

PDS Partners

National Association for
NAPDS
Professional Development Schools

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A Message From the President

Elliott Lessen, Northeastern Illinois University



**NAPDS President,
Elliott Lessen**

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Welcome to this issue of the NAPDS Newsletter. At a time when teacher preparation and teaching in general have come under attack and scrutiny, it is reassuring to know that there are so many professionals who share the same ideals which have been put forth as a potential remedy to the attacks we all face. This remedy is the engagement of P-12 and higher education (faculty, administrators, students, and teacher candidates) in the work of Professional Development Schools. As well, many PDSs are joined in their work by members of the community, including local businesses/industry. It may be that PDSs/partnerships that are well developed and that engage

all constituencies will help stave off future attacks on what we do.

The recent report, *Educating School Teachers* by Art Levine, has indicated that "The PDS offers a superb laboratory for education schools to experiment with initiatives designed to improve student [P-12] achievement" (p. 105). Thus, our collective wisdom, which can be shared at our conference, via the newsletter and website, and in our journal, can provide documentation of the work of PDSs/partnerships.

As well, I am very pleased to report that our journal, *School-*

University Partnerships, should be in your hands soon. It is an exciting time for NAPDS and I want to thank Roger Brindley for his efforts in moving this process ahead so rapidly.

As I close this column, I take great pause in thinking about Ms. Cheri Jefferson whose term as president I am currently occupying. Cheri was the first P-12 president of NAPDS and is sorely missed by those of us who know her and those who have worked so closely with her. We wish her the best in her struggle and hope that she rejoins us soon!

Have a great and successful spring semester!

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hard at work!**

Collaboration for Effective Learning

Jim DeGeorge, PDS Coordinator, University of Maryland, College Park and
Rob Bruno, Assistant Principal, Atholton High School



UMCP Student Interns, Mentor Teachers, and Howard County Administration discuss how to handle situations professionally in the classroom

“The interaction between the interns and experienced teachers is a tremendous asset and professional development opportunity to improving instruction for all of those involved.”

One of the keys to a successful Professional Development School (PDS) – Institution of Higher Education partnership is collaboration that demonstrates effective learning outcomes for interns, mentors, and students. With the support of the Howard County Public School’s Professional Development Schools Program (PDSP), the University of Maryland, College Park (UMCP) and three secondary PDS sites (Atholton HS, River Hill HS and Elkridge Landing MS) have created a framework for delivering a required undergraduate course for all secondary UMCP interns completing their internship in the county. Last year was the initial effort and it proved to be extremely successful.

Rob Bruno, Assistant Principal at Atholton HS, worked very closely with UMCP/PDS Coordinators, Jim DeGeorge, Stacy Pritchett, and Peggy

Wilson, to conceptualize, plan and implement a series of workshops and seminars that focused on inclusion, diversity, and professionalism. These learning experiences involved interns, mentors, HCPSS Central Office Curriculum Coordinators, UMCP faculty/staff, and PDSP facilitators. The focus of each workshop/seminar was to improve knowledge, skills, and dispositions in each of the areas of focus. Exit data solicited from interns suggests that the program of instruction was positive and beneficial to them and their students.

This year, a few adjustments have been made to the series of learning experiences so that it will further enhance learning. The overall theme of all of the workshops is to give the interns the practical application of many of the theories discussed. Teachers from the PDS partnership schools present and model effective

skills that are important for success in the classroom. The interns have the opportunity to ask questions and discuss teaching and instruction with experienced teachers from a variety of disciplines and levels to enhance their understanding of teaching. The interaction between the interns and experienced teachers is a tremendous asset and professional development opportunity to improving instruction for all of those involved.

The university was so impressed with the manner in which the collaboration occurred, the course is being delivered in the same manner on a pilot basis in Prince George’s and Montgomery Counties this semester. And, Rob Bruno, along with UMCP/PDS Coordinators, will be attending the National PDS Conference this spring to present their work.

School–University Partnerships:

An update on our new journal

Roger Brindley, University of South Florida

At the 2006 annual meeting of the NAPDS, we announced that we would launch the NAPDS journal, *School–University Partnerships*, in the next year. We also developed an Editorial Board of 12 editors – six from P–12 PDSs and six from teacher education. Where possible we have partnered up

to do our work. As a result of the interest generated at the 2006 meeting, we created a list of 70 journal reviewers. This response from the NAPDS members was magnificent.

Wow! Did you ever! By the September deadline we had received an incredible 44 manu-

scripts. Such a huge response speaks volumes for this remarkable association of PDS educators. During the Fall of 2006, the editors set about ensuring that each manuscript received a blind review from three reviewers. Each pair of

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The Impact of PDS on Enhanced Student Learning

Michael McAuliff, Principal, Parish Elementary School

Being a Professional Development School enhances learning for *all* students involved in the partnership including public school students, college students, public school faculty (P-12) and college/university faculty. In order for a partnership to be truly collaborative and effective, all four of these “pieces” must fit together much like a puzzle. Let’s review each piece of the puzzle.

Public School Students:

When teacher interns enter a classroom and collaborate with public school teachers, public school students are exposed to multiple teaching and learning styles as well as the opportunity for more small group and/or individualized instruction. “I liked having you both here because you all teach good but different and different stuff.” (Emma 1st Grade Student)

College Students: College students learn through the opportunity to put theory into practice and to reflect on their experiences with both college

instructors as well as P-12 educators. Furthermore, they too are exposed to various teaching/learning styles and depending on their experience may have the opportunity for an in-depth co-teaching experience. “The opportunity to see and feel what it is like to be a teacher is first-hand at a PDS. You really know by the end of this experience if this is really what you want to do with your life.” (An Oswego State University Student).

