

PDS Partners

The Official Magazine of the National Association for Professional Development Schools

INSIDE THIS ISSUE:

- Interns and the Internship
The Internship Journey Through.....2
The Lens of the Student Interns
- Co-Teaching in Teacher.....9
Education: Redesigning Field
Experiences for Pre-Service
Teachers
- The Tenth Essential: Enhancing...14
P-12 School Improvement
- PDS and Alternative Schools/
Community Settings
When Career Changers Feel Like.....4
“Fish Out of Water”: Lessons
and Solutions from an Urban
Teacher Residency Program in
a Professional Development
School
- PDS Partners and Partnerships
Designing Successful Middle and.....6
High School Initiatives Within
a Professional Development
School Partnership
- A PDS Partnership that Supports...11
the PLC Balancing Act
- Teacher Belief Development...12
through Field Experience in a
Dual Language Immersion PDS
Partnership
- PDS Inquiries and Ideas
Why Inquiry?.....7
- Editors’ Corner.....14

A Message From the President

Judy Beiter, Anne Arundel County Public Schools, MD

Leaves are turning, children are back in their classrooms and our work continues. In fact, in the world of Professional Development Schools (PDS), fall 2012 is going to be a great season! If you are reading this message from the president, then you are an NAPDS member and practitioner. You are my target audience...thus, this message is for you!

NAPDS is here for you just as it was for me six years ago when I left the position of principal to bring oversight and support to a PDS partnership program at the school district level. The Superintendent believed that every child should have access to a high quality teacher and that it was our responsibility to grow a pool of effective teaching applicants. Thus, working with ten college/university partners across 53 active school sites with more than 250 interns per year became 50% of my daily responsibilities.

My NAPDS colleagues and friends shared “What It Means to Be a Professional Development School” with me and I became intimately familiar with the nine essentials or fundamental qualities of PDS work. NAPDS continues to encourage all those working in school-university PDS relationships to embrace the nine essentials as outlined by NAPDS on the website. The essentials compel us to embrace a shared mission for the PDS partnership, reflective of partner contributions, input, and involvement while recognizing the advancement of the education profession. The PDS relationship should be all-inclusive in its promotion of professional growth for pre-service teacher candidates, in-service educators, administrators, and college/university faculty while advancing P-12 learning. The essentials share that PDS sites offer an opportunity for a meaningful introduction to the teaching profession through the creation of a culture that accepts and incorporates teacher candidates as full participants in the school community by recognizing that ongoing and reciprocal professional development can enhance and refine the knowledge and skills necessary to provide state-of-the-art instruction.

The essentials speak to a shared commitment for innovative and reflective practice by all participants on mutually determined PDS outcomes so that P-12 students will be college and career ready. The essentials compel us to share findings of deliberate investigations through practices of reflection and planned study of the work and its impact on student achievement and teacher candidate competences, as a way of contributing to the educational dialogue. The need for conversations among PDS representatives formalize the obligations of each entity, as well as the roles to be played by various individuals in maintaining and furthering the learning relationship.

The essentials advocate the need for an organizational structure that guides the work, promotes collaboration and reflection, and scheduled communications so that PDS can function effectively in program evaluations and resource distribution. Thus, active participation from both college/university and school/district personnel in fulfilling the mission of the PDS, both formal and informal roles, is needed. By sharing resources and providing recognition/rewards for contributions to the educational field, significant progress can be achieved.

We invite you to become an active association participant by voting at elections, submitting magazine or journal articles, conducting conference sessions, and networking with us on Facebook. Will you help make the future bright for all learners?



The Internship Journey Through The Lens of the Student Interns

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

“The dissemination of the findings will help to augment student intern efficacy while providing mentors and supervisors with pertinent information or scaffolding advice during the internship experience.”

Each academic year, student interns at Salisbury University begin their 100-day Extensive Internship experience in one of 36 Professional Development Schools (NAPDS Essential 2 & 6). The student intern will complete an internship of 100 full days over the course of two consecutive semesters under the supervision of certified mentor teachers and University supervisors. Typically, to attain the 100 days, student interns will spend one day each week during Internship I in the classroom during the first semester of their senior year. Spending full weeks in the student intern’s placement during Internship II of the senior year will provide the remaining 80 days. Student interns have the option of spending time in their placement prior to the beginning of the fall semester or spending additional time in the classroom during the month of January if they need additional days to achieve their 100. During the Spring semester of 2011, we examined the internship journey of four student interns during their Internship II experience. The rationale for the multi-site case study was to describe the Internship experience as the student interns were completing their first 40 days of Internship II with their mentor teachers. Through Flip Video vignettes, interviews, and observations, the student interns shared their individual journeys during their first 8 weeks of their Internship II semester. Accordingly, the collective case study has enabled us to diagnose a range of challenges and needs in order to continue to provide the appropriate foundation and professional development for our PDS partners (NAPDS Essential 2,3,&5). The following summation of our research during the Spring semester of 2011 is disaggregated through five stages

which articulate the intonation and lens of the student interns.

Stage 1: Week 1

“I am really excited to start this semester, even though I think it is going to be a lot of work.” “I am excited to be the teacher and be fully into the internship.” “I feel confident. I am an adult now. I am ready to get going with this thing.” During the first week the student interns articulated some anxiety coupled with exhilaration. The student interns were excited for the experience to begin and may have set unrealistically high expectations. They began to question the workload that accompanied the internship. Anxiety manifests itself as the student interns questioned their acceptance by their mentor teachers, students, and other faculty members and administrators.

Stage 2: Weeks 2 & 3

“Some of my students are not motivated and it can be frustrating for my lessons. I need to chunk information rather than give so much.” “I am trying to pick up new strategies from my mentor teacher ... ways to refocus our pre-kindergarteners when they are getting off-task.” “When grading their assessments, I was shocked at how bad some of them did. I felt like I failed them. I go to bed thinking about my lessons.” During the second and third weeks the student interns began to experience befuddlement and candor at the same time. The student interns began to question how they would be able to meet the requirements and demands of the PDS, mentor, and supervisor while trying to figure out the culture of the classroom: How much material should I prepare? What will I do if they do not listen to me? Will they be successful? Students began to test the authority of the new lead

teachers in the classroom.

Stage 3: Weeks 4 & 5

“Planning and timing are tough for each class. Teaching is the hardest job. It is one of the most difficult majors.” “Learning new content, 100 plus names, returning papers efficiently, being organized and having a plan is hard.” “I have been working on being more firm. Also, I had the challenge of teaching while being sick.” “My mentor teacher assists me as I begin doing new activities with the students.” During the fourth and fifth week the student interns experienced incompetency and sufficiency. This appears to be a very vulnerable phase of the internship. The positive reinforcement and scaffolding by mentors and supervisors helped to build a foundation for competency. This support helped to mitigate the negative variables that tend to chip away at the intern’s efficacy.

