



Book Series

Research in Professional Development Schools and School-University Partnerships

Series Editors

JoAnne Ferrara, *Manhattanville College*; Ronald Beebe, *University of Houston -Downtown*; Drew Polly, *UNC Charlotte*; Jennifer K. McCorvey, *University of South Florida*

Besides creating an outlet or vehicle for the promotion and the dissemination of theory and practice in the professional development school field, the book series project will focus on topics at the forefront of current discussion and dialogue among experts. The manuscripts will be carefully and systematically selected to provide the expression of an array of voices, especially those that speak from insightful, first-hand experience. Included are the voices of the researchers who strive to design and implement research that seeks to inform practice. The book series will underscore the depth and substance of research quantitative and qualitative designs, and their applications in a variety of contexts.

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- A Practical Guide to Exemplary Professional Development Schools
- PDS and Community Schools
- The Impact of PDS Partnerships in Challenging Times
- Exploring Cultural Competence in Professional Development Schools
- Clinically Based Teacher Education in Action
- A Pathway to PDS Partnership
- Visions from Professional Development School Partners
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A Practical Guide to Exemplary Professional Development Schools

Michael Cosenza, California Lutheran University; JoAnne Ferrara, Manhattanville College; Diane W. Gómez, Manhattanville College

2024. Paperback 979-8-88730-568-4 \$52.99. Hardcover 979-8-88730-569-1 \$94.99. eBook 979-8-88730-570-7 \$85.

Professional Development Schools are complex and comprehensive school university partnerships focusing on professional development of new teachers and veteran teachers while providing high quality education to P-12 students. The chapters of this book contain the stories of 8 highly successful and nationally recognized professional development schools. Each story provides the reader with practical ideas, procedures and policies that can be implemented by the reader to begin new partnerships or help improve and sustain existing partnerships.

Each chapter discusses the rich clinical preparation combined with progressive experiences in PDSs that have made the partnership successful. The diverse authors from several different states describe their efforts to forge PDS partnerships to develop and deliver high quality teacher preparations, practical experiences for teacher candidates, and simultaneously provide professional development for experienced practitioners.

The book will be a valuable resource to school and university faculty and administrators as they transition to a partnering model of clinical preparation for teacher candidates: it will help stakeholders decide if their schools and institutions are ready to commit to a partnership, and highlight the benefits they stand to gain. The book also realistically addresses challenges in a way the reader can prepare for to reduce obstacles in establishing and sustaining PDSs.

CONTENTS: Foreword, *JoAnne Ferrara, Ronald Beebe, Drew Polly, and Jennifer McCorvey*. Acknowledgments. Introduction, *Michael Cosenza*. Thirty Years of Partnership: Sustaining Our PDS Work, *Douglas W. Rogers, Rachelle Meyer Rogers, Krystal Goree, Madelon McCall, Barbara Purdum-Cassidy, and Suzanne Nesmith*. Bowie State University PDS Network: A Trailblazing Historically Black University, *Eva Gavin*. The Buffalo State Professional Development School Consortium: A Shared Goal While Responding to Varying Needs, *Pixita Del Prado Hill and Keli Garas-York*. California Lutheran University PDS Network: Sustaining Successful Partnerships, *Michael Cosenza*. Mason's Elementary PDS Program: Leveraging a History of Collaboration to Grow and Sustain School/University Partnerships, *Audra Parker*. Rooted in a Commitment to Change: How a PDS Network Renews and Rebuilds Its Implementation of Best Practices, *Stacey Leftwich, Cathy A.R. Brant, Michelle L. Damiani, and Robert S. Eisberg*. Engaging and Impactful Practices in an Award-Winning PDS Network, *Sara Elburn, Diallo Sessoms, and Ron Siers Jr.* School-University Partnerships: Lessons Learned From the UNC Charlotte-Kannapolis City Schools Initiative, *S. Michael Putman and Drew Polly*. Common Characteristics and Challenges of Successful School-University Partnerships, *Michael Cosenza*. Resources. Resource I: Memoranda of Understanding. Resource II: Roles and Responsibilities. Resource III: Recommended Readings for Professional Development. Resource IV: Organizational Charts. Resource V: Problem Solving Protocol. Resource VI: Job Descriptions. Resource VII: Application Solicitation. Resource VIII: Grant Narrative. About the Editors/Authors.



