATE requirements, these logs document the amount of time spent actual teaching, planning, grading papers, tutoring, supervising students, and observing.

8. Autobiography Pamphlet: The student pamphlet has become a tradition for introducing the student to the teacher and class before he/she ever arrives at the PDS. The Professional Block student designs a pamphlet about himself/herself with specific criteria to include name, contact information, philosophy, goals, and pictures.

9. Technology Usage: The PDS received grants for the new instillation of “smart boards” in the classrooms. Since our students were unfamiliar with this specific type of technology, they were asked to attend in-service sessions. A grant was then written at the university level where a “smart board” was purchased and a literacy lab created where Professional Block Students could practice the use of innovative technology.

10. Professional Growth Plan: The Professional Growth Plan requires the candidate to submit two areas where he/she wants to improve. The plan asks for objectives, strategies, resources, and a timeline for completion. The plan also asks for evidence of the positive impact on student learning. This allows the Professional block Students to see if they have grown in regard to professionalism at the

PDS.

Conclusion

The University of Louisiana Monroe has a national reputation for candidates graduating in the area of elementary education and strives to uphold this honor; therefore, we made needed adjustments for “changing with the times” in order to keep pace for the future.

Ava Pugh is a Professor at the University of Louisiana Monroe; she can be reached at apugh@ulm.edu. Dorothy Schween is Associate Professor at the University of Louisiana Monroe; she can be reached at schween@ulm.edu. Rhonda Mann is an Instructor at the University of Louisiana Monroe; she can be reached at mann@ulm.edu.

References

- Pugh, A. (2011). “The Elementary Professional Block...Changes Through the Years.” Paper presented to the Professional Development School National Conference, March, New Orleans, Louisiana.
- Parr, G., Wilson, J., Godinho, S., & Longaretti, L. (2004). Improving Pre-service Teacher Learning Through Peer Teaching: Process, People and Product. *Mentoring and Tutoring*, 12(2), 187-203.
- Pugh, A.; Washington, J. (November, 2007). The Effects of Peer Teaching on Science Achievement of Elementary Pre-service Education Majors. *Mid-South Education Research Association Proceedings, msera.web*, 2007.
- Pugh, A., Groves, F. & Washington, J. (2001, November). An Analysis of Elementary Pre-service Teacher Attitudes Toward Two Different Methods Course Formats. *The Proceedings of the Mid-South Education Research Association*.
- Pugh, A. & Groves, F. (1999). A Comprehensive Program in Elementary Science Methods. *The Proceedings of the Louisiana Academy of Sciences*.
- Pugh, A. & Groves, F. (1997). Longitudinal Study of Pre-service Teacher Attitude Toward an Elementary Education Program. *The Proceedings of the Mid-South Education Research Association*, 41-42.
- Pugh, A. & Groves, F. (1997). The Attitude of Pre-service Elementary Majors as Ascertained Through Past Service Experiences. *The Proceedings of the Louisiana Academy of Sciences*.
- Pugh, A. & Groves, F. (1996). The Attitude of Pre-service Elementary Majors Toward Early Experiences in Local Schools. *The Proceedings of the Louisiana Academy of Sciences*, 52.
- Pugh, A. & Groves, F. (1995). An Analysis of Attitudes of Pre-service Elementary Teachers Toward a Science Methods Course. *The Proceedings of the Louisiana Academy of Sciences*, 52.
- Pugh, A., Stone, F., Reid, F., Groves, F. & Lindow, D. (1993). The Effect of Accreditation on Pre-service Teachers’ Attitudes Toward Elementary Science Methods Courses. *The Mid-South Education Research Association Proceedings*, 58.

2012 Exemplary PDS Achievement Award Winners

Benedum Collaborative (West Virginia)

Brigham Young University - Public School Partnership

Marietta Middle School/Kennesaw State University PDS

Minnesota State University Mankato PDS Partnership

Timbercrest Elementary - University of Central Florida PDS

Developing an Urban Multicultural Teacher Academy Pipeline Partnership

Mike White, Holy Family University

“We hope to continue developing and implementing new ideas and recruit new teachers from the neighborhoods which most critically will need their service. These initiatives will serve as one source of home grown, multi-cultural teachers for future generations in Philadelphia Schools.”

According to NCES’ Projections of Educational Statistics to 2012, there will be 150,000 to 250,000 openings for teachers in the nation’s elementary and secondary schools with greatest needs in urban and rural communities (<http://bruzzbuzz.hubpages.com/hub/Where-Are-the-Teacher-Shortage-Area>). Through this unique partnership we developed a pilot program designed to generate interest in higher education among urban high school students to recruit students to consider teaching as a profession. To pilot this pipeline from the high school into a university teacher preparation program, the PK-16 Council partnered with a large comprehensive urban high school located in South Philadelphia. The PK-16 Council is a partnership between Holy Family University (HFU), West Chester University (WCU), the Community College of Philadelphia (CCP), Philadelphia Academies, and Furness High School (School District of Philadelphia). Over the past 13 years, Furness High School has experienced an enrollment decline from a high in 1998 of 1,340 to less than 600 students. Currently, 90.6% of Furness students are accepted into programs of higher education as compared to 48.6% district wide (<http://www.localschooldirectory.com/public-school/73829/PA>). This attempt to recruit teachers from urban schools, although on a larger scale, is also being undertaken in Chicago through the Teacher Education Pipeline for Urban Schools program in partnership with Illinois State University (<http://www.teacherpipeline.illinoisstate.edu/>).

Furness High School, built in 1912, is a comprehensive high school located in a diverse neighborhood in South Philadelphia. The student population is 40%

African American, 38% Asian, 12% Caucasian and 10% Latino. Twenty nine (29%) percent of the students receive ELL support and 21% have been identified for special education services. Attracting students to consider applying to college and to consider entering a teacher preparation program has been challenging. As an incentive, the school district has guaranteed future employment as a certified teacher for all students who complete the newly established Urban Teacher Academy program and then move on to complete a university teacher certification program.

During monthly school meetings the PK-16 Council developed several strategies to make this program attractive to students as they consider their future educational options, such as the development of a high technology “Smart” classroom within the school that will model the use of technology and training to enrich the experiences of students and pre-service teachers.