Stage 4: Weeks 6 & 7

“A challenge I faced this week was my teacher was out for a few days. It was good because it gave me a chance to really take the lead. I received compliments because it went well and my students performed.” “I sometimes feel like the day will never end.” “I feel comfortable with the familiarity of the assignment with all procedures in place.” “I had the responsibility of teaching small group to all three sections. It actually turned out to be really positive for the students.” During the sixth and seventh weeks the student interns experienced new appreciation and frustrations. The frustration level of the student interns seemed to be related to their efficacy level. A feeling of student responsibility and accountability began to unfold as the student intern started to transfer the focus from egocentricity to student outcomes. The preparation of

lessons, record-keeping, feedback coupled with the emotional and physical energy levels utilized each day can foster an overwhelming feeling for the student intern.

Stage 5: Week 8

“Everything has gone very well. The experience has been great, but exhausting.” “Sometimes the kids come in tired, things are going on at home that they can’t really think about their schoolwork. It’s hard for me to set aside their need for love to do my job.” “I am getting to know the kids outside of the classroom which is really helping with classroom management.” “I am finding that getting participation can be tough. I have learned that kids learn from classroom management strategies differently.” During the eighth week the student interns experienced confidence and inadequacy. The ability to make quick decisions or experiencing success in the classroom augmented their efficacy which

helped to foster resilience and psychological hardiness. Having assumed the full responsibilities of the lead teacher, the student interns began to see a realistic picture of the profession of teaching. The realization that not all students are afforded the same levels of esteem and belonging caused the student interns to question their ability to make a difference.

Implications for PDS

Each of our four Student Interns within this multi-site collective case study provided us with a new lens to view the internship journey. The results of the research will be shared with PDS stakeholders in order to share what we have learned as a result of the study (NAPDS Essential 5). Each stage of the internship experience of these student interns will be shared in seminars, Regional Professional Development Schools Council meetings, and during professional development opportunities for mentors, supervisors, and student

interns (NAPDS Essential 2, 3, 4, & 5). The dissemination of the findings will help to augment student intern efficacy while providing mentors and supervisors with pertinent information or scaffolding advice during the internship experience. It is our hope that PDS participants will be able to use the research to start a continuous dialogue and discussion in order to foster student intern and mentor efficacy before and during the internship journey.

Ron Siers, Jr. is an Assistant Professor, PDS Liaison, & Supervisor at Salisbury University; he can be reached at rrsiers@salisbury.edu. . Sara Elburn is a Lecturer, PDS Liaison, & Supervisor at Salisbury University; she can be reached at selburn@salisbury.edu. . Cathy Ramey is a World History Teacher, Site Coordinator, & Adjunct Lecturer at Mardela Middle and High School; she can be reached at cramey@wcboe.org.

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. 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 Salisbury University, at rrsiers@salisbury.edu.

When Career Changers Feel Like “Fish Out of Water”: Lessons and Solutions From an Urban Teacher Residency Program in a Professional Development School

Gloria Hill, Jill Perry and Patrick Westcott, Rowan University

A Stranger in a Strange Land: The Unique Difficulties for Our Career Changers

“Even with these structures in place, we did not anticipate the unique difficulties UTRs faced as they transitioned from previous careers into the world of education.”

“I entered a field that was drastically different from the corporate world that I had worked in for over a decade. The politics were different. The attitudes of the people were different. I felt like a fish out of water.”

In the first year of the Urban Teacher Residency Program (UTRP), structures and procedures were in place to support the Urban Teacher Candidates (UTRs). We worked closely with our Professional Development School (PDS) Partners for a smooth collaborative venture, we planned teaching and learning modules with appropriate coursework and we especially planned for the urban education mind shift. We did not anticipate, however, the identity shift that the career changers would be experiencing, going from a professional to a novice, and going from a corporate world to a new culture of education. They found themselves in a convergence of new cultures: the university, the school partner and the classroom environment. Each culture had its own jargon, expectations, norms and boundaries. Candidates had to find a way to successfully communicate with a myriad of co-teachers, parents of students, course professors, program coordinators and program evaluators.

Under the umbrella of the Garden State Partnership for Teacher Quality Grant, the UTRP was designed to recruit, prepare and retain career changers who desire to teach in high need school districts. Rowan University has partnered with Kean and William Paterson

Universities in establishing this program. Each year of the five year grant, fifteen UTRs are welcomed into the program statewide. Along with pedagogical coursework, each UTR is then paired with a Collaborating PDS Teacher who co-teaches with the UTRs for the full school year.

From the outset of the program, in preparation for the year-long residency, structures and procedures were in place to support the UTRs in their assigned schools and classrooms. These initial structures for the Rowan University UTRs included:

- University and PDS collaboration
- Pairing all UTRs with a non-evaluative mentor to assist in the adjustment and to support them in the job application process
- Introducing the candidates to the school via resumes and new teacher orientation
- Placing all candidates in one K-12 school for professional collegiality
- Providing a Professor-in-Residence who has weekly presence at the PDS site serves as a contact person and addresses placement issues
- University supervisor to evaluate pedagogical progress
- Fridays off-campus for time to complete coursework and for reflection

Even with these structures in place, we did not anticipate the unique difficulties UTRs faced as they transitioned from previous careers into the world of education. They found themselves strangers in a strange land. We asked our career changers to reflect on those

issues that most tested their career shift into teaching. Our findings revealed that navigating the school culture including school politics, issues of boundaries, values and ownership as well as feelings of not fitting in were daunting challenges for them to overcome. Career changers additionally experienced disequilibrium as they shifted from a salaried position to that of a novice.

Another candidate reflected:

“... I believed I would face some challenges, but that I would be able to overcome them, no matter what. What I did not understand is that there was a lot to learn before even starting to teach... I needed to know how to communicate with my co-teacher and our colleagues and on other days I needed to know how to handle a situation with a parent. I had to know how to be a teacher in THIS environment.”

Environmental Readiness

As we surveyed and cross referenced the data, the convergent theme of environmental readiness emerged. We began to ask new questions. How do teacher candidates navigate the subtle nuances necessary to negotiate with other adults in a school setting? How do we prepare candidates for adult interaction in schools? How do we prepare the Collaborating Teachers for the emotional sharing of their classroom? How can we support this co-teaching relationship?

Year Two Adaptations: Spring Mixer, Fall Residency Protocol Exchange and Communication Strategies

Spring Mixer: To address the theme of “environmental

readiness”, a Spring Mixer was held prior to the fall residency in which the Collaborating Teachers and the Urban Teacher Residents met in a large group setting. An overview of the residency was presented along with a clarification of expectations from all members of the residency team. All participants agreed to meet in August to set the tone for effective and positive communication.