PDS and Community Schools The Nexus of Practice

JoAnne Ferrara, Manhattanville College; Janice L. Nath, University of Houston; Ronald Beebe, University of Houston -Downtown

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How the Professional Development School and Community School strategy might benefit from an integrated perspective serves as the guiding framework for this volume of Research in Professional Development Schools. This book advocates for blending these two approaches to address the needs of P-20 settings and their communities. Because we recognize the inherent strengths in both models, we encouraged chapters that had as a primary focus one or both models as they sought to support teacher preparation and K-12 partners. Subsequently, a series of questions framed the conversation around the potential for combining these models as well as what such an integrated model might present for teacher education programs, K-12 partners, and their communities. Since this volume explores three different aspects of the relationship between Professional Development Schools and Community Schools, a set of guiding questions were offered to guide the specific models addressed.

CONTENTS: Introduction, *Ronald S. Beebe, JoAnne Ferrara, and Janice L. Nath*. Acknowledgements. Co-Catalysts for Systems Change: A PK-16 Community Partnership, *Mary D. Burbank, Janice A. Dole, Heather A. Newell, Melissa M. Goldsmith, and Robert E. O'Neill*. Stories of Possibility: A Partnership Creates a Summer Learning Community, *Janna Dresden, Erica Gilbertson, Ashley Shaver Nylin, Alicia Burgum, Izzy Ceron, Matthew Fasig, Tad MacMillan, Rachel Ranschaert, and Patricia T. Waldrip*. Professional Learning Within a PDS, *Katherine Egan Cunningham and Diane W. Gómez*. Community Teacher Learning and Development: The Promise of University-Assisted Community Schools, *Rebecca French, Symone Gyles, Sunanda Kushon, and Karen Hunter Quartz*. Leveraging the Partnership Between a Community School and a Professional Development School, *Drew Polly, Paola Pilonieta, Erin Washburn, Madelyn Colonnese, Pamela Broome, and Naomi ImOberstag*. The Perfect Marriage: How a PDS Partnership Strengthened a Nascent Community School, *Patricia Norman, Rocio Delgado, Roxanna Montes-Bazaldúa, and Brian Sparks*. Re-Imagining Teacher Preparation: The Role of Community Schools, *JoAnne Ferrara and Diane W. Gómez*. PedsAcademy®: A Professional Development Community School Connecting Preservice Educators and Chronically Ill Children, *Michelle J. Kelley and Rebeca Grysko*. Professional Development and Community School Models Meet to Make a Difference, *Stephanie Savick, Rachel Durham, Patrice Silver, Angelo Letizia, and Mary Lauren Watson*. Advancing School Districts' Policy Readiness for Partnerships, *Emily Woods*. About the Editors. About the Contributors.



The Impact of PDS Partnerships in Challenging Times

Pixita del Prado Hill, SUNY Buffalo State; Keli Garas-York, SUNY Buffalo State

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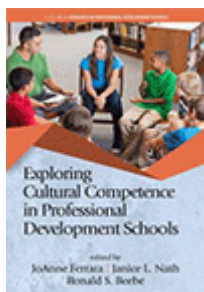
The Impact of PDS Partnerships in Challenging Times is the follow up to *Doing PDS: Stories and Strategies from Successful Clinically Rich Practice* (2018). The first book included stories that described our experiences across more than twenty-five years of PDS partnerships. We sought to examine and chronicle the innovative ways we negotiate school-university collaboration while explaining the development of the SUNY Buffalo State PDS consortium. This second volume strives to explore the impact of our endeavors individually at each school/community site and collectively as an entire consortium to point to the important ways that school-university partnership contributes to all stakeholders and where we might do better.

SUNY Buffalo State's PDS roots go back to 1991 with one local school partner. Today this school-university partnership consortium connects with over 100 schools with approximately 45 signed agreements each semester in Western New York, nationally, and internationally. The SUNY Buffalo State PDS consortium is grounded in three frameworks for clinically rich practice: (a) the National Association for Professional Development Schools Nine Essentials (Brindley, Field, & Lesson, 2008); (b) CAEP Standards for Excellence in Educator Preparation, Standard 2 (<http://caepnet.org/standards/standard-2>, 2018); and (c) the Buffalo State Teacher Education Unit Conceptual Framework (<https://epp.buffalostate.edu/conceptualframework>, 2018).