One collaborative project included the development of a high school peer tutor certification program which included the creation of lesson plans and training by Holy Family University elementary education majors. This four hour training program included the development of effective detailed lesson plans reviewed and approved by education faculty. These student-centered lesson plans covered topics including multiple intelligences, identifying learning styles and classroom management strategies. All lessons included measurable student objectives, developmental activities, and relevant assessment tools to evaluate student progress.

For example, one of the detailed lesson plans entitled “Identifying

Multiple Intelligences” addressed strategies that could be used to align effective student-centered activities with different student learning styles. As an introduction to the lesson, Furness students were asked to take a “Multiple Intelligence Survey” to determine which intelligence(s) best described them. Next, students were presented with a power point display of Gardner’s “Multiple Intelligences” and were given the opportunity to discuss and ask questions before sharing their individual results of the survey. Students were then asked to think of strategies that they used when studying that helped them learn best. All strategies were then put on the board and students put them into the different intelligence categories. In conclusion, the students created a binder with their work and had to include possible strategies that could be implemented while tutoring fellow students.

After this initial training session (held on the Holy Family campus), Furness High School students had to complete six (6) hours of supervised tutoring sessions (by Furness faculty) and maintain a “B” average in a given subject to remain qualified. These students then received a certificate of completion signed by all of the PK-16 partners and were prepared to tutor their peers.

The lesson plan format employed was developed by faculty of Holy Family University, School of Education. Students use this format in their methods classes, in pre-student teaching and student teaching. Concepts such as Understanding by Design, differentiation, and utilization of technology are included in this planning so that prospective teachers see multiple “real world” tie ins to concepts that they learned

in class.

A second initiative involved on-site visits to Holy Family University teacher preparation programs by Furness students. These visits included their attending a university elementary science methods course. Students observed and participated in presenting a constructivist elementary science lesson plan along with university students. After class the students attended an education club meeting consisting of more than 30 university students discussing community service

projects such as their partnership with the U.S. Marines “Toys for Tots” program. Their visit ended with a campus community tour. West Chester University and the Community College of Philadelphia also participated in successful campus on-site visits.

The PK-16 Council in conjunction with the School District of Philadelphia plans to track the students from the Urban Teacher Academy and report the findings as the students progress toward teacher certification. We hope to continue

developing and implementing new ideas and recruit new teachers from the neighborhoods which most critically will need their service. These initiatives will serve as one source of home grown, multi-cultural teachers for future generations in Philadelphia Schools.

Mike White is an Associate Professor of Science Education at Holy Family University; he can be reached at mwhite@holyfamily.edu.

The Reflectors’ Club

Corinne M. Kindzierski, Canisius College

A Professional Development School (PDS), among other things, can be described as an extended learning community whose members share a commitment to mutual, interrelated interests associated with student learning, teacher candidate preparation, professional development and joint inquiry. PDSs have been recognized by educational accreditation agencies as a means to structure effective collaboration with specified outcomes between school partners. While PDSs vary in their structure and emphasis, there are several elements of engagement that distinguish a PDS from other school partnerships. A developed PDS is characterized by a vibrant, symbiotic relationship that involves and evolves, as members of the extended community engage with each other, establish goals, share work, and are accountable for this same work across the two institutions. One example of such a relationship is that between a small Jesuit college and a growing urban charter school in western New York.

The PDS Partners

The College is an independent, co-educational, medium-sized institution of the Catholic, Ignatian and Jesuit tradition, whose mission is to prepare students with strong

academic skills and instill a sense of responsibility to use one’s gifts in the service of others. The goal is for graduates of the college to be well prepared to lead meaningful personal lives and maintain a lifelong commitment to work well, serve others and make positive contributions to the benefit of society. Faculty members are encouraged to adhere to a framework of Ignatian pedagogy to promote the goal of Jesuit education. Embedded in this framework is the expectation that faculty will expertly guide students through a process of reflection to shape their consciousness and further challenge them to action in the service of others.

The collaborative PDS is a K-12 charter school is an arts-integrated, Expeditionary Learning (www.elschools.org) tuition-free, urban, public school, whose vision is to create a vibrant community of learners and leaders. The expectation is that graduates of this school will be academically and socially prepared to meet the demands of further education while maturing into productive and caring adults with a lifelong passion for learning. Expeditionary Learning (EL) is a non-profit school improvement and teacher development organization with

a growing national network of schools. In EL schools, learning is accomplished through academic, cross-disciplinary learning expeditions, other active forms of teaching and learning and a challenging and supportive school structure. The academic program is based on ten design principles that reflect the value framework of the school and five core practices through which educators promote high achievement through active learning, character growth and teamwork. Embedded in the design principles is an expectation that students and teachers need time alone to explore their own thoughts, make their own connections, create their own ideas and exchange their reflections with others.

The Jesuit College and the urban charter school entered into a PDS relationship following a deliberate process to inform and involve all stakeholders in the decision. After a formal vote by the K-12 school board to commit to an intentional partnership, individuals from both institutions were assigned roles as part of the governance structure for the partnership. A steering committee crafted a joint mission statement that was broader in its outreach and scope than the mission of each partner but reflected a shared commitment to

“The Reflectors’ Club, colloquially named, was a group of educators who initially came together with a common vision stemming from our engagement in the PDS work and evolved with focus and structure as an inquiry-oriented learning community.”

academic excellence, reflection in action and social responsibility. Following the creation of the mission statement, the steering committee embarked on a systematic review of the NCATE PDS Standards. Standard I: Learning Community describes a PDS as a learning-centered community that supports the integrated learning and development of P-12 students, candidates and PDS partners through inquiry-based practice (NCATE PDS Standards, 2001). Steering committee members continued to revisit the topic of a shared vision for teaching and learning and the practice of becoming and remaining a reflective educator in one’s own practice as well as to be one who can support and scaffold meaningful reflection in students. Using the NCATE self-study process as a roadmap, the steering committee developed four goals for the upcoming academic year. One of the goals indicated a desire to create a common vision of teaching and learning, to be, in part, facilitated through opportunities for joint reflection and support for inquiry-based practice.