Fall Residency Protocol Exchange:

One week prior to the return of students for the fall semester, a Residency Protocol Exchange was held for the Urban Teacher Residents and their Collaborating Teachers. The purpose of this exchange was to discuss and to implement effective team-building and communication strategies. Discussion topics included norm setting, determining the non-negotiable expectations, how to identify and solve problems together, communication pitfalls, sensitive issues of boundaries, and how to deal with conflict. Teachers are often well-trained in resolving student-student and teacher-student conflict, but little time and attention is directed to the adult-adult discord. Researchers remind us that conflict is normal (Andrade, Plowman & Duchon, 2008) and procedures for addressing conflict need to be established early in the relationship. Feelings of jealousy and fear of nebulous boundaries surfaced during the first year of the residency. While these feelings will not always surface

in a co-teaching relationship, it was determined to examine these potential emotions in the light of day. Having the ability to identify issues and to have a clear path toward resolution can be a comfort to a candidate who might be wondering how to approach certain delicate issues.

Communication Strategies:

Strategies for effective communication and team building for the Collaborating Teachers (CT) and the Urban Teacher Residents (UTR) were implemented. These included:

- *Communication log*---creating a tool to ensure ongoing communication between the Collaborating Teacher and the Urban Teacher Residents when the attention is placed with the classroom students, not with each other. This is a place to jot down questions, to ask for clarification, to offer insights. The log is for both the teacher and the candidate. It allows a place to “park” of-the-moment incidental issues to be addressed later instead of festering without proper attention.
- *Daily planning and weekly goal setting*—Building in time to collaboratively plan for daily and weekly instruction is critical. The Collaborating Teacher and the Urban Teacher Resident need to consider the delivery of instruction--when co-teaching is appropriate and

when one takes the lead or plays a secondary role.

- *Monthly UTR and CT meetings with university liaisons.*
- *Aligning career changes with other career changers who have successfully navigated this transition.*

Future Research: In a typical teacher preparation program, the teacher candidate and the cooperating teacher meet for the first time in the classroom with little time for effective interaction and pedagogical planning. Further research is suggested that studies the environmental readiness for the professional and the personal relationship between the teacher candidate and the cooperating teacher. This research should focus on evaluating strategies that develop the practical team building skills needed to develop clear communication between the intern and the collaborating teacher. We need to consider when and how such skills are taught in our teacher preparation program.

Gloria Hill is the GSPTQ Grant Coordinator at Rowan University; she can be reached at hillgl@rowan.edu. Jill Perry is an Associate Professor and Provost Fellow at Rowan University; she can be reached at perry@rowan.edu. Patrick Westcott is an Associate Professor at Rowan University; he can be reached at westcott@rowan.edu.

References

- Andrade, L., Plowman, D. A., & Duchon, D. (2008). Getting Past Conflict Resolution: a Complexity View of Conflict. *Emergence: Complexity and Organization*, 10(1), 23+. Retrieved July 5, 2011, from Questia database: <http://www.questia.com/PM.qst?a=o&d=5045027110>

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

Designing Successful Middle and High School Initiatives Within a Professional Development School Partnership

*Barbara Owens and G.H. Budd Sapp, Fairmont State University
Mary Jo Swiger, Fairview Middle School
Mary Lynn Westfall, East Fairmont High School*

“... middle and high school teachers are intricately involved in collaborative projects with faculty liaisons and have the occasion to attend and present at local, state, and national conferences which may have not been the case prior to the Partnership.”

Fairmont State University (FSU) is one of ten public higher education institutions in West Virginia to form a Professional Development Schools (PDS) partnership. The FSU PDS Partnership began in 2003-05 with two public schools and added two more in 2006. The FSU PDS Partnership currently consists of forty public schools in six county school districts, along with the FSU School of Education/Health and Human Performance making it the largest partnership in the state. Included in the Partnership are other FSU schools and colleges, including Fine Arts, Liberal Arts, and Science and Technology.

A key component to successfully working with middle and high schools in the Partnership is collaboration, as specifically highlighted in NCATE PDS Standard III. In addition to collaboration, the Partnership values communication and celebration of its accomplishments. Each of these three components will be discussed within the context of successful middle and high school PDS initiatives.

The Executive Committee serves as the major decision-making body in the Partnership. This committee is comprised of the partnership director, university faculty, teacher education coordinator representatives from each of the six counties, and school-based administrators. Communication is a key element of the partnership's governance structure and the Executive Committee is primarily responsible for open communication lines between the Partnership and its middle and high school constituents.

Each of the schools selects a site

coordinator, who serves as the “point person” for the teacher candidates at their schools and helps to organize professional development opportunities for their schools. The site coordinator works with a university liaison who assists with partnership efforts by providing resources and additional expertise for the schools. The liaisons communicate and work with the school personnel on school-based initiatives such as grant writing, site-based training, and technology integration, to mention just a few examples.

Fairview Middle School was awarded a PDS partnership site-based grant (all partner schools have the opportunity to apply for Partnership grant funding) which was directly connected to the school's strategic plan and is an excellent example of a collaborative school-based initiative. Focusing on literacy skills provided a platform for two fifth grade classroom teachers to implement an action research project based on students' Lexile Numbers and their use of Sony eReaders. Data analysis indicated that the action research project was successful. Additionally, these middle school students interacted with teacher candidates and built professional friendships through the completion of “Publish My Profile,” a project-based learning (PBL) lesson. These projects were completed through the combined efforts of university liaisons and middle school teachers. The project outcomes were shared throughout the Partnership and at local, state, and national conferences.

The Partnership has supported collaborative initiatives that help schools meet specific needs. An initiative that involved multiple

middle and high school PDSs was the development of a specialized Master's Program for teachers participating in a Math-Science Partnership Grant which was co-sponsored by FSU. The program was designed to enhance math and science instruction in the middle grades. Through the Partnership, these teachers were able to work with the university to develop and complete a master's degree by the end of the grant project. University liaisons have provided Response to Intervention (RtI) training to a variety of middle schools and its teachers since RtI was recently adopted due to state policy. Technology has provided the focus for other collaborative initiatives. A university liaison is working with high school staff to implement Apple iPad applications. The Partnership was instrumental in providing resources and support to high schools who were interested in the New Tech High School and the WV Department of Education Innovation Zone (IZ) grants initiatives. Several collaborative meetings were held in order to provide a forum for developing innovative public high schools that included: fundamentally rethinking teaching and learning; utilizing PBL, incorporating 21st century skills, and allowing schools to waive policies that may hinder this innovative process. The Partnership is currently working with North Marion High School (NMHS), a successful IZ grant recipient, with its goal areas of innovative/engaging lessons, technology integration, and building community connectedness. The NMHS IZ grant is allowing teacher candidates the opportunity to complete their clinical experiences in classrooms that are innovative, engaging, and immersed in 21st

century skills and tools. Initiatives like these are mutually beneficial and build the capacity of both public school and FSU faculty to meet the needs of teacher candidates and P-12 students.

The co-authoring (director, coordinators, liaison) of this article is a collaborative effort demonstrating how the stakeholders share successes with others and celebrate the work of the Partnership. The following are practical ways that your partnership can involve middle and high school PDSs in an effort to celebrate and share successes.

- The Partnership has held celebration events at a local conference center and invited all partners and other stakeholders. These events allow the partnership to extend invitations to local school personnel, local and state board members, the state superintendent, and

legislators, and to provide a showcase opportunity for our teacher candidates, faculty, and host teachers.

