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.

Books in this series:

- 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
- Doing PDS
- Expanding Opportunities to Link Research and Clinical Practice
- Creating Visions for University- School Partnerships
- University and School Connections
- Advances in Community Thought and Research
- Forging Alliances in Community and Thought

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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.

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.
The Impact of PDS Partnerships in Challenging Times

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


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.

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.

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.


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


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.


Visions from Professional Development School Partners
Connecting Professional Development and Clinical Practice
Merilyn Buchanan, California State University Channel Islands; Michael Cosenza, California Lutheran University


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.


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

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.


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


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 school-university partnerships to thrive and expand. As the premier association guiding the work of collaborative P-12/higher education personnel. The authors explain NAPDS’ history and advocacy over the years to promote a context for school-university 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.

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.

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.
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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