The Reflectors’ Club, colloquially named, was a group of educators who initially came together with a common vision stemming from our engagement in the PDS work and evolved with focus and structure as an inquiry-oriented learning community. Education professionals, K-12 teachers and college professors met regularly for conversation centered on the topic of reflection in teaching during a 10 month period. Meetings were characterized by collaborative relationships, volunteer membership and clear evidence of respect for and appreciation of the diverse perspectives and educational environments represented. While personalities, positions and titles may have initially influenced group dynamics, members demonstrated commitment by coming together each month willing to offer and accept critical feedback. We

became a group of critical friends (Calderhead, 1990) who held each other accountable to the vision that maintained the momentum for the work.

Initial Steps.

Prior to the initial meeting, all members read relevant articles on teacher reflection (Calderhead, 1990; Liston & Zeichner, 1990, Zeichner & Liston, 1996) to provide background knowledge, deepen understanding of how others defined reflection and helped to establish structures and roles for our learning community. These discussions prompted a desire to deepen our understanding of what characterizes and constitutes the nature of inquiry-oriented learning communities. We accomplished this by reaching a decision to begin a collective reading of the work by Fichtman-Dana & Yendol-Hoppey, (2009) entitled *The Reflective Educator’s Guide to Classroom Research: Learning to Teach and Teaching to Learn through Practitioner Inquiry*. Through our reading and subsequent engaging discussions, we learned that inquiry-oriented learning communities can be defined as formal or informal collections of like-minded people with a common vision whose relationships are characterized by trust and collaboration. Such communities also engage in critical discussions of ways that power can influence dynamics, express appreciation of group diversity, hold members accountable to a systematic inquiry process, and have a clear willingness to give and receive critical feedback (Fichtman-Dana & Yendol-Hoppey, 2009).

Process.

The team established a protocol for sharing individual inquiry projects. Using the Fichtman-Dana and Yendol-Hoppey model as a guide, each of us developed a research question related to reflection in teaching and prepared a written research brief describing our

method, assumed data collection and analysis and proposed timeline for the project (Fichtman, Dana and Yendol-Hoppey, 2009). While reflection was the unifying thread, all of our projects varied in type of question, intended audience and desired outcome.

Sample Inquiry Questions

A sampling of the individual inquiries is as follows:

- What are the effects of including a self-assessment and reflection component to weekly math tests on the academic achievement/problem solving abilities of seventh grade students?
- Will the utilization of the Ignatian pedagogical paradigm to guide course design and delivery significantly deepen the level of reflection among college students?
- Does explicit teacher modeling of the reflective process for students improve the quality of reflection in students?
- What ways can a teacher use reflection to gain a picture of ‘whom’ one teaches?
- How can a teacher incorporate and scaffold student reflection to help them take responsibility for their own learning?
- What is the effect of an individual, weekly tutoring math session on the cognitive and affective abilities of struggling students?
- Will scaffolded reflection for pre-service teachers encourage meaningful thought regarding how the effects of race, class, gender and ability may shape perceptions and practice?

In the meetings that followed, time was allotted for a few people to discuss and delve deeper into the nature of their inquiry and elaborate upon challenges faced during the process. Using the constructive feedback protocol, group members were able to respond with comments and questions to prompt further

insight. The final meetings of the Reflectors' Club provided closure to our individual inquiries and were dedicated to members presenting specific findings and implications for their teaching practice. Each of us reflected on the value of the collaborative group dynamic and the sustained and structured reflection process, resulting in a renewed sense of professional value and commitment to the students we teach.

Discussion

An analysis of the transcriptions from the final meetings indicated several themes. A volunteer group comprised of individuals from various educational positions and perspectives helped us to think

more broadly about professional reflection in teaching and learning. Second, despite professional and personal challenges to get to the weekly meetings, attendance remained high, demonstrating the ongoing commitment of team members. Third, an informal setting created an environment where members could relax at the end of the week with colleagues and conversation. Meetings were characterized by a sense of mutual trust and expectation for professional support and feedback. Finally, having the embedded structures in place for formalizing inquiry briefs and establishing protocols for feedback added a sense of accountability and

formality to the process.

The Reflectors' Club inspired additional avenues for professional development as several members presented their inquiry findings at professional conferences. Every member formed new insights into their own teaching practice and professed a commitment to continue and extend the process in a new teaching cycle, thereby cultivating a mentality of professional inquiry and development.

Corinne M. Kindzierski is an Assistant Professor of Special Education at Canisius College; she can be reached at kindziec@canisius.edu.

References

- Calderhead, J. (1990). Initial teacher training and the role of the school. *British Journal of Educational Studies*, 38(1) 84-89.
- Fictman-Dana, N. & Yendol-Hoppey, D. (2009) 2nd Ed. *The reflective educators guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Corwin Press: CA.
- Liston, D. & Zeichner, K. (1990). Reflective teaching and action research in pre-service teacher education. *Journal of Education for Teaching*, 16(3,) 235-256.
- National Council for Accreditation of Teacher Education (2001). Obtained from <http://www.ncate.org/ProfessionalDevelopmentSchools/tabid/497/Default.aspx> on July 27, 2011.

PDS Partners Call for Submissions

PDS Partners is published three times per year (in January, May, and September) by the National Association for Professional Development Schools (NAPDS). Past issues can be viewed at http://www.napds.org/pds_partners.html. Magazine article submissions are welcomed from all school, university, and community constituents of Professional Development Schools (PDSs) from the United States and beyond. Articles are typically narrative in style, co-authored by school- and university-based teams, and address any aspect of PDS efforts. Articles are typically 300-1000 words. All articles are reviewed by the editor and assistant editor, as well as by the appropriate section editor team. Current sections of the magazine include "Interns and the Internship," "PDS Partners and Partnerships," "PDS Researchers and Research," "PDS Inquiries and Ideas," "Professional Development and PDS," and "PDS and Alternative Schools/Community Settings." Authors are asked to identify at least one of the NAPDS "Nine Essentials" addressed by the information on which they are reporting. Article authors do not have to be NAPDS members, but members and school-/university-based teams of PDS constituents receive priority when publication decisions are made. Most articles are invited (the magazine is classified as an "editorial-reviewed" rather than "peer-reviewed" publication), and all article submissions are acknowledged via email by the editors. Authors receive letters of acknowledgement and complimentary copies of the magazine in which their articles appear. Submission of an article indicates that the authors have not submitted substantially similar reports to any other journal or publication. Deadlines for article submissions are November 1st for the January issue, March 1st for the May issue, and July 1st for the September issue, although exact publication dates of accepted articles cannot be guaranteed. Submissions must be prepared using Word and adhere to APA 6th Edition format. Text should be double spaced, 12-point Times New Roman font with any tables, figures, or visual images placed after the reference section. Submission must include a cover page (title of article, date of submission, authors' name(s) and position or rank with complete mailing address, and email address). Articles are only accepted electronically and should be submitted to the magazine's editor, Ron Siers, Jr. at rrsiers@salisbury.edu.