- The Partnership has collaborated with partner schools to locate our student teachers' digital showcase portfolio presentations in the local schools. These after-school events allow teachers, faculty liaisons, and teacher candidates in earlier field experiences, principals, and in some cases parents and grandparents to attend.
- Student teachers also present their action research projects on campus with all stakeholders invited to this celebratory event.

As mentioned previously, submission of articles like this one and presentations at statewide and national conferences have provided the partnership with multiple venues to share and celebrate successes. More

specifically, middle and high school teachers are intricately involved in collaborative projects with faculty liaisons and have the occasion to attend and present at local, state, and national conferences which may have not been the case prior to the Partnership. The FSU PDS Partnership's key components of communication, collaboration, and celebration may assist your partnership in designing successful middle and high school initiatives within a PDS.

Barbara Owens is a Professor at Fairmont State University; she can be reached at bowens@fairmontstate.edu. G.H. Budd Sapp is a Professor at Fairmont State University; he can be reached at GHBudd.Sapp@fairmontstate.edu. Mary Jo Swiger is a teacher at FairviewMiddle School; she can be reached at mjswiger@gmail.com. Mary Lynn Westfall is a teacher at East Fairmont High School; she can be reached at mlwestfall13@gmail.com.

Why Inquiry?

Bernard Badiali, Penn State University

My grandfather used to ask me an interesting question. "Who do you think you are?" He usually asked that after I did something out of line as a child. But he had a knack for asking me questions that made me think. Who am I? Once, Mrs. McGargee, my senior English teacher, told me I was almost a student. Really? Me? A student? Wow. So let me ask -- Who are you? Who do you think you are?

I ask you this because I believe that a person's personal and professional identity formation is something that goes on for a lifetime. Not long ago you were primarily "an undergrad," "a coed," or "an education major." Today you are primarily an intern. Tomorrow you will be primarily a teacher. We have the capacity to invent and reinvent ourselves for as long as we have the ability and the will to think.

To say humans are complex is an understatement to be sure. I would go so far as to suggest that each of us has multiple dimensions with regard to our personal identities. There is the private self that only you know. There is the public self that others around you know. More specifically, we might say that you have a "writer self," maybe a "musician self," an "athletic self," etc. Because you have chosen to teach, I would also argue that you have a "teaching self" or professional self. I am not suggesting that all of the "selves" can actually be separated. But for the sake of illustration, I want to limit this message to the teaching self because it is the teaching self that the PDS is designed to influence.

Most everything your instructors, mentors, professors, supervisors and PDAs do is done to cultivate

your teaching self. They spend hours thinking about, discussing, and planning experiences that will nurture and develop that part of your identity. The calling to teach is the seed of the teaching self. When a person first discovers that teaching is what he/she wants to pursue for a lifetime, that seed begins to germinate. More than a few interns have told us stories about knowing they wanted to teach very early in their lives. They give examples of teaching their dolls and stuffed animals or their younger siblings when they were only children themselves. The teaching self begins to sprout and continues to grow with every experience that you have helping others learn, whether it be in school, at camp, when tutoring or when informing service organizations to which you belong. To continue the metaphor, interns come to the PDS as saplings poised

to grow their teaching identities into the equivalent of strong trees with deeper roots of understanding the craft of teaching. Our hope is that you will continue that growth process throughout your career.

In order to continue to grow the teaching self, certain mindsets are more helpful than others. Teachers do not grow wiser about their craft naturally. Getting wiser about teaching requires a certain outlook or disposition or posture – something we call a “stance” toward teaching. Your stance has everything to do with your identity as a teacher. If you see teaching only as learning a series of routine behaviors, then you become one kind of teacher. If you see teaching as merely carrying out a scripted curriculum, then you become another kind of teacher. In the PDS, we want you to encourage your teaching self to see teaching as a continuous practice of finding and solving the many problems inherent in classrooms and schools. We want you always to be curious about not only the ways in which students are learning, but also the quality of what students learn. We want to encourage your teaching self not only to be puzzled by looking closely at your classroom experiences, but also to pursue and solve those puzzles.

That’s right; we want you to look for puzzles or problems. Maybe problem is the wrong word. Maybe what we want is for you to look for the mysteries embedded in classroom life. You already know having done your case study that some students are mysteries. (Personally, I think they are all

little mysteries.) Some lessons are also mysteries because they go well or they go badly. Why? That’s a great mystery – Why do some lessons go really well and some bomb? Was it the plan? Was it the curriculum? The materials? The abstract content? The time of day? Your level of enthusiasm? The strategies you used? The way you grouped students? Lessons themselves and their outcomes can be loaded with mysteries – if you are looking for them. They are also loaded with potential inquiries.

Personally, I pity the teacher who is no longer surprised or delighted or disappointed. When you are no longer surprised, please find another line of work, for that would mean that you’ve lost your inquiry stance. When you stop wondering, you should stop working in the classroom. When you stop marveling at the insights and antics of your students, hang it up.

When you look at the children in your class, what do you wonder about them? What motivates them to learn? What shuts them down? What are they good at? What do they need to work on? Where are their talents? With what do they struggle? What impact do your actions have on their understanding? How do you know?

I wonder what knowledge and skills will be of most value to the children you teach? I wonder what part of the curriculum is now worthless? For example, I wonder why we still need to teach handwriting? What about music

and art? I wonder if how we teach subjects turns them off or does the opposite? I wonder if I had been taught math conceptually would I have become an astronaut? What do you think is the most valuable part of the curriculum you teach? Why? Would your students agree?

Surely, kids are part of the puzzle in the complicated life of schools. So is the content that they are expected to learn. Did you know that you were born in the age that historians now describe as the knowledge explosion? That’s right. The boundaries of content knowledge today have pushed out dramatically. There are millions of more facts known today than there were known when your PDAs were in school. Billions since Bill was student. (He’s ancient.) I wonder what is the latest development in the biological sciences? I wonder what dark matter really is? I wonder about artificial intelligence and whether or not machines will really be much smarter than humans in the first half of your lifetime? I wonder what new technologies will change the way we teach and when? (I’m waiting for the iBrain.) I wonder what economic principles will correct the financial mistakes of this decade? Most of all, I wonder how to translate the answers to my wonderings to information that children can use?

That’s the big question, isn’t it? What approaches can I use in my teaching that will enable kids to learn the most? The best? What can I do that will rivet their attention so sharply that they will lose themselves in learning and

Errata in:

White, M. (2012, May). Developing an Urban Multicultural Teacher Academy Pipeline Partnership. PDS Partners 8 (1), 4-5.

[corrected to White, M., Soroka, L., & Rachild, B. (2012, May). Developing an Urban Teacher Academy Pipeline Partnership. PDS Partners 8 (1), 4-5.]

Kindzierski, C. (2012, May). The Reflector’s Club. PDS Partners 8 (1), 5-7.

[corrected to Kindzierski, C. & Wallace, N. (2012, May). The Reflector’s Club. PDS Partners 8 (1), 5-7]

want to go on learning forever? What moves can I make to get them there? That's a puzzle.