Through specific examples, each chapter utilizes a case study approach to describe the nature of various partnerships situated in research with a focus on the impact of the partnership. The chapters are intentionally succinct to provide a focused look at a particular partnership activity as each contributes to the larger goals of the entire consortium. Every chapter follows a similar structure - defining a challenge identified by the members of the consortium, a review of the relevant literature, an explanation of how the school/community liaison team responded to the challenge and the data gathered to determine impact, an "impact at a glance" chart to report the findings, and an identification of the necessary next steps in the project.

CONTENTS: Acknowledgments. Series Foreword, *JoAnne Ferrara and Janice Nath*, *Research in Professional Development Schools Series Editors*. Foreword, *Wendy Paterson*. Introduction: Reframing Impact Within the PDS Context, *Pixita del Prado Hill and Keli Garas-York*. **PART I: THE IMPACT OF MUTUALLY BENEFICIAL PDS PARTNERSHIPS.** A Framework for Collaborative Research with PDS: Using Kagan Cooperative Learning Structures to Meet All Students' Needs, *Tim Zgliczynski, Larry Maheady, and Patricia D. George*. Strengthening Community Relationships with a Symbiotic PDS Partnership, *Christopher Shively and Jill Clark*. A Partnership Response to the Substitute Teaching Shortage, *James Maloney, Sue McMillen, and Matthew Jay Hahn*. **PART II: THE IMPACT OF INTERDISCIPLINARY PDS PARTNERSHIPS.** Collaborative Curriculum Development to Prepare Candidates Certified in Both General and Special Education, *Lisa A. Rafferty, Angela L. Patti, and David Henry*. Using Co-Teaching to Develop 21st Century Literacies in Secondary Teachers, *Sue McMillen and Pixita del Prado Hill*. Interdisciplinary Cohorts for Secondary Teacher Preparation, *Sue McMillen and Jodelle S. W. Magner*. Implementing a Peer Teaching Model to Develop Professional Skills for Working

with Young Children at Diverse PDS Sites, *Pamela Schuetze and Kathy R. Doody*. Transdisciplinary Collaborations: Relying on Colleagues with Various Expertise to Benefit Teaching Pedagogy and the Student Experience, *Katrina Fulcher, Pamela Schuetze, and Kathy R. Doody*. **PART III: THE IMPACT OF GLOBAL PDS PARTNERSHIPS.** Singing Their Way Through Teaching English: Experiences of Teacher Candidates at an Italian Elementary School, *Kerry B. Renzoni, Maria Ceprano, and Mary Shea*. A Multicultural Journey Through Literature: The Chilean Experience, *Emilio Araya, Rosa Delicio, Miquéias Rodrigues, and Lorena Soto*. **PART IV: THE IMPACT OF VIRTUAL PDS PARTNERSHIPS.** A Virtual School-University Partnership: IPDS Honduras, *Sue McMillen and Beth McMillen*. Technology-Based Simulation to Prepare Special Education Teachers, *Dennis Garland and Krista Vince Garland*. The Global Literacy Channel: Teaching Readers and Writers around the Globe, *Patricia D. George and Rachel Nati*. **PART V: THE IMPACT OF SERVICE-LEARNING PDS PARTNERSHIPS.** Family Fun Night: An Event for Children, Families, and Teacher Candidates, *Kathy R. Doody and Patricia D. George*. The Relationship Between Service-Learning and Field Experience in the Context of PDS, *Julie Henry and Renee Carr*. PDS, Families, and STREAM: Oh My! *Dianne McCarthy and Elizabeth Eden*. **PART VI: THE IMPACT OF LEADERSHIP DEVELOPMENT THROUGH PDS PARTNERSHIPS.** Growing Our Own in Buffalo Through the Urban Teacher Academy, *Kathy L. Wood and William Keresztes*. Structures that Promote Self-Confidence in PDS Undergraduate Student Representatives, *Sherri Weber and Daniel Klein*. Building a Better Math Teacher: Community Learning in a PDS, *David C. Wilson and Jessica N. McGill*. PDS and a School District Partner Develop Leadership Together, *Thomas McCully and Gretchen Cercone*. Conclusion: How PDS Partnerships Make Meaningful Impact Possible, *Pixita del Prado Hill, Larry Maheady, Julie Henry, and Keli Garas-York*. Biographies.