The Brigham Young University-Public School Partnership: A Quarter Century of PDS Activities

*Steven C. Baugh, Sharon Black and K. Richard Young, Brigham Young University
Vern M. Henshaw, Alpine School District, Utah*

The Brigham Young University-Public School Partnership is an active, effective 27-year collaboration between the David O. McKay School of Education, seven other BYU colleges that prepare teachers, and five Utah school districts (serving over one fourth of all public school students in the state). In continuous operation since 1984, despite inevitable leadership changes (twenty superintendents, five university presidents, and four deans of education), the partnership continues to gain momentum. It currently sponsors over 40 different programs, activities, initiatives, and councils, including programs to support principal development and professional learning community (PLC) cultures; research-based curriculum development, including math, reading, science, and common core implementation; programs providing endorsements in reading specialization, gifted/talented education, and English as a second language; and behavioral initiatives to promote positive student-teacher relationships and improve student learning.

“Now that we are associated with NAPDS, we are reexamining our position in terms of the nine essential elements of Professional Development Schools.”

We will address the nine essential elements defined by the National Association for Professional Development Schools and demonstrate how those elements are reflected in the work of our partnership. We implement these elements broadly in many schools, perhaps lacking some of the depth that can be achieved by focusing on fewer schools. We intend to continue our broad focus, but to increase depth of all nine PDS elements in a few schools.

1. 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;

Our mission calls for continuous simultaneous improvement of both teacher education and public schools. As John Goodlad has stated numerous times, teacher preparation institutions and schools must “renew simultaneously” to significantly change both institutions. For example, our thoroughly researched, video-anchored program Teaching English Language Learners (TELL) was developed by university experts in teacher education and linguistics; then implemented and tested in public schools; then continuously revised, retested, and revised again. Multiple courses have been produced, with video segments by highly acclaimed experts nationwide and detailed textbooks/guidebooks. The courses are presented both on-campus and in schools (facilitated by experienced teachers with master’s level ESL expertise). Successful completion of the program leads to an academic ESL minor for teacher candidates or ESL endorsement for practicing teachers.

2. A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;

Among many examples is our elementary candidate intern program. Under agreement with the state, the intern (a senior year teaching candidate) is the teacher of record for a classroom for a school year, paid half a normal teacher’s salary with benefits. An intern facilitator from the school provides close mentoring, working in collaboration with a clinical faculty associate from the university (see Element 8), who provides direct help to both facilitator and intern. Funding is shared by the district and the school of education.

3. Ongoing and reciprocal professional development for all participants guided by need;

Prominent among numerous examples are extensive professional development initiatives with literacy and math; Principals Academy (a guided PLC for principals); and two biennial national conferences, Literacy Promise and Instructional Leadership in the 21st Century, developed by both university and public school members to meet the needs of both.

4. A shared commitment to innovative and reflective practice by all participants;

Among several collaborative innovative research-study groups is Leaders Associates, comprised of 60 participants (district superintendents, university deans, and their assistants) who meet twice a year for two days to study, reflect, and converse regarding issues of importance to both the schools and the university. For example, a session devoted to multi-cultural issues and challenges included presentations, panels, shared readings, and group action including program changes and research.

5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;

Our partnership encourages teams from the university and schools to present at local, national, and international

conferences and to publish their work. Many books and book chapters have been written collaboratively on partnership practice as well as academic discipline topics. Participants report regularly to Governing Board and other partnership councils, and a partnership annual report is prepared and distributed widely.

6. *An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;*

We have a constitution and bylaws endorsed by our Governing Board. Our advisory councils (elementary, secondary, and special education) and our coordinating council all have official procedural agreements. Additionally, we have a binding articulation agreement with an elementary school where intense research is taking place.

7. *A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;*

The Governing Board, comprised of the dean of the school of education, the five superintendents, and an executive director, meets eight times a year to set partnership policy and goals. The Center for the Improvement of Teacher Education and Schooling (CITES) handles day-to-day partnership operation, and various committees complete the partnership structure. The most critical committee is the PDCC, Professional Development Coordinating Council, comprised of representatives of each district, the school of education, the state office of education, and CITES. This council meets monthly to develop and implement programs, activities, and initiatives that meet the objectives set by the Governing Board. Along with numerous committees, three additional advisory councils broaden this forum.

8. *Work by college/university faculty and P-12 faculty in formal roles across institutional settings;*

A prominent example is the role of clinical faculty associate (CFA). Outstanding elementary teachers are granted two years of paid leave from their districts to function at BYU supervising interns/student teachers, teaching them in classes and seminars, conducting varied research, and working collaboratively with K-12 peers in several schools, while taking advanced education classes. The districts and the school of education share the cost.

9. *Dedicated and shared resources and formal rewards and recognition structures.*

Partnership funding is provided by the McKay School and the districts, supplemented by state and federal grants. Each program includes sharing, although the mix varies. The above example represents district-university resource sharing; others will further illustrate. Each year five cohorts representing a mix of public school and university teachers/administrators meet for five 2-day sessions to study the purposes of schools and discuss ways to renew teacher education and schooling. Program costs are paid by the school of education (2/3) and the districts (1/3). Principals Academy, a six-day experience, is financed by the districts, with the school of education providing two instructors.