What would come first in my quest to become the best teacher I can be? Is it my beliefs about teaching and learning? Or is it my actions? Is what I believe about teaching and learning aligned pretty well with the way I act? How could I even assess for that? Do I even know what I believe? Have I named those things I really believe in? Do I have any evidence that my beliefs really have evidence to hold them up? Who do I think I am, anyway?

I wonder if school is really fair

for every child? Would they say so? What would they say isn't fair about school? Are they even in a position to know? Are you? What would you say about what's fair and right in school? Is it fair to place kids in levels for instruction? Is it fair that some teachers are better than others? Is it fair that some kids get privileges and others do not? Is it fair that grown-ups make all the rules? Is it fair that children get pulled out?

By now you've figured out that these questions I have been asking pretty much line up with the "passions" that Dana and Sylva write about in their text. I wonder if you are able to "locate" your own wonderings under one or

more of these passions? I sincerely wonder what your inquiry will be. I really do. In a few weeks, when we collect your inquiry briefs, I'll be pouring through them to see what questions you plan to follow, what puzzles you aim to solve. There is something about the questions interns ask that is a reflection on the quality of a class. We have high hopes for your group. Best of luck finding out a little more about who you are.

Bernard Badiali is an Associate Professor at Penn State University; he can be reached at bxb8@psu.edu.

Co-Teaching in Teacher Education: Redesigning Field Experiences for Pre-service Teachers

Mercedes Tichenor, Doug MacIsaac, Kathy Piechura and Elizabeth Heins, Stetson University

Due to the recent rise of high-stakes testing and teacher accountability, many teachers are reluctant to supervise pre-service teachers and hesitant to give up control of their classrooms and curriculum decisions to novice teachers. Schools and school personnel are under increasing pressure by state mandated programs of accountability to provide evidence of increased student performance. To address this concern and build on best practices in education, faculty from the Department of Teacher Education at Stetson University and teachers from a local elementary school redesigned the field experiences for education majors to include co-teaching. This approach optimizes teacher/student interaction by following a teaming approach during the course of the junior and senior level field experiences.

The Professional Development School Partnership

Our Professional Development School (PDS) partnership between Stetson University and Woodward Avenue Elementary School began in 1988. Since the beginning of

this partnership, the school has been the initial site for many educational initiatives undertaken by school and university based faculty. In fact, it was Woodward's principal who approached education faculty and asked if we would be interested in developing a co-teaching model at her school. Since our teacher candidates have opportunities to observe co-teaching at the university level, a school-based model would provide them opportunities to try this approach in classrooms and give us the opportunity to examine the co-teaching model from a research basis. Further, we were excited to see the benefits and advantages co-teaching could have for teacher candidates. We agreed and set out to develop a co-teaching approach to our field experiences.

What is Co-Teaching?

Co-teaching as an instructional delivery model has also been called team teaching, cooperative teaching, and collaborative teaching (Murawski, 2010). We have adopted the definition of co-teaching described by Villa, et al., (1994) as "two or more

people sharing responsibility for teaching some or all of the students assigned to a classroom" (pg 3). In a co-teaching model, there is a mutual agreement among educational personnel regarding instructional roles and teaching responsibilities. Fundamental to a co-teaching model and a characteristic that distinguishes co-teaching from other types of teaching arrangements is the direct involvement of educators in the teaching of students. Put another way, co-teaching is not:

1. teachers taking turns teaching different subject areas,
2. one teacher teaching while one teacher prepares instructional materials or grades assignments,
3. one teacher assuming the role of a tutor, or
4. one teacher teaching while one teacher observes (Villa, et al., 1994).

Co-Teaching Approaches

Croteau (2000) identifies six commonly used teaming approaches: (1) one teaching-one observing, (2) one teaching-one

"A shared commitment to the co-teaching model by the school faculty as well as the university faculty (NAPDS Essential 4) addresses the issue of high-stakes testing and accountability by providing an alternative approach to traditional field experiences."

circulating, (3) team teaching, (4) station/center teaching, (5) parallel teaching/split class, and (6) large group/small group pullout. Each of these approaches can be used by pre-service teachers and cooperating teachers.

One Teaching/One Observing

In this pattern, one teacher demonstrates an effective lesson while the other teacher observes, or one teacher teaches while the other teacher observes to give constructive coaching feedback.

One Teaching/One Circulating

This strategy includes one teacher presenting the lesson while the other circulates to monitor the group, assist students, or check work.

Station/Center Teaching

In this pattern both teachers monitor centers or stations to provide additional assistance to students.

Parallel Teaching/Split Class

This pattern provides instruction to two smaller groups of students at the same time to allow for greater individualized instruction and assistance (each teacher covers the same content with one half of the class).

Large Group/Small Group Pull-Out

In this pattern, one teacher works with an identified group of students for remedial enrichment, or targeted instruction, while the other teacher teaches the larger group.

Team Teaching

In team teaching, both teachers simultaneously teach the same lesson to the full group, highlighting their own strengths and knowledge.

Redesigning Field Experiences for Pre-service Teachers

These teaming approaches are starting points for discussion among pre-service teachers, cooperating teachers, and

university faculty. Understanding the various teaming approaches and identifying the pitfalls and strengths of each model allows for a common dialog between team members. Educator professional development is built into the co-teaching model. Co-teaching workshops include cooperating teachers, teacher candidates, university faculty, and school administrators (NAPDS Essential 3). At the junior and senior levels, these mini workshops are conducted prior to and during the internship semester. During the workshops, teachers and students can learn, explore, and become comfortable with the teaming model. Further, students discuss aspects of co-teaching, including benefits and barriers, during their coursework. A video highlighting various approaches and strategies was developed by university faculty and is used during course work and training workshops.

Education majors are introduced to co-teaching during their freshman and sophomore level foundation courses. They get their first opportunity to co-teach during an integrative methods block just prior to student teaching. At this time, instead of assigning one pre-service teacher to one classroom, our pre-service teachers are paired with other pre-service teachers to develop and teach various lessons (math, science, and social studies) in our Professional Development School. Pairs of students are rotated so they have new partners for each teaching assignment. Each pair of students must plan and teach together, utilizing the various approaches. The approaches they use must be identified in their lesson plans and must support the academic achievement of their students. Although most comfortable with the one teaching-one observing/circulating approaches, teams are encouraged to use a variety of the teaming approaches.

Teacher candidates practice co-teaching through field

experiences at the junior level and incorporate the co-teaching model into the student teaching semester (NAPDS Essential 2). In other words, the junior level experience prepares pre-service teachers for the co-teaching senior internship experience. At the senior level, students work with their cooperating teachers in much the same way as they did with their peer partners during the junior field experience. Again, students must document in their lesson plans all the teaming approaches they use as well as the role of the cooperating teacher as a team member. In a traditional internship, students are given control of the classroom, phasing in as the “teacher” as the cooperating teacher phases out. This type of experience is sometimes seen as a sink-or-swim approach. With the teaming model, pre-service teachers are given the support they need throughout the internship. At the beginning of the internship, the cooperating teacher acts as the lead teacher, while the intern provides the assistance. As the semester progresses, the intern becomes the lead teacher being responsible for more of the planning and instruction. At this point, the cooperating teacher becomes the secondary teacher. In other words, the pre-service teacher gains the experience of being in charge of the entire classroom. During the large group/small group approach, senior interns also get the experience of large group (whole class) teaching.