Exploring Cultural Competence in Professional Development Schools

JoAnne Ferrara, Manhattanville College; Janice L. Nath, University of Houston; Ronald Beebe, University of Houston -Downtown

2020. Paperback 978-1-64802-134-3 \$52.99. Hardcover 978-1-64802-135-0 \$94.99. eBook 978-1-64802-136-7 \$85.

This book examines the ways in which PDSs build cultural competence for various stakeholders including pre-service teachers, classroom teachers, school leaders, college faculty, and K-12 students. Given the increased national attention on the opportunity gap present in underserved marginalized communities across the country, the authors in this series identify a combination of research-based practices and institutional changes that increase student attainment and develop educators' capacity to serve a range of diverse learners. We are certain the timeliness of the topic will provide educators with context for understanding the role PDSs play in the creation of culturally responsive schools.

CONTENTS: Introduction. Acknowledgment. Organizational Cultural Competence in PDS Networks and Teacher Certification Programs, *Teresa R. Fisher-Ari, Regina Speights, Mina Veazie, Haimanot Haile, Elizabeth Tennes, and Huan Ngo*. When Racial Equity Is Center: Enacting Culturally Responsive Teacher Preparation in PDS Settings, *Morgan Faison and Janna Dresden*. Fostering a Diversity Perspective: Embedding Cultural Responsiveness Learning Throughout a Teacher Education Program, *David S. Bender, Chrystine Mitchell, Sharon Pitterson-Ogaldez, and Jayné Park-Martínez*. Leveraging School-University Partnerships to Build Cultural Competence in Teacher Candidates, *Drew Polly*. Preparing Teachers for Changing Classrooms: Assessing the Impact of an International Professional Development Schools Program, *Pixita del Prado Hill, Nancy Chicola, and Tamara Hortzman-Riphahn*. Enhancing Culturally Relevant Teaching: The International Teacher-to-Teacher Exchange Program, *Jeanne Tunks, Ricardo González-Carriedo, Lacey Rainey, and Sarah Reynolds*. Measuring Changes in Teachers' Perceived and Actual Cultural Competence Using the Intercultural Developmental Inventory in the PDS Context, *Stephanie Savick and Candice Logan-Washington*. Teaching Global Multicultural Competence and Citizenship, *Stephanie Rein*. Common Professional Language: A Critical Piece for Communication and Research in Professional Development Schools, *Joan Ickes, Janice Nath, Kelly O'Neal-Hixson, Ronald Beebe, and Jeff Lash*. About the Editors. About the Contributors.



Clinically Based Teacher Education in Action Cases from Professional Development Schools

Eva Garin, Bowie State University; Rebecca West Burns, Kutztown University of Pennsylvania

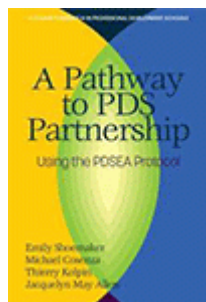
2020. Paperback 978-1-64802-001-8 \$52.99. Hardcover 978-1-64802-002-5 \$94.99. eBook 978-1-64802-003-2 \$85.

Teacher education in the United States is changing to meet new policy demands for centering clinical practice and developing robust school-university partnerships to better prepare high-quality teachers for tomorrow's schools. PROFESSIONAL DEVELOPMENT SCHOOLS (PDSs) have recently been cited in national reports as exemplars of high-quality school-university partnerships in the clinical preparation of teachers. According to the National Association for Professional Development Schools, PDSs have Nine Essentials that distinguish them from other school-university collaborations. But even with that guidance, working across the boundaries of schools and universities remains messy, complex, and, quite frankly, hard. That's why, perhaps, there is such diversity in school-university partnerships.

For the last thirty years, educators have been fascinated yet puzzled with how to build PDSs. Clinically Based Teacher Education in Action: Cases from PDSs addresses that perplexity by providing images of the possible in school-university collaboration. Each chapter closely examines one of the NAPDS Nine Essentials and then provides three cases from PDSs that target that particular essential. In this way, readers can see how different PDSs from across the globe are innovating to actualize that essential in PDS development. The editors provide commentary, addressing themes across the three cases. Each chapter ends with questions to start collaborative conversations and a field-based activity meant to propel your PDS work forward.

