

SCPDS

Southern California Professional Development Schools

Network News

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SCPDS to Become Affiliate of the NAPDS

by Michael Cosenza, California Lutheran University

The board of directors of the National Association of Professional Development Schools has voted in favor of granting affiliate status to state and local organizations promoting the PDS model for teacher preparation.

In March 2011, members of the SCPDS put forward a proposal to the president of the NAPDS requesting affiliation. The SCPDS believes that it can be more effective in providing resources to its members if it is part of the larger organization. Additionally, affiliation will give the SCPDS greater credibility with state and local policy makers in California as it advocates for and promotes PDS as a preferred model for preparing the next generation of teachers.

The NAPDS has never granted affiliate status and had no provisions for affiliation in their by-laws. After several correspondences and a visit by SCPDS representatives to speak with the president, the board approved the creation of affiliates. New by-laws are being adopted and negotiations will begin to iron out the details for affiliation. At the March 2012 NAPDS national conference, a special round table session was held to discuss models for affiliates. We anticipate successful discussions and full affiliation with the NAPDS in the near future.



SCPDS Chairman Michael Cosenza with NAPDS President Bernard Badiali

“The PDS partnership is potentially the best model for teacher preparation and job embedded professional development ever.”

Bernard Badiali
President, NAPDS

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SCPDS Hosts First Annual Conference

by Judy Morris, University of La Verne

The first annual SCPDS conference was held on February 18, 2012, in the Campus Center at the University of La Verne. Sixty-seven members of the Southern California PDS community, representing eleven university PDS programs, met to exchange ideas and to discuss issues related to the promotion of PDSs on the West Coast. The conference opened with a welcome from Dr. Barbara Poling, Associate Dean of the College of Education and Organizational Leadership at the University of La Verne, who thanked Dr. Patricia Ensey and her school administration candidates for hosting the conference.

Three keynote speakers shaped the conference discussion. **Dr. Bernard Badiali**, President of the National Association of Professional Development Schools spoke about "The Big Picture: Models and Rationale for the Professional Development School." **Dr. Wendy Murawski**, Associate Professor in Special Education, Eisner Endowed Chair of the Center for Teaching and Learning at California State University, Northridge talked about "The Five Models of Co-teaching." She focused on the ins and outs of co-teaching and the importance of co-planning, co-instructing, and co-assessing. The conference ended with a presentation by **Dr. Pia Wong** who spoke about "Experiences in an Urban PDS."

Morning and afternoon break-out sessions provided discussion opportunities on five different topics. **Merilyn Buchanan** of Channel Islands talked about *The Blue Ribbon Report*; **Beth Djonne** and **Jeanne Ricci** presented "Co-teaching – Discussion of the Co-teaching Model, and **Cynthia Coler**, of CSU, Channel Islands, and **Michael Cosenza**, of Cal Lutheran, talked about "PDSs for Beginners." **Charmon Evans**, Director of University Prep Elementary School, a CSUCI PDS, **Antonio Castro**, Principal of Los Cerritos Middle School, a Cal Lutheran PDS, **Judy Morris**, PDS Coordinator for La Verne, and **Jackie Allen**, also of La Verne presented a panel discussion entitled, "What PDS Means." **Keith Walters**, of California Baptist University, talked about "How SCPDS Can Support Professional Development Partnerships."

"It was gratifying to see so many educators united and working for a common interest."
Patt Ensey



From left to right: Charmon Evans, Antonio Castro, Judy Morris, and Jackie Allen Discuss the Meaning of PDS



Author Pia Wong

Five-year Study Presented by Dr. Pia Wong

by Steve Holle, CSU, Northridge

Dr. Pia Wong, professor of education at California State University, Sacramento (CSUS), entertainingly shared her five-year study of working with twelve urban professional development schools (PDS) and community partners in what she labels an Equity Network. In their book, Prioritizing Urban Children, Teachers, and Schools Through Professional Development Schools (2009), Dr. Wong, along with co-editor Dr. Ronald Glass professor of education at University of California Santa Cruz (UCSC), have compiled the reflections from a wide variety of program participants as they share their ethical, political, and academic successes and challenges. The primary aim of their PDS was to train teacher candidates to become effective enthusiastic teachers in low-income, racially, culturally, and linguistically diverse K-12 public schools while having a positive educational impact on disadvantaged urban children. Perhaps the most powerful insight was the innovative practice of connecting the district’s scripted curricula for language arts and math to socially relevant concepts, uniquely identified by the community, that brought the rigid and mandated test driven core standards to life through integrated hands-on project based learning. Dr. Wong was a welcome addition to the rich PDS conversation by adding the voice of experience as many embark on their own “clinical site” journey. As Dr. Wong reminisced, “We had many strokes of luck, strokes of genius, small setbacks and colossal failures. But through it all, we had a very stable and exceptional group of critical friends that helped us to stay on track.”