Each year the partnership honors three or four participants with Outstanding Educator Awards (a designer plaque plus cash award), at least one from each partnership group. Additionally, partnership research by school of education faculty is of sufficient quantity and quality to count for status and rank advancement.

THUS for 27 years our partners have collaborated to improve both teacher education and schooling, assisting educators at BYU and in all schools of our five districts. Now that we are associated with the NAPDS, we are reexamining our position in terms of the nine essential elements of Professional Development Schools. Our current work implements the nine elements to some degree, and we are in the process of developing deeper, more significant implementation.

Steven C. Baugh, Director, Center for the Improvement of Teacher Education & Schooling, Brigham Young University; he can be reached at steven_baugh@byu.edu. Sharon Black is an Associate Teaching Professor of English & Writer/Editor; David O. McKay School of Education at Brigham Young University; she can be reached at sharon_black@byu.edu. K. Richard Young is the Dean of the David O. McKay School of Education at Brigham Young University; he can be reached at richard_young@byu.edu. Vern M. Henshaw is the Superintendent of the Alpine School District in American Fork, Utah; he can be reached at vhenshaw@alpinedistrict.org.

References

- Goodlad, J. I., Mantle-Bromley, C., & Goodlad, S. J. (2004). *Education for everyone: Agenda for education in a democracy*. San Francisco, CA: Jossey-Bass.
- National Association for Professional Development Schools. (2008). *What it means to be a professional development school*. Columbia, SC: Brindley, Field, Lessen.
- Young, K. R., & Baugh, S. C. (2008). Keys to sustaining 20-plus years of a university-school partnership. *National Association for Professional Development Schools PDS Partners*, 3(3), 4, 6.).

Leveraging Professional Learning Communities and Collaborative Team Meetings to Address Student Achievement in Mathematics

Drew Polly, UNC Charlotte

Melissa Little, Shady Brook Elementary School

Overview

A few years ago, an examination of our students' achievement on statewide assessments led us to focus PDS activities on improving mathematics instruction at our school. We did this through a few different activities: 1) collaborative team meetings, 2) a staff-wide book study on how children learn mathematics, and 3) reform-based mathematics curriculum with professional development. In this article, we share with you an overview of these activities and the impact that these activities have had on students' learning.

Collaborative Team Meetings

Our school is a nationally-recognized Professional Learning Community School (<http://www.allthingsplc.info/>), and holds weekly team meetings to analyze data, collaboratively plan, and discuss both student progress and instruction. During the 2007-2008 year, I (Polly) started visiting with grade levels during planning to discuss what issues students were having in mathematics class and provide some suggestions for supporting their students.

The first thing that we discussed was the need to make lessons more discovery-oriented and use less direct teaching. We moved planning to an indirect instruction format, which builds the entire lesson around a high-level mathematical task and subsequent tasks that focus on a similar concept. We also discussed the need to let students discover and explore concepts, even if it meant that many of their students would struggle with this at first. This idea also was a focus of their school-wide book study, which helped convince teachers to at least try it in their classrooms.

These collaborative team meetings also served as a place for teachers to openly share data, discuss students' misconceptions, and brainstorm ways to address students' misconceptions. The conversations about how to improve student learning, when shared between teachers, a university faculty member, and administrators was quite powerful.

Book Study: Young Mathematicians at Work

The Young Mathematicians book study we conducted at Shady Brook helped us to open our minds to the possibility of the investigative problem solving approach. As we read the book, many of us liked the idea of an investigative approach to problem solving and wanted to try some lessons with our own students. As this idea slowly formed, each grade level was given the opportunity to meet with Dr. Polly from UNCC. During our sessions with him we talked through mathematical concepts and deepened our understanding of math, discussed and planned lessons we could implement with our students, implemented those lessons, and finally reflected on those lessons.

Our entire way of thinking about and teaching math has shifted to a more problem solving based model, which has helped us grow as educators. As our understanding has grown, so has our students' understanding of number sense and problem solving. It is incredible to see the progression of this work as the students move through the grade levels.

Curriculum with Professional Development

Another area where we looked to support mathematics instruction was through the use of reform-based mathematics textbooks. In 2008-2009, we were in the midst of a new mathematics textbook adoption cycle, and we began using a few units from Investigations in Number, Data, and Space in each grade level. Teachers met with Dr. Polly for half-day planning sessions to go through the units and assessments, and make sure the curriculum was aligned to the state standards.

During 2009-2010, we used Investigations for the entire year. We continued to meet once a quarter for half-day professional development. During this time, teachers continued to become more familiar with the lessons and assessments and examined data to see where students were learning or having difficulties with the new curriculum.

The workshops were highly effective because they gave teachers the opportunity to meet with university faculty who were familiar with the curriculum. These meetings allowed teachers to have a great deal of comfort with the textbooks.

Impact of the Professional Development

When we tell the story about our school's efforts to improve mathematics teaching and learning, people immediately ask about our scores on the state mathematics tests. While test scores did go up (Table 1), we feel that there were two larger impacts of these activities. First, every teacher has embraced a student-centered, discovery-oriented approach to teaching mathematics. During

"... every teacher has embraced a student-centered, discovery-oriented approach to teaching mathematics ... students are able to communicate about mathematics at such a deeper level than before."

mathematics, students are asking questions, exploring their own curiosities, and are authentically interested in discovering more about mathematics concepts. Second, students are able to discuss and communicate about mathematics at such a deeper level than before. Part of our work has focused on asking higher-level questions and putting students in supportive situations where they are challenged to analyze, synthesize and evaluate information and opinions. This is evident in mathematics, as students spend time daily discussing their choice of strategy and justifying how their or their classmates'

approach makes sense. As we begin implementing the Common Core State Standards for Mathematics, these student behaviors that they are exhibiting now align very well to what the Standards expect from all students.

Table 1:
Percent On or Above Grade Level on North Carolina End-of-Grade Mathematics Test

	2007-2008	2008-2009	2009-2010
3rd Grade	51.8	83.7 *\$	78.9 *
4th Grade	61.9	82.7 *	80.8

*- above district average, \$- above state average

Drew Polly is an Assistant Professor in the Department of Reading and Elementary Education at the University of North Carolina Charlotte; he can be reached at abpolly@unc.edu. Melissa Little is a fourth grade teacher at Shady Brook Elementary School in Kannapolis, North Carolina; she can be reached at melissa.little@kcs.k12.nc.us.