CONTENTS: Foreword, *Jane Neapolitan*. Introduction. Acknowledgments. Integrating the Nine Essentials. Sustained Success in a PDS: The Case of Salisbury University and Mardela Middle/High School, *Ron Siers, Jr., Sara Elburn, and Cathy Ramey*. Views of a Professional Development School District: A Collage of Experience and Commitment, *Katherine F. Thompson, Janna Dresden, Tad MacMillan, and Erica Gilbertson*. Establishing A Comprehensive Mission (NAPDS Essential 1). Green Light, Yellow Light, Red Light: A Case Study That Explores Should the PDS Partnership Proceed, Slow Down, or Stop? *Ronald W. Whitaker, II, Margery Covello, Thomas R. Conway, Beverly R. Bryde, and Martha Ritter*. Breaking Down Barriers: Building a Network of Professional Development Schools across Elementary, Middle, and High School Levels, *Jennifer Rinck, Rebecca West Burns, Jennifer Jacobs, and David Allsopp*. 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Community, *Bernard Badiali*. Committing to Equity and Social Justice. SEED “Seeds,” “Stories of Injustice,” and the Ideals of Our Profession: A Program in Formation and Pre-Service Teachers as Bridges to Equity, *Kristien Zenkov, Michelle Lague, and Paula Cristina Azevedo*. An Embedded Model for Teacher Preparation: Literacy, Learning, and Social Justice in Professional Development Schools, *Catherine Compton-Lilly, Beth White, and Buffy Murphy*. Looking Across the Chapters. List of Appendices. Appendix A: Memorandum of Understanding. Appendix B: Freshmen Continuum of Expectations. Appendix C: Opening Ceremony Script; Penn State University. Appendix D: Pinning Ceremony Script; Penn State University. References. About the Editors. About the Contributors.



A Pathway to PDS Partnership Using the PDSEA Protocol

Emily Shoemaker, University of La Verne (retired); Michael Cosenza, California Lutheran University; Thierry Kolpin, Brandman University; Jacquelyn May Allen, University of La Verne

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Professional Development Schools offer P-12 schools and universities the opportunity to create rich learning environments for students, teacher candidates, teachers, university professors and administrators. The creation of Professional Development Schools requires careful thought and planning by leaders from both institutions who understand the importance of a systemic approach to gathering information that will allow them to build strong, sustainable partnerships.

This book is a practical, hands-on guide to exploring and assessing school and university readiness and compatibility to pursue a PDS partnership. The Professional Development School Exploration and Assessment (PDSEA) Protocol provides surveys and focus group interview questions that facilitate the identification of P-12 school and teacher preparation program qualities, characteristics and perceptions to determine institutional compatibility. Collaborative discussion and PDS planning templates provide guidelines for planning new PDSs. Assessment instruments used with the PDSEA Protocol are available online.

The authors offer unique insights into Professional Development Schools based on their experiences as educators in elementary, middle school, high school and as university professors who have been active in Professional Development Schools for 13 years. In this book, they share their insights and practical ideas about what it takes to develop viable and sustainable Professional Development Schools. Developed over a period of 8 years in a study that involved three universities and 13 partner schools, the PDSEA Protocol will assist teacher preparation programs, P-12 school districts and individual school sites as they explore, assess and plan school-university partnerships.

CONTENTS: Series Foreword: A Pathway to Partnership: Using the PDSEA Protocol. Acknowledgments. Introduction. **LEARNING ABOUT PDS** CHAPTER 1: The Imperative for Partnerships in PDS. CHAPTER 2: Overview of the PDSEA Protocol. CHAPTER 3: Stage I - Learning About PDS. **ASSESSING COMPATIBILITY FOR PARTNERSHIPS** CHAPTER 4: Stage II - Selecting a PDS Partner. CHAPTER 5: Stage III - Assessing Qualities, Characteristics, and Perceptions. CHAPTER 6: Stage III - Step 1: PDS Partnership Awareness Survey. CHAPTER 7: Stage III - Step 2: Focus Group Interview. CHAPTER 8: Stage III - Step 3: Institutional Profile Surveys. CHAPTER 9: Stage III - Step 4: Collaborative Discussion. CHAPTER 10: Stage III - Step 5: PDSEA Summary Report. CHAPTER 11: Stage IV - Planning the New PDS. CHAPTER 12: Using PDSEA in Established Partnerships. **COMPLEMENTARY COLLABORATIONS** CHAPTER 13: Multidisciplinary Approach in Developing PDSs. Appendices A-E. References. Glossary. About the Authors. About the Contributing Author.