Finding a good match between the intern and the cooperating teacher is extremely important to the success of this approach. To find the best co-teaching partners, we ask students to develop a philosophy statement and use that to match them with cooperating teachers. Since many of the teachers in our PDS have worked with our interns for several years, it becomes easier to make compatible teams.

A shared commitment to the co-teaching model by the school

faculty as well as the university faculty (NAPDS Essential 4) addresses the issue of high-stakes testing and accountability by providing an alternative approach to traditional field experiences. A teaming approach between pre-service and in-service teachers offers many benefits to school and university communities,

including classrooms which utilize the strengths of both educators and provide more individualized attention for students (Croteau, 2000, DeWitt, 2011).

Mercedes Tichenor is a Professor at Stetson University; she can be reached at mticheno@stetson.edu. Doug MacIsaac is the PDS

Coordinator at Stetson University; she can be reached at dmacisaa@stetson.edu. Kathy Piechura is a Professor at Stetson University; she can be reached at kpiechur@stetson.edu. Elizabeth Heins is a Professor at Stetson University; she can be reached at eheins@stetson.edu.

References

- Croteau, J. (2000). Co-teaching: A model for school accountability and quality teacher education. *Florida Association for Staff Development*, 9(2), 1,4.
- DeWitt, P. The Power of Two: Co-Teaching in the Classroom [blog on the Internet]. Bethesda (MD), Education Week, [2011 Dec] - [cited 2011 Dec 14]. Available from: <http://www.ncbi.nlm.nih.gov/books/NBK7266/#A61232/>.
- Piechura, K., Tichenor, M., Touchton, D, MacIsaac, D., & Heins, E. (2006). Co-teaching: A model for educational reform. *Principal Leadership*, 6(9), 39-43.
- Murawski, W.M. (2010). *Collaborative teaching in elementary schools: Making the co-teaching marriage work!* Thousand Oaks, CA: Corwin.
- Villa, R. A., Thousand, J. S. & Nevin, A. I. (1994). *A guide to co-teaching: Practical tips for facilitating student learning*. Thousand Oaks, CA: Corwin Press.

A PDS Partnership that Supports the PLC Balancing Act

*Susan Topp and Lisa Zika, Waseca Public Schools
Kirsten Hutchison, Faribault Public Schools
Rhonda Hermanson, Sibley East Public Schools
Ginger Zierdt, Minnesota State University, Mankato*

Minnesota State University Mankato, with its P-12 partners, is one of 14 higher-education institutions to be awarded a substantial grant as part of the Bush Foundation Educational Achievement Initiative. The NExT/Bush Foundation teacher initiative focus includes intentional recruiting of future teachers, preparing pre-service teachers, placing in-service teachers and supporting, through mentoring and induction, the next generation of teachers. To help advance this initiative, Minnesota State Mankato implements TOSAs (Teachers-on-Special-Assignment) in its P-12 sites to help facilitate and mentor clinical field placement students and prepare teacher candidates and new teachers in the districts. Training and support of TOSAs is facilitated through the collaboration of unique Learning Communities that consist of district P-12 teachers hired for the TOSA role, along with staff from Minnesota State Mankato. The concept of a PLC (Professional Learning Community) is for

teams of professionals to work collaboratively towards a common goal related directly to positively impacting student learning. This embraces NAPDS Essential 2 of a school-university culture committed to the preparation of future educators that embraces their active engagement in the school community. This collaboration is done through ongoing and reciprocal professional development for all participants guided by need within a structure that allows all participants a forum for ongoing governance, reflection, and collaboration.

These PLC teams work together as part of the PDS partnership. Professional development, in Mentoring and Induction, Leadership Training, and Instructional Practices is co-facilitated by TOSAs and university faculty at Minnesota State Mankato. TOSAs bring essential learning from these university PLCs back to their district P-12 staff PLCs. TOSAs have also

been involved in collaborating with university teacher preparation staff to develop on-line support tutorials and have helped facilitate training seminars to enhance teacher preparation courses. This collaboration between current teachers from PDS partner districts and university teacher preparation staff helps provide students with insights and knowledge in the field of instructional delivery that reflect a real life teaching experience.

In addition to the PLCs they participate in at Minnesota State University, Mankato, most TOSAs are involved in district level PLCs. The PDS partnership that Waseca, Faribault and Sibley East Public School Districts have with Minnesota State University, Mankato, encourages these PLCs and has also given the TOSAs in these districts support to share their learning with others outside the state by providing the opportunity to attend the Professional Development Schools National Conferences.

“It became quite apparent that Minnesota State University, Mankato as a PDS, is a leader in the implementation of such initiatives through pilots like the long-term clinical field experience/teacher candidate placement, the co-teaching model and Teacher Performance Assessments for teacher candidate training.”

In preparation for the 2011 PDS conference, TOSAs from Waseca, Faribault and Sibley East Public School Districts came together to develop a conference presentation on the implementation of PLCs in their southern Minnesota rural districts. This topic was chosen for one of the NCATE standards for PDS schools is to facilitate PLCs whose actions result in new knowledge and instructional practice. Research shows that teacher effectiveness is the most important factor in improving student performance and reducing the disparities among diverse student groups, and improved teacher effectiveness can be achieved through the implementation of effective PLCs. These three PDS districts had the unique opportunity to collaborate to gain insight into the various districts' perspectives and the diverse pathways they have taken as they strive for the common goal of student success.

Besides the rewards of

collaborating with educators from other districts on the presentation of a common educational topic of importance today, attending the conference provided the opportunity to learn from and network with other educators from around the country on such topics of importance. Of particular interest were presentations that addressed ways in which other PDS sites were also expanding and deepening their partnerships through implementation of new initiatives towards the improvement of teacher preparation. It became very apparent that Minnesota State University Mankato as a PDS is a leader in the implementation of such initiatives through pilots like the long-term clinical field experience/teacher candidate placement, the co-teaching model and Teacher Performance Assessments for teacher candidate training.

As PDS sites, we continue to expand and deepen our partnership with Minnesota State

University Mankato, through the implementation of new initiatives towards the improvement of teacher preparation and induction.

Susan Topp is a Teacher on Special Assignment in the Waseca Public Schools (MN); she can be reached at tops@waseca.k12.mn.us. Lisa Zika is a Teacher on Special Assignment in the Waseca Public Schools (MN); she can be reached at zikl@waseca.k12.mn.us. Kirsten Hutchison is a Teacher on Special Assignment in the Faribault Public Schools (MN); she can be reached at Kirsten_hutchison@faribault.k12.mn.us. Rhonda Hermanson is a Teacher on Special Assignment in the Sibley East Public Schools (MN); she can be reached at rhermanson@sibley-east.k12.mn.us. Ginger Zierdt is an Associate Professor in the Department of Educational Leadership at Minnesota State University, Mankato; she can be reached at ginger.zierdt@mnsu.edu.