“The primary aim of the PDS was to train teacher candidates to become effective enthusiastic teachers in low-income, racially, culturally, and linguistically diverse K-12 public schools while having a positive educational impact on disadvantaged urban children.” Pia Wong

Author Wendy Murawski Presents Models of Co-teaching

by Patt Ensey, University of La Verne

Dr. Wendy Murawski opened the SCPDS Conference on February 28 with a presentation on one of her areas of specialization, Co-Teaching. Her remarks were directed to the issue of co-teaching by the master teacher and the student teacher in a clinical setting such as is found in a professional development school. She defined co-teaching as when “two or more educators co-plan, co-instruct, and co-assess a group of diverse students in the same classroom.” She presented the essential question of co-teaching “How is what co-teachers are doing together *substantively different and better for kids* than what each of them would do alone?” Dr. Murawski is a tenured full professor in the Department of



Author Wendy Murawski

Special Education and the Eisner Endowed Chair for the Center for Teaching and Learning at California State University, Northridge. The use of co-teaching as a service delivery model is the primary focus of Dr. Murawski's research, publications, and national presentations. In addition to other honors and awards, she was identified as the California Teacher Educator of the year from the California Council of Teacher Educators. She has written a variety of books, staff development modules, handbooks, book chapters, and peer reviewed articles. Her most recent books are: *Collaborate, Communicate and Differentiate! How to Increase Student Learning in Today's Diverse Schools* (with Spencer), *Collaborative Teaching in Elementary Schools: Making the Co-teaching Marriage Work*, *Collaborative Teaching in Secondary Schools: Making the Co-teaching Marriage work*; and (with Dieker) *Leading the Co-teaching Dance*.

An Interview with Dr. Bernard Badiali, President of the National Association of Professional Development Schools

by Jackie M. Allen, University of La Verne

Dr. Bernard Badiali, President of the NAPDS, has a varied background and 42 years of experience in education. Bernard started his career in 1970 as an English teacher until 1982 when he became a professor. Currently Bernard is an Associate Professor in Curriculum and Supervision in the College of Education at Pennsylvania State University.

Bernard became interested in professional development schools as a Leadership Associate in the National Network for Educational Renewal (NNER). He has been working in partnerships since 1992 including as a high school liaison in Madera Public Schools, Cincinnati, Ohio. Today he is Director of the Elementary PDS at Penn State and the State College Area School District.

As president of NAPDS Bernard's goals are: to grow the membership, advocate for PDSs nationally, and functionalize NAPDS governance. He believes that a PDS partnership "potentially is the best model for teacher preparation and job embedded professional development ever."

For the California SCPDS group Bernard has the following words of wisdom: "make your work public; emphasize classroom research, discovering what impact your work has on children."



Bernard Badiali admires student research poster.

Action Research Projects Featured at SCPDS Conference

By Jackie Allen, University of La Verne

Five school psychology students and three Educational Leadership candidates set up their posters during registration and continental breakfast time and welcomed the conference participants with their poster presentations of their action research projects. **La Verne President Devorah Lieberman** and **NAPDS President Bernard Badiali** showed special interest in the student presentations and were very complimentary of the students' work. All the action research projects were completed as class assignments in the respective masters' programs. School Psychology Candidates' research topics included: The Use of Behavior Report Cards and Self-Evaluations to Reduce Inappropriate Classroom Be-

haviors; Behavior Intervention; Boosting Self Esteem Through Girls' Group; Educating Teachers on Special Education Eligibility Requirements; Teaching Students with Autism Spectrum Disorder: Special Education Teachers Survey to Determine Best Practices Approach; and Educating Teachers: For

Special Education Requirements. The three Educational Leadership candidates' topics focused on how active research can facilitate instructional leadership.