Visions from Professional Development School Partners Connecting Professional Development and Clinical Practice

Merylyn Buchanan, California State University Channel Islands; Michael Cosenza, California Lutheran University

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Rich clinical preparation combined with progressive experiences in professional development school (PDS) settings are proposed to bring about systemic and impactful transformation of educator preparation and professional growth in order to improve and enhance P-12 student learning. In this book, diverse authors describe their efforts to forge PDS

partnerships to develop and deliver high quality training and practical experiences for candidates, and simultaneously provide professional development for experienced practitioners in ways that mirror recommendations found in authoritative reports and literature. The authors' collective wisdom is vividly captured in the multi-voiced chapters that are collaborations between cooperating teachers, school administrators, county and district level administrators, university supervisors, and instructional faculty.

The contexts authors write about are recognizable, and the accomplishments they experienced and challenges faced will resonate with institutions courageously undertaking change or renewal. The book will be invaluable to school and university faculty and administrators as they transition to a partnering model of clinical preparation for teacher candidates: it will help stakeholders decide if their schools and institutions are ready to commit to a partnership, and highlight the benefits they stand to gain, but realistically address challenges that may be faced by administrators and faculties as well as teacher candidates in the PDS enterprise.

CONTENTS: Foreword. Acknowledgment. Introduction: The Essential Importance of the PDS Model for Effective Teacher Preparation. **PART I: BRINGING THE VISION INTO REALITY.** A Short History of Professional Development Schools: Looking Backward and Forward, *Michael Cosenza and Marilyn Buchanan*. Partner Decision-Making: Assessing PDS Partnership Readiness, *Thierry Kolpin, Emily Shoemaker, and Cindy Cary*. From Courtship to Marriage: Using Pilot Programs to Create Professional Development Schools, *Michael N. Cosenza*. PDS and PLC: A Promising Approach in Supporting Teacher Education, *Keith A. Walters*. The Administrator Perspective: Looking Out From the Principal's Office, *Charmon Evans, Scott Mastroianni, and Marilyn Buchanan*. Dynamic Liaisons: Creating: New Roles, Responsibilities, and Relationships, *Cynthia Coler and Michael Cosenza*. Understanding a School: University Partnership From Then to Now, *Margaret M. Ferrara*. United by a Shared Vision: A Case Study of an Inclusive Professional Development School Using the "Nine Essential Elements", *Amy Hanreddy*. PDS Governance: Building a Collaborative Steering Group, *Michael Cosenza*. **PART II: ENHANCING THE CLINICAL EXPERIENCE.** Nurturing a Clinical Practice Profession: Residencies and Coteaching, *Jeanne Ricci, Melissa LaBelle, and Mandy Hardin*. Multidisciplinary Professional Development Schools: Collaboration for Student Success, *Jacquelyn M. Allen, Cindy Cary, and Thierry Kolpin*. edTPA in the PDS, *Drew Polly, Ian C. Binns, and S. Michael Putman*. Integrating Special Education Knowledge Into Professional Development Schools, *Belinda Dunnick Karge*. **PART III: TRANSFORMING PROFESSIONAL PRACTICE.** Building Leadership Capacity: Roles and Responsibilities in a PDS, *Michael N. Cosenza*. Teacher Leadership in a PDS: Think of the Possibilities, *Alison Rutter and Stacey Leon*. Districtwide Professional Development Opportunities Within a PDS Culture, *Michael McCambridge and Julia Sieger*. Incidental Learning as Professional Development, *Manuel Correia, Monica Osborn, and Danna Lomax*. Professional Development Schools Start With Professional Development: Embedding Learning, Growth, and Evaluation Into Daily Practice, *Marilyn Buchanan*. Teachers Doing the Rounds: Instructional Rounds—The Missing Link in the Medical School Analogy, *Merilyn Buchanan, Craig Helmstedter, and Lynne Freidman*. Connecting the Local PDS Community: The Southern California Professional Development School Consortium, *Michael Cosenza and Merilyn Buchanan*.



Doing PDS Stories and Strategies from Successful Clinically Rich Practice

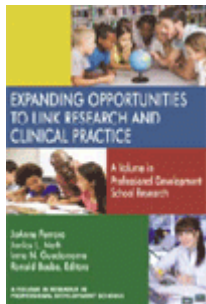
Keli Garas-York, SUNY Buffalo State; Pixita del Prado Hill, SUNY Buffalo State; Leslie K. Day, SUNY Buffalo State; Kim Truesdell, SUNY Buffalo State; Susan Keller-Mathers, SUNY Buffalo State

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SUNY Buffalo State is a unique urban comprehensive liberal arts public institution serving a large number of first generation college students. One flagship program at the college is the Professional Development Schools (PDS) consortium. Beginning in 1991 with one partner school, the SUNY Buffalo State PDS consortium now partners with approximately 45 schools locally, in Western New York, New York City, and across five continents. This book seeks to share the skills, knowledge, and examples of evidence-based practice of this innovative program to offer readers ideas for how teacher education and professional development might be re-conceptualized and re-energized.

