



SCPDS

Southern California Professional Development Schools

Network News

Winter, 2013 • Volume 2 • Issue 1

Message from the President SCPDS to Formally Incorporate

by Michael Cosenza, President, SCPDS

For more than two years now, the SCPDS consortium has been working to provide support and resources for university partnerships seeking to begin or sustain a PDS relationship. Up until now, we have been an informal ad hoc group meeting on a regular basis to share best practices. Recently more substantive endeavors among the SCPDS members have begun to take form which have included writing projects, conference presentations, and research projects. We believe this expanded collaboration among the members is evidence that it's time for the SCPDS to become a formal professional organization. We are now beginning the process of becoming both a 501(3) c corporation and an affiliate of the National Association of Professional Development Schools. As a formal organization we will be committed to hosting an annual conference and developing a website of resources for members. This will require some funding and we are eager for universities to provide seed money to support our formal incorporation at a level of \$250. With more than eleven universities being represented in our group, this would give us a modest but healthy beginning. These universities would forever be recognized as Founding Supporters on our website and literature. Please contact me if you are interested in helping support the incorporation of SCPDS.



SCPDS to Host Second Annual Conference

On Jan, 12, 2013, the SCPDS will be sponsoring its second annual conference on the campus of California Lutheran University in Thousand Oaks. The conference will be from 8:30am-3:30pm and will feature two keynote speakers. Dr. Bruce Field will give the first keynote address, entitled *The Urgency of Doing: the State of PDS in 2013*. Dr. Field, of the University of South Carolina, is one of the founding members of the National Association of Professional Development Schools. The second keynote address, entitled *Clinical Practice in California and the Cal State System*, will be given by Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Systems, California State University. In addition to the keynote speakers, the conference will have poster sessions showcasing the work of teacher candidates and break-out sessions on topics including: how to begin a new PDS, sustaining PDS partnerships, co-teaching models, PDS readiness, and best practices for working with teacher candidates. Registration is \$35 which will include breakfast and lunch. *For more information about the SCPDS and the January Conference, please contact Dr. Michael N. Cosenza, Associate Professor & Chair, Department of Teacher Education at the Graduate School of Education, California Lutheran University at mcosenza@callutheran.edu.*

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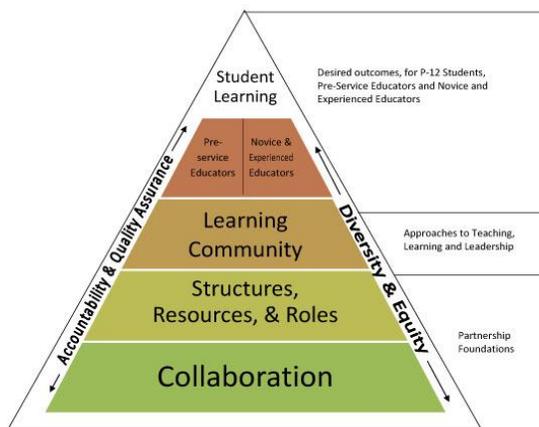
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CSUN COLLABORTIVE PARTNERS EXEMPLIFY THE PDS MODEL

by Steve Holle, California State University, Northridge

The Conceptual Framework of the Michael D. Eisner College of Education at California State University Northridge (CSUN) clearly articulates the value of collaborative partnerships with P-12 educational communities. Certainly CSUN has been able to successfully address the development of such partnerships, however there are three schools that stand apart as exemplary models in their shared goals over the past couple of decades. Community Honoring Inclusive Model Education (CHIME) is a P-8 charter school that sprouted from the work of Dr. Michele Haney and Dr. Claire Cavallaro from the Special Education department at CSUN. Through empirical research and the recognized needs of the community CHIME Charter Elementary was established in 2001 and CHIME Middle School in 2003 with the goal of early intervention implemented through a fully inclusive learning environment where children receive special education services alongside their typical and gifted peers. The current student population of CHIME is approximately 700 children and more than 80 percent of the faculty attended CSUN. Deep foundational roots support the continued growth and developmental relationship between Northridge Academy High School (NAHS) and CSUN. The importance of this affiliation is highlighted in the school's mission statement and evidenced through the unique opportunity for expanded learning prospects for the students at both campuses. NAHS is an LAUSD comprehensive high school whereby the collaboration was established in a Memo of Understanding (MOU) with CSUN in 2004 and has a current student population of approximately 1075. In addition, students at NAHS (which is on the CSUN campus) have access to a wide variety of CSUN resources, including library privileges at the university. Vaughn Next Century Learning Center (Vaughn) was the first conversion charter school in the United States and was authorized by the Los Angeles Unified School District (LAUSD). Originally founded in 1993 as an elementary school, it has now grown to include five campuses, P-12, with approximately 2700 children and was honored with the California Distinguished Schools Award in 1996 and the National Blue Ribbon Schools Award in 1997. Vaughn's Green Global Generation initiative is supported through the on-going professional development and collaborative research with CSUN.

