

Call for Cases

Title:

The NAPDS Nine Essentials in Action: Cases of Professional Development Schools

Book Editors:

Eva Garin, Professor, Bowie State University egarin@bowiestate.edu
Rebecca West Burns, Associate Professor, University of South Florida
rebeccaburns@usf.edu

Book Series:

Research in Professional Development Schools Series (Ferrara, Nath & Beebe)

Publisher: Information Age Publishing

Cases due September 15, 2018

Purpose and Scope:

Ten years ago, the National Association for Professional Development Schools (NAPDS) outlined nine essentials of what distinguishes professional development school (PDS) as intentional, deep school-university partnerships in their publication, *What it Means to be a Professional Development School*. Since its publication, PDS stakeholders have used the Nine Essentials to guide their work. With increased national interest in clinical preparation and school-university collaboration in teacher education (American Association of Colleges for Teacher Education [AACTE], 2018; National Council for the Accreditation of Teacher Education 2010), PDSs stand poised to be the leader in robust school-university collaboration.

The purpose of this book, *The NAPDS Nine Essentials in Action: Cases of Professional Development Schools*, will be to extend the current knowledge about PDSs by providing cases that illustrate how the NAPDS Nine Essentials can be and have been implemented and how their implementation looks at varying levels of partnership development. While the Nine Essentials have served as a national guide for PDS work, we believe that concrete examples will serve to elevate PDS work to the next level of development to move beyond a few boutique programs to large-scale implementation.

We expect readers to use this book as a resource guide to understanding the Nine Essentials. We anticipate PDS stakeholders will use it as they engage in and lead professional learning about their PDS development in their PDS sites. It is our intention that readers will use this book to gain a deeper understanding of the Nine Essentials as they work with colleagues to determine their level of development with each of the Nine Essentials. We believe that the cases will support readers in having rich discussions about their work in implementing and developing their own school-university partnerships.

We are seeking individuals across the continuum of just beginning partnerships to leading, fully developed and longstanding PDSs to write cases about their work.

Special Notes to Prospective Authors

This text is designed to identify case examples of beginning, developing, at standard, or leading in their PDS development. To define those categories, we draw upon the NCATE PDS Standards (2001) by quoting their definitions as being:

“Beginning Level: Beliefs, verbal commitments, plans, organization and initial work are consistent with the mission of PDS partnerships. This means that even at the earliest stage of development PDS partners are committed to the key concepts of PDSs and their earliest work addresses how to take initial steps in that direction.

Developing Level: Partners are pursuing the mission of the PDS partnership and there is partial institutional support. At the developing stage, partners are engaged in PDS work in many ways. However, their supporting institutions have not yet made changes in their policies and practices that would provide evidence of institutionalization

At Standard: The mission of the PDS partnership is integrated into the partnering institutions. PDS work is expected and supported, and it reflects what is known about the best practices. At this stage, partners work together effectively resulting in positive outcomes for all learners. Partnering institutions have made changes in policies and practices that reflect what has been learned through PDS work, and that support PDS participants in meaningful ways.

Leading Level: Advanced PDS work is sustaining and generative, leading to systematic changes in policy and practice in partner institutions, as well as influencing policy at the district, state, and national levels. At this stage of development, the PDS partnership has reached its potential for leveraging change outside its boundaries and its supporting institutions, and has an impact in the broader education community” (p. 7-8).

In true PDS spirit, all cases should be co-authored by school and university representatives. *Each case should be between 2,000 – 2,500 words (not including references).* Authors should identify which of the NAPDS Nine Essentials your case addresses:

According to NAPDS (2008), the nine essentials of a PDS are:

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

3. Ongoing and reciprocal professional development for all participants guided by need;
4. A shared commitment to innovative and reflective practice by all participants;
5. Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;
6. An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;
7. A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;
8. Work by college/university faculty and P–12 faculty in formal roles across institutional settings; and
9. Dedicated and shared resources and formal rewards and recognition structures.

Following the case, you should include a few paragraphs that explain how your case can move along the continuum to the next phase of development from beginning to developing, to at standard to leading. We also welcome any advice you can offer the reader. For example, if your case narrative is at the beginning to developing stage, what plans do you have to move this essential to the standard level? If your case is at the standard level, how will you move your work in this essential to the leading stage? If your case narrative is at the leading stage, give readers a history of how you moved along the continuum from beginning to leading and what plans you have to sustain and review your work.

Finally, you should include 2-3 discussion questions that PDS stakeholder could use to discuss your case, and you should describe a field-based activity that will push PDS stakeholders in their thinking about PDSs.

To recap, all authors should:

- Submit a case narrative (2,000-2,500 words not including references)
- Identify which of the NAPDS Nine Essentials the case addresses
- Identify which stage of development your case is describing (beginning, developing, at standard, or leading)
- Describe how your case has moved or can continue to move along the continuum of development
- Identify 2-3 discussion questions
- Describe a field-based activity

Preparation for Submission

All submissions must be prepared using Word for electronic submission and adhere to the guidelines set out in the *Publication Manual of the American Psychological Association, 6th Edition*. Text should be double spaced, 12-point Times New Roman font with any tables, figures, or visual images placed after the reference section. Please complete the submission form at the end of this call and email the entire submission to Eva Garin at egarin@bowiestate.edu and Rebecca West Burns at rebeccaburns@usf.edu.

Projected Time-Line

July 1, 2018	Call for Cases
September 15, 2018	Cases due to Editors
October 15, 2018	Editors send cases to authors for revisions
November 30, 2018	Revisions due to Editors
January 1, 2019	Final Draft Submitted to Editors
Spring/Summer 2019	Anticipated publication date

**The NAPDS Nine Essentials in Action:
Cases of Professional Development Schools**

Edited by Eva Garin & Rebecca West Burns

Call for Proposals Submission Form

1. Name, Affiliation, Address, Email, and Phone of Case Author(s)

** Should include school and university representatives*

2. Title of the Case

3. Summary of the Case (100 words or less)

4. NAPDS Nine Essential Addressed

5. Stage of Development

___ Beginning ___ Developing ___ At Standard ___ Leading

6. Authors' Brief Bios (30 words or less for each author)

** Following this submission form, please include a copy of the case narrative (2,000-2,500 words not including references, how your case can move along the continuum of development, 2-3 discussion questions, and a description of a field-based activity connected to your case.*