CONTENTS: Acknowledgements. Series Foreword, *JoAnne Ferrara and Janice L. Nath*. Foreword, *Wendy A. Paterson*. Professional Development Schools: Innovative Practices for 21st Century Learning, *Leslie K. Day*. Professional Development School Partnerships as Creative Endeavors, *Susan Keller-Mathers*. **PART I: RESPONDING TO SCHOOL NEED BY PUTTING TEACHER CANDIDATES IN A NEW ROLE: FOCUS ON THE CHILD.** PDS and Developing Literacy Strategy Instruction with Literacy Specialist Candidates and Elementary School Teachers, *Keli Garas-York*. Raising the Bar for the ELA Field Experience: Teacher Candidates Partnering With Teachers in the RTI Instructional Program, *Maria A. Ceprano*. **PART II: RESPONDING TO SCHOOL NEED BY PUTTING TEACHER CANDIDATES IN A NEW ROLE: FOCUS ON FAMILIES.** PDS and the Literacy Fair, *Christine L. Tredo*. Preparing Special Education

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Expanding Opportunities to Link Research and Clinical Practice

A Volume in Research in Professional Development Schools

JoAnne Ferrara, Manhattanville College; Janice L. Nath, University of Houston; Irma N. Guadarrama, University of Texas - Pan Am; Ronald Beebe, University of Houston -Downtown

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This volume in the Research in Professional Development Schools book series considers the role professional development schools (PDSs) play in expanding opportunities for linking research and clinical practice. As in past volumes of this series, PDS practitioners and researchers make a compelling case for the power of micro-level initiatives to change practice. Contributors share ideas to expand PDS work beyond site-specific contexts to include a broader macro-level agenda for clinical practice. Authors hope to inspire large scale PDS reform through replication of successful initiatives featured in this volume. Evoking change is not easy. Nonetheless, series editors and contributors conclude that PDSs generate a critical mass of PK-16 educators willing to form partnerships to address enduring educational dilemmas.

This volume represents a cross section of PDS stakeholders engaged in research along with innovative projects that uncover the richness of clinical practice. Higher education faculty, school practitioners, and preservice teachers featured in these chapters explore the ways PDSs deepen clinical practice while enriching teaching and learning. We begin with the discussion by Beebe, Stunkard, and Nath on the National Association for Professional Development School's (NAPDS's) role to support teacher candidates' clinical practice through the cooperative efforts of university and school-based personnel. The authors explain NAPDS' history and advocacy over the years to promote a context for schooluniversity partnerships to thrive and expand. As the premier association guiding the work of collaborative P-12/higher education partnerships, we welcome the insightful perspectives provided.

CONTENTS: Acknowledgments. Introduction. Why NAPDS? Why Now? *Ronald Beebe, Cindy Stunkard, and Janice L. Nath*. From Project-Based Clinical Experiences to Collaborative Inquiries: Pathways to Professional Development, *Kristien Zenkov, Audra Parker, Seth Parsons, Anthony Pellegrino, and Kristy Pytash*. Exploring Educator Preparation in the United Kingdom, *Mark Deacon, Lyndsy Killip, JoAnne Ferrara, and Janice L. Nath*. Professional Development Schools Reach Across the Pond, *Joanna Ebner*. The Perspective of a Preservice Teacher Program on Adopting a Performance-Based Assessment (edTPA): Aligning Program Standards and Expectations With edTPA, *Carrie Chapman, Anne Dahlman, Kitty Foord, Elizabeth Finsness, and Gina Anderson*. Newer Career-Ladder Professional Positions for PDS Educators and Their Cutting-Edge Classroom Studies, *Linda A. Catelli, Joan Carlino, GinaMarie Petraglia, Caroline Calascibetta, Valerie Jackson, and Judy Marino*. Strengthening Culturally Responsive Teaching Through Existing Professional Development School Partnerships, *Emily Reeves, Angela M. Cartwright Lynskey, and Daphany L. Curry*. Extending the Benefits of PDS to All: Successes and Challenges at a Large Comprehensive Public Institution, *Pixita del Prado Hill, Susan E. McMillen, and Kathy R. Doody*. Utilizing a PDS Partnership to Support Teachers' Implementation of a Standards-Based Mathematics Curriculum, *Drew Polly*. Assessing Student Teachers in a PDS Using the Student Learning Objective Cycle, *Alison Rutter and Terry Barry*. Literacy Across the Curriculum: Collaborative Initiatives and Practices of a Professional Development School Partnership, *David A. Walker, and Portia M. Downey*. Collaboration, Learning, and Leading, *Kristin N. Rainville*. International Teacher-to-Teacher Exchange Program: An Outgrowth of a PDS Program, *Jeanne Tunks, Ricardo González-Carriedo, Amy Anderson, and Mark Felts*. Growing a School Garden: Sowing the Seeds of Deep Engagement in a PDS