Teacher Belief Development Through Field Experience in a Dual Language Immersion PDS Partnership

*Linda K. Reece, North Georgia College & State University
Alli Roberts, Hall County Schools*

Currently, much discussion exists regarding the discrepancy between the ethnically homogenous teaching force in American public schools and the highly diverse student populations in these schools (Sleeter, 2008). In addition, White pre-service teachers often have very little cross-cultural knowledge (McDonald, 2007; Sleeter, 2008) and typically view "culture" as that which defines persons of color (Solomon et al., 2005). A Professional Development School collaboration between a predominantly White regional university and a dual immersion (Spanish and English) charter school with a high Latino population seeks to address these

issues through collaboration with innovative practice to further the goals of equity pedagogy (Banks, 2003; NAPDS Essential 1 & 4, 2007).

North Georgia College and State University is a regional institution nestled in the North Georgia mountains. The College of Education serves approximately 1000 students in early childhood, middle grades, and graduate level programs. Most undergraduates come from politically conservative communities located within 100 miles of the university.

The World Language Academy in Hall County, Georgia, is a dual

language immersion program where the ratio of Spanish to English instruction is as follows: 80/20 in Kindergarten, 70/30 in First Grade, 60/40 in Second Grade, and 50/50 in Grades Three through Five. In addition, all students receive a minimum of 50 minutes of Chinese instruction per week. World Language Academy faculty consists of native English, Spanish, and Chinese speakers. Native Spanish speakers come from many different countries, including: Colombia, Mexico, Puerto Rico, Chile, and Ecuador. The student population is 246 Hispanic/Latino, 304 White, 24 African American, and 12 Asian, with the remainder of the students

identifying with two or more ethnicities.

The centerpiece of the PDS partnership between North Georgia College and State University (NGCSU) and the World Language Academy (WLA) is a focus on preparing teachers who practice and promote the ideals of educational equity in classrooms, schools, and communities (NAPDS Essential 1, 2007). This partnership provides pre-service teachers with training in reflective practice through collaboration with teachers, parents, and students from many backgrounds.

For the 2010-2011 academic year, 7 undergraduates in the Early Childhood/Special Education program at NGCSU completed year-long fellowships at WLA. This group of students followed the WLA calendar and began their field experience during teacher preplanning and remained in field placements full-time (other than times they attended methods courses) in the fall; they also remained in placements through the end of the school year and completed post-planning activities with mentor teachers. These interns completed roughly 36 weeks of field-work compared to 26 weeks for students in traditional/non-PDS field placements.

Teacher belief formation includes the cultural ideas new teachers

bring to their practice. NGCSU fellows in the year-long program at WLA emerged from the experience with heightened understandings and appreciation for teachers and students from other backgrounds. One intern stated, “It was interesting to learn how teachers from different South or Latin American countries differed in the way they interacted. Like teachers from Puerto Rico were much more outgoing and social while teachers from Mexico were quieter. I also learned that the Spanish language spoken by a person from Columbia sounds different than Spanish spoken by someone from Chile” (Reece, 2011).

One WLA intern stated: “At first it was a little intimidating, being in the faculty lunch room when a group of teachers was talking in Spanish; after a while, I didn’t even notice it. It became normal to hear.” Another intern added to the cultural differences in social situations with faculty, saying: “I see now how kids who don’t speak English feel when they come to an all-English speaking school. Nervous and uncomfortable” (Reece, 2011). These interns arrived at WLA in August 2010 with minimal experience working and interacting with children and adults from backgrounds different than theirs. Following this year internship, two of the fellows were offered teaching positions at World Language Academy. The principal

commented, “The training these interns received needs to be the model all interns follow” (Reece, 2011). Recently, I contacted one of the four fellows teaching in other school systems to ask about first year experiences. She commented, “It was weird; I was the new teacher, but other teachers on my team came to me with questions about teaching ELLs {English Language Learners}; I guess because I tried different strategies I learned during my internship” (Reece, 2012). The impact of the PDS collaborative process in this unique partnership continues as these new teachers model critical pedagogy that advances principles of equity (NAPDS Essential 1 & 4, 2007). Building upon the success of these fellows, 6 pre-service teachers who are also pursuing a minor in Spanish will complete their field experience at WLA in 2011-2012.

Linda Reece is an Assistant Professor in the Early Childhood/Special Education Department at North Georgia College and State University; she can be reached at lkreece@northgeorgia.edu. Alli Roberts is a Literacy Coach at World Language Academy and Adjunct Professor at North Georgia College & State University and the Liaison for Hall County PDS; she can be reached at Alli.Roberts@hallco.org.

“NGSU fellows in the year-long program at WLA emerged from the experience with heightened understandings and appreciation for teachers and students from other backgrounds.”

References

- Banks, J.A. (2003). Multicultural education characteristics and goals. In J.A. Banks & C.A. Banks (Eds.) *Multicultural education: Issues and perspectives* (pp.3-30). New York: Wiley.
- McDonald, M. (2007). The joint enterprise of social justice education. *Teachers College Record*, 109(8), pp. 2047-2081.
- National Association for Professional Development Schools (2008). *What it means to be a professional development school*. Columbia, SC: Author.
- Reece, L. (2011). (Intern interviews on topic of teacher belief development through field practice experiences). Unpublished raw data.
- Reece, L. (2012). (Follow up interview with WLA fellows). Unpublished raw data.
- Sleeter, C.E. (2008). Preparing white teachers for diverse students. In *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed.).
- Solomon, R.P., Portelli, J.P., Daniel, B., & Campbell, A. (2005). The discourse of denial: How white teacher candidates construct race, racism, and ‘white privilege’. *Race, Ethnicity, and Education*, 8(2), pp147-169.

The Tenth Essential: Enhancing P-12 School Improvement

Keith Conners, Lindsay Wild and Jennifer Lewis, Salisbury University

Maybe it is implicit. Maybe it is addressed sufficiently in the preamble to the Nine Essentials. But it can be argued that there ought to be a tenth item on the list of what must be present in order to merit the label of “Professional Development School.” Given the enormous pressures facing American public schools, we think it is important to include a commitment to overall school improvement in the list of PDS must-haves.

We were delighted to welcome more than 30 participants from 13 states at our PDS National Conference session in Las Vegas in March 2012. Our theme -- Linking PDS Interns’ Assignments to School Improvement Goals – was inspired by an ongoing concern facing many PDS ventures: are the needs of higher education and P-12 partners mutually compatible? More specifically, when interns descend upon a school in numbers, will their teacher preparation program requirements compete with or enhance the mission of the host PDS?