Right Photo

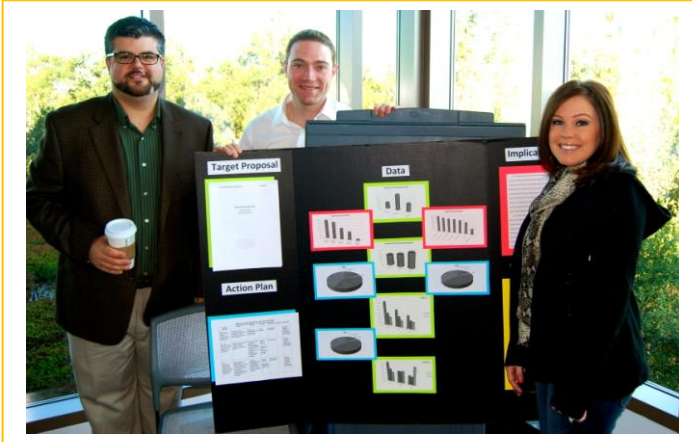
La Verne School Psychology Candidate Action Researchers: from left to right: Frances Figueroa, Lei Pua Marlow, Ryan Humphreys, Jackie Williams, and Pennie Morales



Left Photo

La Verne Educational Leadership candidate action researchers present poster on the role of action research in facilitating instructional leadership.

From left to right: Jason Tveit, Adam Stites-Hallett, and Katherine Shippee.



A Partnership Comes of Age: California State University and the University Charter Schools

by Marilyn Buchanan



CSUCI Teacher Candidate Ryan Francisco with Students

This year marks the 10th anniversary of the PDS relationship between the University Charter Schools and California State University Channel Islands (CSUCI). As a school-university partnership the University Charter Schools and CSUCI alliance has quite an unusual history.

As the 40 year plans for Ventura County's first public university were finalized, one far sighted planning committee member pushed hard for her vision for creating a PDS partnership with CSUCI. Dr. **Jeanne Adams**, a faculty member of CSUN and ex-school administrator in Ventura County, garnered support from the County's 23 school district superintendents who agreed that teachers could take up to

three years leave of absence without losing their seniority or benefits if they gained a position at the PDS. The superintendents recognized that the continued professional development opportunity gained at the PDS would benefit the whole school when a teacher returned.

Growing Up Together

In August 2002, both University Preparation School (UPS) and CSUCI opened their doors for the first time to students. The week before the school opened to 350 students in grades K-5, CSUCI multiple subject candidates helped the 23 teachers set up their classrooms and the collaborative relationship was sealed.

A dual language program and a rich arts curriculum continue to be the hallmarks of UPS, which is organized in team taught multi-age phases that loop with their teachers for two years. Since 2002 there had been some structural changes: the additions of El Jardin de Los Niños and the University Charter Middle School (UCMS) have rounded out the University Charter Schools to serve a diverse P-8 population of 800; more than 50% of the faculty are now direct hires; and a choice of single grades as well as multi-age settings is now available for families.

Growing up together has certainly created a strong bond between UPS and CSUCI. The university never had to 'find' a great school partner; it has always been there, and the school faculty don't have to decide if they want to be PDS collaborators; they apply for positions knowing the commitment they are making to the preparation of teacher candidates, to experimenting in their practice and participating in research.

Continuing the Work

Consolidating of the relationship was not always been as easy as one might think. There have been times when each institution was pre-occupied with its own growth and development, especially in difficult financial times. Financial constraints took away the formal School – University liaison positions, but did not lessened collaborations between faculty. **Merilyn Buchanan** continues to be the unofficial University liaison to the schools and a member of the Board of Directors, and the schools' Personnel Committee. **Manuel Correia**, Chair of CI's School of Education, is a School Advisory Committee member, and an avid devotee and member of the Critical Friends Group composed of current and past teachers of the schools and university faculty. We are proud of the joint scholarly activities undertaken over the years leading to publications in journals and books and national and regional conference presentations at AERA and NAPDS, CCSA and NSDC. In 2008 the partnership was acknowledged by the PDS SIG at AERA with the first Claudia Balach Teacher Researcher Award, and recognized by the Rossier School of Educations at USC with an award for the School-University Partnerships' Innovations in Charter Schools. Fortunately dedication is not subject to cash flow; devotion to the clinical preparation of teachers has never wavered in the past ten years and over 600 candidates have been inspired by their professional experience at one of the University Charter Schools campuses. This year co-teaching became an option, and teachers and candidates have enthusiastically embraced the opportunity and extol the benefits that accrue for students when two teachers join forces in a classroom.

Decades are marked by historic events. Closure to the first decade of the PDS partnership was poignant when Linda Ngarupe, the founding principal of the school and staunch advocate of the PDS vision, passed away after a grueling illness. At CSUCI, the first Director of the School of Education as well as the Director of Field Placements both retired. Each had ensured that every teacher candidate had a placement at the schools.