Partnership, *Julie Rosenthal, Anissa M. Martin-Conyers, and Michelle Albritton. About the Authors.*



Creating Visions for University- School Partnerships

JoAnne Ferrara, Manhattanville College; Janice L. Nath, University of Houston; Irma N. Guadarrama, University of Texas - Pan Am

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In keeping with the tradition set forth in volumes 1-4, this fifth volume, *Creating Visions for University- School Partnerships: A Volume in Professional Development School Research*, continues to exemplify current thinking of practitioners and researchers in the field. The range of authors from the Prek-16 arena illustrates the ways in which professional development schools generate possible solutions to the complex problems facing educators. The diversity of their work represents perspectives of classroom teachers, preservice teachers, school leaders, and university faculty who grapple with identifying “ways of knowing” and “ways of doing” that enhance educational outcomes for Prek-12 students while also serving to transform the profession. The volume’s contents of 19 chapters divided into four areas: (1) Clinically Rich Practices (2) PDS Stakeholders’ Perspectives (3) Enriching Content Area Instruction (4) Family Engagement, gives us a more vivid picture of the work that partnerships are doing to fulfill the PDS promise for improving teaching and learning at every level.

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University and School Connections Research Studies in Professional Development Schools

Irma N. Guadarrama, University of Texas - Pan Am; John Ramsey, University of Houston; Janice L. Nath, University of Houston

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The need for strengthening the connections between university-based teacher education programs and schools has never been greater in an era where standards and accountability systems often play centric roles in practically all aspects of the education field. Within this context, university educators and school practitioners have increasingly focused their attention on how professional development schools produce the multiplicity of outcomes that address the exigencies of quality programs for educating teachers and improving school achievement. In keeping with the mission of producing a collection of papers that inform, enlighten, and motivate readers, Volume 3 of the Professional Development Schools book series provides practitioners and researchers with articles on a substantial variety of themes on the most recent developments of the field. Among the thematic threads that organize Volume 3 are 1) using the national standards to examine and evaluate PDSs; 2) implementation, development and leadership issues relevant to beginning and experienced PDSs; 3) using innovative means for student assessments and mentoring in preservice education within a PDS context; 4) the impact of PDSs on teacher education and student achievement; and 5) cases of PDSs and the value of lessons learned. Volume 3 is similar to the previous two volumes in that it includes both practitioner and researcher strands, however, the authors in the current volume carry a sense of maturity and exudes a tone of confidence in their voice. Professional development schools research is an important aspect of teacher education. The collection of articles in Volume 3 contribute to our understanding of their essential qualities and offer assurance that innovation, change, and quality are building blocks in professional development schools.

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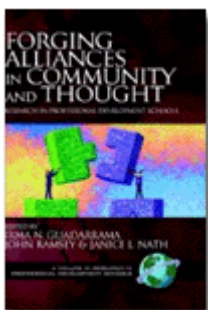
Advances in Community Thought and Research

Janice L. Nath, University of Houston; John Ramsey, University of Houston; Irma N. Guadarrama, University of Texas - Pan Am

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The collection of papers in this volume have a combined synergy that exudes a sense of hope and confidence that our progress in the Professional Development Schools research movement has been substantial and vibrant, even though some would argue that the strides are not enough nor fast enough to make a significant difference. However, no one can argue the fact that our efforts are indeed crucial to the improvement of education for all students and in that sense, Professional Development Schools Research is definitely on track.

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Forging Alliances in Community and Thought

Irma N. Guadarrama, University of Texas - Pan Am

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