Salisbury University’s elementary (1-6) and early childhood (P-3) education programs have established a set of internship requirements that are designed to help interns develop into market-ready professionals while simultaneously contributing in positive ways to the mission of their PDS placement site. Three key assignments are required of all SU interns: action research, showcase lessons, and legacy projects.

Action research, a common requirement for interns in many teacher education curricula, allows interns to collaborate with mentor teachers to reflect on their educational practice. Showcase lessons provide interns the opportunity to highlight certain lessons that they teach during their student teaching experience. While differentiated instruction, arts integrated, and technology-rich lessons are taught on a daily basis in our PDS schools, showcase lessons are a time for interns to demonstrate these great lessons. Legacy projects are a chance for

interns to leave a token of their appreciation that will help better the school or classroom that the intern worked in.

Action research clearly ticks box number five on the list of the Nine Essentials, while showcase lessons and legacy projects focus on instructional innovation and reflective practice as specified in Essential number four. Moreover, by requiring interns to consult school improvement plans or accreditation documents, the completion of these assignments are linked directly to the mission of the school and its current priorities.

Lindsay is a Graduate Assistant at Salisbury University; she can be reached at lw96882@gulls.salisbury.edu; Jennifer is a Graduate Assistant at Salisbury University; she can be reached at jl19545@gulls.salisbury.edu; Keith Conners is a Professor and PDS Liaison at Salisbury University; he can be reached at kjconners@salisbury.edu.

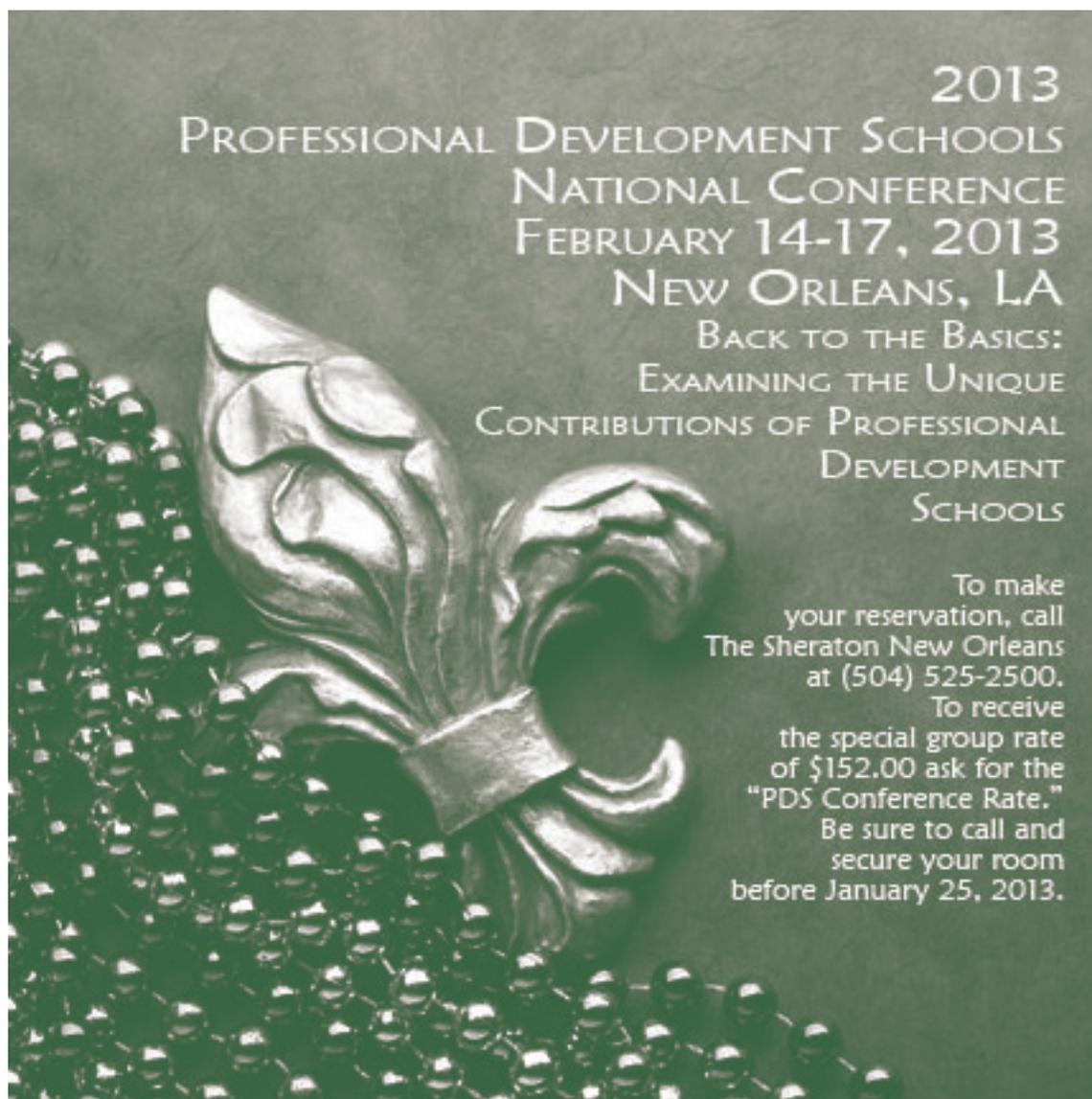
“Editors’ Corner”

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

Our editorial team is excited to bring you the September edition of PDS Partners. Articles submitted and reviewed for this edition come from New Jersey, West Virginia, Pennsylvania, Florida, Minnesota, Maryland, and Georgia. One perk of being a teacher is the fact that we can start fresh each and every year/semester. Public school teachers and college faculty see the summer come to a close as they look forward to the myriad of new experiences the new year brings. Educators look forward to new relationships, new ideas, new pedagogy, and new partnerships. It is an exciting time to be part of the NAPDS. The Nine Essentials provide each of us a foundation to build a brighter future for each of our PDS Partners and Partnerships.

A new group of students with new ideas and aspirations will become part of our PDS networks. As PDS professionals, we hope that each stakeholder will aspire to create and foster new relationships while continuing to augment our current partnerships. Professional development can provide a key variable for growth and achievement. The continual dissemination of our research and work enable each of us to learn from one another. We hope that each of you enjoy the beginning of a new journey this year coupled with steadfast support for all of our students. We welcome your thoughts, comments, concerns, and ideas for our magazine and look forward to learning with you during the new 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@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:

Awards: Elliott Lessen, Northeastern Illinois University
Conference: Bruce Field, University of South Carolina
Essential Five Research: Ron Beebe, University of Houston - Downtown
Membership: Karen Hassell, Waco ISD, Waco, TX
JoNancy Warren, Illinois State University
Policy & Governmental Relations: Les Sternberg, University of South Carolina

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, rrsiers@salisbury.edu

Cathy Ramey, Mardela Middle & High School, Assistant Editor, cramey@wcboe.org

Section Editors:

Interns and the Internship

Ron Siers, Jr., Salisbury University, rrsiers@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, beeberr@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

PDS PARTNERS