Entering a New Era

We are looking forward optimistically because the mantles have been picked up by a deeply committed and supportive team: **Charmon Evans**



From left to right: CSUCI Dean Gary Kinsey, Merilyn Buchanan, Manuel Correia, and Cynthia Coler

(one of the founding teachers) and **Sara Leibman** are the Directors of UPS and UCMS respectively and are fashioning a renewed PDS mission. **Dr. Gary Kinsey** has taken the administrator's helm at CSUCI, and is already steering the partnership toward new joint ventures such as co-teaching and supporting teachers and faculty in presenting together at NAPDS. Through the SCPDS we had the very good fortune of meeting **Cynthia Coler**, who is now CI's Director of Field Placement and Student Services, strengthening the PDS relationship and collaboration between the University, the Charter Schools, and our neighbor CLU. We have had a wonderful past and as we enter a new era of teacher preparation, and our second decade of partnership, the University Charter Schools and California State University Channel Islands are excited about future prospects and projects and an ever more productive partnership.



University Charter Middle School Director Sara Leibman and PDS students expand their learning environment.

SCPDS Members Make Presentations at NAPDS 2012 Conference

by Emily Shoemaker

Seventeen members of the SCPDS made presentations and led discussions at the March, 2012 NAPDS Conference in Las Vegas.

Pre-conference Workshop Led by Michael Cosenza

Among the presentations was a three-hour pre-conference workshop discussion led by **Dr. Michael Cosenza** of California Lutheran University entitled, "The Nine Essentials as the Basis for PDS Assessment." In the workshop, Michael shared the results of his nationwide survey on the topic and led workshop participants in a discussion on the use of the Nine Essentials in their professional development school programs.

Break-out Session Presentations

California Lutheran University

"Project ACT: The Story Of Successful Professional Development That Advances The Essentials Of The PDS Develops Student And Classroom Teachers, And Increases K-12 Student Learning." Presented by **Michael Cosenza**, **Michael McCambridge** and **Julia Sieger**, California Lutheran University.

"Building A Collaborative Culture Through The Co-Teaching Model." Presented by **Jeanne Ricci** and **Michael Cosenza**, California Lutheran University.

“The Who, What, and How” of Teacher Preparation in a PDS.” Poster Session Presented by California Lutheran University Teacher Education Candidates.



From left to right: Janna Wilhelm, Lydia Cleveland, Erin Klotz, Kathryn Johnson, and Kaitlyn Luebben-Halvorson



University of La Verne

“Professional Development School-university Partnership Readiness.” Presented by **Jackie Allen, Patt Ensey, Mark Goor, Judy Morris, Barbara Poling, Patricia Taylor, and Janet Trotter**, with video participation by **Thierry Kolpin**, University of La Verne and **Emily Shoemaker**, WG Shoemaker Partnership Consultants Group.



La Verne Faculty at NAPDS Conference Presentation. From left to right: Jackie Allen, Patricia Taylor, Dean Mark Goor, Associate Dean Barbara Poling, Judy Morris, Janet Trotter, and Patt Ensey

California State University, Channel Islands

“Preparing To Be Turned Upside Down: One Multiple-Subject Teaching Credential Program’s Attempt To Shift The Norm.” Presented by **Merilyn Buchanan, Manuel Correia** and **Cynthia Coler**, California State University Channel Islands, and **Monica Osborn**, University Preparation School.

“Increasing The Odds Of Selecting Successful Teacher Candidates: Diversifying Candidate Selection Procedures.” Presented by **Merilyn Buchanan** and **Manuel Correia**, California State University Channel Islands, and **Charmon Evans**, University Preparation School.

“Welcome To SCITT: A Postcard From Abroad Showing England’s School-Centered Initial Teacher Training Model.” Presented by **Merilyn Buchanan** and **Manuel Correia**, California State University Channel Islands.

CSU Candidates, Pictured Here with Faculty, Receive Funding for their NAPDS Presentation on their “Experiences in a PDS.”

From left to right: Merilyn Buchanan, Charmon Evans, Len Bullicer, Cynthia Coler, Sonia King, Manuel Correia, Ryan Francisco, and Monica Osborn



Join SCPDS Today!

The Southern California Professional Development Schools (SCPDS) is presently in the process of becoming a formal organization affiliated with the National Association of Professional Development Schools (NAPDS). In the meantime, we hold ad hoc meetings every eight weeks around Southern California. These meetings have been forums for sharing best practices and visiting PDS sites. Each meeting is typically hosted by a different university and includes a time to tour a PDS school site and time for discussion. If you are interested in joining these meetings and/or hosting a meeting, please contact Michael Cosenza at mcosenza@callutheran.edu.

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