Proactive Practices: PDS Partnerships Can Reinvent the Role of Teacher

Renee Hesson, Mardela Middle and High School

The movie “Bad Teacher” hit theaters last summer, lampooning teachers and underscoring a disconcerting public opinion that teachers are unprofessional, ill-mannered, idiotic, egotistical and, at times, villainous. As I sat in the theater with a group of teaching colleagues to view the comedy, the real tragedy struck too close to home—teachers must take seriously this negative propaganda and regain control of public perception. The future of teaching depends on it.

Existing teachers alone cannot positively affect peoples’ perceptions. The influence of successful PDS partnerships on prospective teachers is critical to this strategic effort to affect public opinion of the profession of teaching. As educators at the university and public school level continue to work with new teacher candidates to instill in them the qualities and characteristics of the respected teaching professional, a focused effort to improve student interns’ practices makes PDS a true training ground for the novice teacher to be revered in the future.

Why are teachers being targeted? Because teachers represent education and the public wants our schools and students to compete globally. They are unapologetic and the stakes are high—students in the United States are not measuring up to students from other countries and, now more than ever, teachers must prove that they are morally and intellectually equipped to train academically competitive students. Unfortunately, the public’s negative perceptions leave little room for teacher candidates to experiment with professional dress and actions; a student intern in a PDS school must outwardly display the seriousness of this endeavor.

Professionalism is a key component for positive image control. It is imperative that teacher candidates in PDS partnerships set a good example, dress and conduct themselves to play the “part” of the teacher in schools. The main character in the aforementioned film about teachers dressed like she had no self-respect, drank on the job, swore, and showed movies the first three weeks of school. Professional actions, dress, and

being well-planned are the butt of the joke. In reality, no one is laughing when poor decision-making comes into play; therefore, what interns display on the outside is definitely the lasting first impression that impacts a general perception of them. University professors as well as cooperating teachers in the schools should guide their mentees to dress for success—be it a shirt and tie with dress pants or be it a blouse and skirt or dress, the more formal wear demands respect and attention and sets a professional tone. To aid in this transition to professional attire, student interns’ clothing decisions should be critiqued on several occasions throughout their methods or seminar courses. In this model, instructors at the university level would critique the undergraduates’ choice of professional dress and provide them with constructive criticism as well as models of professional attire.

Prospective teachers in a PDS setting should display professionalism in other ways as well. Professional actions include being digitally responsible both in and out of the

“The influence of successful PDS partnerships on prospective teachers is critical to this strategic effort to affect public opinion of the profession of teaching ... a focused effort to improve student interns’ practices makes PDS a true training ground for the novice teacher to be revered in the future.”

classroom. In this technological age, it is more convenient than ever to check personal email, update a social network, or take cell phone messages or calls during school hours; however, the fact remains that these media are distractions from the task at hand—providing rigorous learning experiences for students. District and school policies dictate dress codes as well as acceptable media usage and those guidelines for students should be the ones teacher interns also follow to set the ultimate professional example. Conversely, PDS partnerships can encourage digital responsibility. Teacher leaders can direct student interns to use technology to improve communication. Interns should be guided to use the available technology to post the classroom expectations, a supply list, lessons and activities, and grades so that even the busiest parent has round-the-clock access. One teacher I know uses Twitter to send out homework updates. Another teacher keeps a wiki-page with links to handouts and class notes. In my school district, all parents have access to an online portal for assignments and grades. This transparency builds trust and paints the teacher in the best light possible—as an open, honest and helpful partner in education with both parents and students.

Being well-planned with both short and long-term goals for classes helps student interns be successful and communicates their

professionalism, too. University and school liaisons guide new teacher candidates as they develop lesson plans. Being well-planned involves including pre-and post-assessments (these can be both informal and formal in nature) and ensures that they are training to become reflective practitioners, who use multiple forms of feedback to guide instruction and meet students’ developing needs. For the most gifted student to the most challenged, professional teachers make clear connections among and between topics and lessons to ensure that parents and students know where they have been and where they are going instructionally at all times. I know that many successful teachers post clearly defined objectives at the beginning of class and revisit those at the end of a lesson. As professionals, these teachers understand that a learning objective is the measure by which quality teaching is gauged and make explicit this knowledge and skill to their teacher interns.

The concept of customer service is another component which helps project a positive image and can be taught at the university level and in the school. In a PDS partnership, the cooperating teacher can model and explicitly instruct the student intern. One goal is to help prospective educators understand that critical to a teacher’s success is meeting the needs of stakeholders such as the student and parent. Student interns should be guided to smile even on their worst day,

quickly learn names and take note of important details concerning the lives of all students. This research goes beyond a learning styles inventory their first week of school and can include interviews, interest surveys, and assigning autobiographical writing. Equally important is to make positive contact with parents and students frequently, especially during the first weeks of an internship. Contact can be via email or by phone or in person. Some cooperating teachers encourage student interns to send home postcards to introduce themselves and welcome students to their class. The extra time and effort will pay off because relationships will begin on a positive note.

With that being said, what about the movie “Bad Teacher”? The marquee of every cinema shout the unflattering term and lay the groundwork in the public subconscious to misjudge and misunderstand teachers. The negativity can cease now with an organized effort between PDS and partner schools to train future teachers with respect to image control. Let’s all do our utmost to ensure life does not imitate art and teachers in the future are still viewed as esteemed professionals.

Renee Hesson is a Middle and High School Professional Development Coach for Wicomico County Public Schools in Maryland; she can be reached at rhesson@wcboe.org.