P-12 Educators: Working in a PDS, gives P-12 educators the opportunity to engage in truly embedded professional development. When a public school teacher, works closely with a teacher intern helping them to grow and develop and learn the craft of teaching, it causes the P-12 educator to become a better teacher. “Teaching in a PDS has supported my professional growth, learning and the implementation of best practices in my classroom. Working side-by-side with interns causes me to model, teach and explain the instructional strategies and program-

matic decisions I engage in my classroom. A natural outcome of teaching in a PDS is high expectations and standards for *all* participants of the learning community.” (Christine Weisenburger 2nd Grade Teacher)

College/University Faculty: The partnership that a PDS presents, allows college and university faculty to keep a current connection between the theory they are teaching in their classrooms and the reality of public school education and what is happening in classrooms. “One day as I sat on the floor working with the students in Sue Fox’s 3rd grade classroom, alongside my practicum student, it hit me. This was why I was here, to connect the reality of teaching to the theory in my course.” (Cathy Crary, University Faculty)

Through true collaboration, hard work and a shared vision and commitment, these “pieces” can come together to provide **enhanced learning for all** involved.

“The opportunity to see and feel what it is like to be a teacher is first-hand at a PDS. You really know by the end of this experience if this is really what you want to do with your life.”

Membership Information

Didn't make it to Vegas for the 2007 Professional Development Schools National Conference?

Know someone who may be interested in joining the NAPDS?

You can become a new member or retain your membership.

Check out the NAPDS website at www.napds.org to print the membership form.



National Association for



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Where Kids and Tutors Meet: The PDS Payoff

Delores Heiden, Carol Angell and Joy Starr, University of Wisconsin—La Crosse

When we first approached an area school administrator about developing a new PDS in one elementary school in his district, he requested that our students also tutor children who were struggling readers. This, to us, represented a win-win situation. Our teacher education students would have the benefit of the PDS experience, and 22 children in the elementary school would receive additional help in literacy. The experience grew to be so much more than we had ever anticipated.

Each teacher recommended two struggling readers to receive tutoring in reading/writing from preservice teachers before school three mornings of the week, for half an hour each session, all semester. The university instructor moved from one tutor-tutee pair to another, observing, monitoring, modeling and prompting. Each week, the preservice teachers submitted a detailed set of observation notes

for their tutoring; these notes were copied for the classroom teachers and reading specialists. At the end of the semester the preservice teachers wrote detailed case reports that included results of assessments, a description of the tutoring program used, anecdotal notes about the tutoring, and an evaluation of the progress made by the children.

The tutoring program became a mechanism through which university students learned a great deal about teaching reading. Here is a PDS student's perspective on the value of the tutoring experience:

"It is through the tutoring experience that I feel I have learned the most about literacy development and how it affects children. I was able to observe and guide a student who was struggling to read at her grade level. I saw how her limited literacy abilities affected her self-

esteem and her ability to follow along in class. Being a part of this tutoring experience accentuated for me the core importance of a strong background in literacy.

This also provided me with the opportunity to practice many strategies and techniques for literacy instruction; I also know what running records are and how to use them to choose appropriate texts for my students. I know there are more strategies to reading than just phonetically sounding out words. I was able to encourage my tutee to use other strategies like looking at the pictures, reading to the end of the sentence, making guesses, and identifying chunks. I also am aware of stages of writing and reading development and have used these strategies to identify my tutee's progress.

Though the main objective of tutoring was for us to "give some-

thing" to the school community, I feel that I may have taken as much or more from this experience than my tutee. I have learned many strategies for teaching reading and writing, as I practiced them day after day for weeks at a time. I am excited about how I can use the strategies for reading and writing to teach my future students how to become well-skilled in their literacy abilities, so that many doors will be open to them."

We Need Your Help!!

We are looking for articles for future newsletters. If you have a story to share, please contact:

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School—University Partnerships

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editors oversaw the review of seven or eight articles and liaised with approximately 20 reviewers, synthesizing the reviewers' thoughts on the manuscripts. Our publishers, Rowman and Littlefield, have now received the master files and are currently page-setting the journal. Although the original plan was to have the journal delivered to all the NAPDS members the week prior to our 2007 national conference, it now appears that delivery will not take place until shortly after the Las Vegas conference.

In the coming months, I will be contacting all the authors where reviewers recommended the work be revised and resubmitted. If you are asked to revise, I do hope you will as nationally over 80% of revised work is accepted for publication, and I'm sure *School—University Partnerships* will reflect that trend. Sadly, we can't publish everything, and I will have to give some reviewers that unhappy news. In such an inclusive organization as the NAPDS those will be hard letters to write, but I can say that all the manuscripts

we received reflected vibrant and forward thinking partnerships, and I congratulate everyone who submitted a manuscript to us.

By the time the conference in Las Vegas starts, your journal editors will already be working on preparation for the second issue due out in September. Please keep sending your manuscripts to me during the spring and summer, and in the meantime be on the lookout for our first issue this April!

Interested in submitting a manuscript?

Contact:

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

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