2012-2013 Executive Council & Board of Directors

President: Judy Beiter, Anne Arundel County Public Schools, Gambrills, MD
 President Elect: Evelyn Perry, Morgan State University
 Past President: Bernard Badiali, Penn State University
 Secretary: Stacie Siers, Salisbury University

Board of Directors:

Paul Chaplin, University of South Carolina
 Doug Rogers, Baylor University
 Ginger Zierdt, Minnesota State University, Mankato

Committee Chairs:

Membership: Karen Hassell, Waco ISD, Waco, TX
 JoNancy Warren, Illinois State University

Conference: Bruce Field, University of South Carolina

Awards: Elliott Lessen, Northeastern Illinois University

Policy & Governmental Relations: Les Sternberg, University of South Carolina

Developing an Action Research Communication Plan: The Governance Effect

Stephen L. Maltese Jr., Stevenson University

Sharon A. Kearney and Janet Maltese, Sparks Elementary School (MD)

In writing, “Developing an Action Research Communication Plan” (Maltese, Bond, Bisset; Making Classroom Inquiry Work; Robert P. Pelton, 2010), the authors addressed what they assessed as a critical element in the implementation of action research, communication. The authors identified steps that, if organized in a systematic plan, could improve the effectiveness of the action research that was being conducted by the pre-service interns. The objective of the authors was to provide a “How To” for pre-service interns as they researched, planned, presented, implemented, and analyzed their action research. To achieve this objective, the pre-service interns would develop an action research communication plan, referred to as an ARC, which would identify the stakeholders who comprise the school community. Once the stakeholders had been identified, the ARC would instruct the pre-service interns to develop a schedule for introducing the stakeholders to the objectives of the action research, its alignment with the school improvement plan, its implementation and an analysis of the data collected.

One unintended, though positive, outgrowth of the application of the “How To” content was as the members of the school community became better acquainted with the goals of the action research many of them offered to become active participants in the setting of the goals and outcomes for the partnership. The implementation of the content of “Developing an Action Research Communication Plan” created an opportunity for the stakeholders who comprise the school community to become more actively involved in the governance of the Sparks Elementary/Stevenson University Professional Development School. We describe this as “The Governance Effect.”

For this article governance is defined as: “Those actions taken by members of the school community to contribute to the workings of the PDS.” These contributions help to establish the goals of the PDS and the assessing of the progress of the PDS in achieving them. Using these assessments the school community might then establish new goals for the PDS partnership that meet the ever changing needs of its stakeholders. “The Governance Effect” occurs when stakeholders of the school community become informed about the activities sponsored by the partnership, express a desire to become involved in the activities and are provided with opportunities to set the objectives of the same (Maltese 2011).

However, as stated earlier, this was not the original objective of “Developing an Action Research

Communication Plan.” Yet, once this desire for increased stakeholder participation was observed, it was encouraged. This participation manifested itself in three areas:

- Involvement with the pre-service interns
- Engagement with the Sparks Elementary Professional Development School Coordinating Council
- Development and implementation of the Sparks Elementary/Stevenson University Strategic Plan for the PDS partnership

It is our goal to describe the specific examples of the participation of the school community, how they contributed to “The Governance Effect” and our hope that you might find them applicable to your PDS.

Involvement With the Pre-service Interns

One of the elemental objectives of a PDS partnership is that of providing pre-service interns with the opportunity to work with a mentor teacher. As a result of the involvement of the teachers with the ARC program, a different strategy which encouraged and identified mentor teachers evolved in the Sparks Elementary/Stevenson University partnership.

As part of the intern experience, using the guidelines of the ARC program, pre-service interns prepared and then presented to the faculty their plans for the action research that they would be conducting as part of their internship. Faculty members were provided with corresponding handouts and allotted time for questions and answers. The purpose of these presentations was to inform staff members of the components of action research:

- Issue Identification
- Data Collection
- Action Planning
- Plan Activation
- Outcome Assessment

During and after these presentations, teachers not serving as mentors offered suggestions, assistance, a willingness to be involved in the implementation of action research in the future, and commented on the possible benefits to their students. As a result of this one component of the ARC guidelines, the partnership’s staff had become engaged in the planning and implementation of action research. Grade level teaching members, special educators and special area teachers began to offer materials.

“... when developing an Action Research Communication Plan we would suggest looking at it as an opportunity to impact more than just the original intent of its development ...”

Unbeknownst to all of the stakeholders present during the presentations, “The Governance Effect” was being created.

In addition to the engagement of the teaching community as a whole, teacher participation, in the form of volunteering for the role of a mentor teacher, has increased. This increase is displayed in Figure 1. In the Sparks Elementary/Stevenson University PDS partnership the teacher mentor process begins with a canvassing of the teaching staff for volunteers who would like to participate. For the 2011-2012 school year there were more teacher volunteers than pre-service interns who were available. Also, end of the year surveys of the mentor teacher participants have shown a favorable impression of the intern/mentor program.

Figure 1: Mentor Teacher Participation

School Year	# of mentor teachers working with interns
2009-2010	5
2010-2011	6
2011-2012	9

Engagement with the Sparks Elementary Professional Development School Coordinating Council
Another component that has benefited from The Governance Effect is the Sparks Elementary/Stevenson University PDS Coordinating Council. The council is composed of the following members:

- Sparks Elementary School administrators
- Stevenson University supervisor
- Sparks Elementary on site coordinators (classroom teachers)
- Interested teachers and parents

Initially the focus of the coordinating council was on the setting of the yearly calendar for the PDS partnership and receiving and disseminating information from the Maryland State Department of Education, the Baltimore County Public Schools and the IHE partner Stevenson University. As teacher communication and understanding of the components of the internship program and action research increased, as a result of the ARC implementation, there was a corresponding desire for increased input of the mentor teachers in the coordinating council.

The coordinating council meets on a monthly basis with meetings commencing at 8:00 am. and lasting until 8:40 am. This time, prior to student arrival at 8:45 am, is a time when mentor teachers conduct parent conferences, attend grade level meetings, and make final preparations for the school day. Mentor teachers requested a

“Editors’ Corner”

Ron Siers, Jr., Salisbury University
Cathy Ramey, Mardela Middle and High School

Our editorial team is excited to bring you the May edition of *PDS Partners*. Articles submitted and reviewed for this edition come from Louisiana, Maryland, Pennsylvania, New Jersey, New York, North Carolina, and Utah. It is empowering to read how the PDS movement throughout the United States continues to provide a foundation for school-university partnerships to foster the efficacy of individual and collaborative stakeholders. The voice of each of our authors in this edition provide insight for each of the members of NAPDS.

The NCATE Blue Ribbon Panel (BRP) (2011) report for Clinical Teacher Preparation and Partnerships articulated the importance of establishing and maintaining strong PDS partnerships. As an author and advocate for PDS, each of you can provide the critical lens and signature pedagogy which the BRP advocates in order to establish more clinically robust experiences. We welcome your thoughts, comments, concerns, and ideas for our magazine and look forward to learning with you during the next academic year.

Ron is an Assistant 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, and an adjunct lecturer at Salisbury University; she can be reached at cramey@wboe.org.

venue that would provide them with the opportunity to better dialogue with the coordinating council. To accommodate this request, the onsite liaisons conduct two mentor teacher meetings during both the fall and spring. The onsite liaisons and mentor teachers jointly develop the agenda for these meetings. To establish a more open forum, neither the school administrators nor the IHE supervisor are in attendance. Questions and suggestions that emanate from these meetings are forwarded to the coordinating council and are answered or implemented. One suggestion that was made and adopted for the 2011-2012 school year will be the establishment of an action research professional library.

Development and Implementation of the Sparks Elementary/Stevenson University Strategic Plan

All PDS partnerships in the Baltimore County Public Schools are required to develop a “strategic plan.” One objective of the “strategic plan” is to identify activities that support professional development for the PDS partnership. The activities should provide opportunities for both the pre-service and mentor teachers as part of their continuing professional development. Using information obtained as a result of the ARC implementation, the teaching staff suggested and developed professional development activities that are attended by the pre service interns as well as interested staff members. Some of the activities developed by the teaching staff are

the following items:

- Defining the role of the special educator
- Preparing for parent/guardian conferences
- Identifying the components of a reading lesson
- Incorporating available technology in lesson planning
- Composing report card comments
- Developing effective classroom management

Upon completion of each professional development presentation, the pre-service interns identify how they may be able to infuse the content in their lesson planning and its impact on student learning and behaviors. Once these opportunities have been identified, the interns, mentor teachers and university supervisor plan lessons that incorporate the content and assess its impact on the students. In addition, prior to the conclusion of the school year mentor teachers meet and suggest new activities for the upcoming academic year. For 2011-2012 a professional activity will be added to acquaint the pre-service interns with the Sparks Elementary assessment result database. They will be instructed as to accessing, analyzing, and utilizing the data to assist in the planning of their lessons, units, and action research.

Thinking of the Possibilities

In closing, when developing an Action Research Communication Plan we would suggest looking at

it as an opportunity to impact more than just the original intent of its development, that of informing the stakeholders that comprise the school community about the components of action research. Instead, look at it as a tool, with the objective of disseminating information that encourages the school community stakeholders to become active participants in the governance of the school. This governance can extend into providing opportunities for professional development, setting guidelines for the mentoring of pre-service interns, as well as the enhancing of the action research that is conducted throughout the school. As teachers, we strive to plan lessons that engage our students and allow them to apply what they have learned. As teachers, becoming informed of the objectives and development of an Action Research Communication Plan can engage us in the governance of the PDS partnership of which we are stakeholders.

Stephen L. Maltese Jr. is an adjunct professor in the School of Education at Stevenson University (Stevenson, MD); he can be reached at smaltese@stevenson.edu. Sharon A. Kearney is the Principal at Sparks Elementary School in Baltimore County, Maryland; she can be reached at skearney@bcps.org. Janet Maltese is the onsite coordinator and a teacher at Sparks Elementary in Baltimore County, Maryland; she can be reached at jmaltese@bcps.org.

School-University Partnerships Submissions

Kristien Zenkov, Senior Editor, George Mason University

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

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

National Association for



Professional Development Schools

NAPDS

College of Education
University of South Carolina

Wardlaw 252

Columbia, SC 29208

Phone: 803-777-1515

Fax: 803-777-3035

E-mail: napds@mailbox.sc.edu

Non-Profit
Organization
U.S. Postage
PAID
Permit #766
Columbia, SC

www.napds.org

Join our

facebook
Group

PDS Partners Editors

Ron Siers, Jr., Salisbury University, Editor, rsiers@salisbury.edu
Cathy Ramey, Mardela Middle & High School, Assistant Editor,
cramey@wcboe.org

Section Editors:

Interns and the Internship

Ron Siers, Jr., Salisbury University, rsiers@salisbury.edu
Cathy Ramey, Mardela Middle/High School, cwatson@wcboe.org

PDS Partners and Partnerships

Coralee Smith, Buffalo State College, smithcs@buffalostate.edu
Ann Thomas, West Hertel Academy,
athomas@buffaloschools.org

PDS Researchers and Research

Ron Beebe, University of Houston-Downtown,
beeber@uhd.edu
Darrell McWhorter, Galena Park Independent School
District, dmcwhorter@galenaparkisd.com

PDS Inquiries and Ideas

Karen Foster, Alabama A&M University,
karen.foster@aamu.edu
Allen Malone, McDonnell Elementary,
acmalone@hsv.k12.al.us

Professional Development and PDS

Belinda Karge, California State University-Fullerton,
bkarge@exchange.fullerton.edu
Helene Cunningham, Mariposa Elementary School,
hcunningham@bousd.k12.ca.us

PDS and Alternative Schools/Community Settings

JoAnne Ferrara, Manhattanville College, ferraraj@mville.edu
Barbara Terracciano, Thomas A. Edison Community School,
btterracciano@portchesterschools.org
Amy Simmons, asimmons@portchesterschools.org



MARK YOUR CALENDAR!

2013 PROFESSIONAL DEVELOPMENT
SCHOOLS NATIONAL CONFERENCE
February 14 - 17, 2013
New Orleans, Louisiana

UPCOMING IMPORTANT DATES
September 14, 2012
Conference Proposals Due
Call for Proposals Information Available in Late June

December 15, 2012
Presenter Payments Due

January 5, 2013
Hotel Reservations Deadline
Sheraton New Orleans Hotel - \$152 per night - Call 407-351-2420



UNIVERSITY OF
SOUTH CAROLINA
College of Education