PDS STANDARDS STUDENT LEARNING PYRAMID



Professional Development Schools (PDS's) are partnerships between university teacher preparation programs and P-12 schools. Think interns at a hospital, where academic study meets the real world of intense clinical practice. Although CSUN is exploring adopting a formal PDS designation for particular partnership sites, currently no official employment has been implemented. The five defining standards of a PDS as characterized by the National Council for the Accreditation of Teacher Education (NCATE) are depicted in the chart to the left (Teitle, 2003).

Let us explore the professional association between CSUN and these three cited partnership schools using the five standards as a framework.

Collaboration

Beginning at the base of the Student Learning Pyramid, Collaboration is the most critical aspect of a successful and sustainable partnership. CHIME liaison, Amy Hanreddy, who was a teacher and administrator at CHIME and currently a special education faculty member at CSUN, epitomizes this fundamental teamwork. Ms. Hanreddy conducts monthly meetings to resolve any pressing issues and to address future plans to enhance the on-going

complex interpersonal and interorganizational alliance between the two institutions. At the table is Dr. Erin Studer, the Executive Director of CHIME, Dr. David Kretschmer, a CSUN faculty member and CHIME governance board member, as well as the current department chairs from special education, elementary education, secondary education, and any other problem solvers that might be needed. The NAHS Mission Statement clearly reflects the distinctive bond between the two learning environments. "We are a small high school community in a unique partnership with CSUN. Our mission is to inspire, support, and expect our students to achieve their fullest potential as learners and productive citizens." Dr. Bonnie Ericson, CSUN single subject faculty member serves as the university's liaison to NAHS, leading additional university liaisons from three different CSUN colleges that are aligned with the small learning communities at NAHS, the liaisons work with NAHS faculty to plan mutually beneficial activities. For example, NAHS students attend performing arts activities and even hold their graduation on the CSUN campus. Additionally, the partnership is supported by the NAHS/CSUN Education Advisory Board, with members including the CSUN Liaison, CSUN Director of Academic Resources and Planning, and the College of Education Dean, along with the two NAHS principals and Dr. Margaret Kim, LAUSD San Fernando Valley Area High School Director. Dr. Yvonne Chan, the founder of Vaughn, has taught educational leadership courses at CSUN and Steve Holle, with the Center of Teaching and Learning at CSUN, serves as president of the Vaughn board. To ensure all stakeholders have a voice, the Vaughn board includes: classroom teachers, parents, community members, and two high school students. The continued open dialog between CSUN and these three partnership schools is crucial to strengthen the trust and respect that are imperative in building and maintaining this synergistic association. With the wide variety of topics that naturally arise at these planning gatherings, there is always one question that guides the decision-making process, "How will this benefit student learning?"

Structures, Resources, and Roles

Continuing up the pyramid, Structures, Resources, and Roles are closely linked to Collaboration. Any two institutions can form a PDS, but these newly empowered educational communities must provide a realistic platform for *all* stakeholders to successfully develop and implement improved managerial opportunities and mutually participate in determining the accessibility and learning needs for all students. CSUN has established a formal MOU with all three institutions that clearly articulates the partnership mission and goals. Dr. Kim remarks, "I look forward to strengthening the CSUN/NAHS partnership by focusing on collaboration in developing effective instructional strategies to meet specific academic needs of the NAHS students." Over the past ten years, more than 800 education students from CSUN have completed their required school site observation and/or participation and student teaching assignments at one of these three campuses. Given the current financial environment facing educators, access to a reliable and adequate funding stream can be problematic. It is well known in the educational community that once grants run their course, sustainability becomes a challenge. Increased expertise, efficacy, and collegiality are all essential components of the collaborative vision and motivation when developing a PDS. CSUN has effectively met these necessary objectives as evidenced by Amy Hanreddy's reflection, "With so many stakeholders at the table, we are able to talk about and address both the bigger challenges faced in realizing best practices in the classroom, and are able to fine-tune our partnership through adjustments to systems for supporting students at the school site." With all the internal and external pressure on educators today, we must also initiate supportive avenues for acknowledgment and appreciation for the PDS participants. This may come from awards, newsletters, etc.; feedback from the students, adults, and the community; and the respected reality of promotion and tenure, where extra work leads to extra pay. These recognized displays of gratitude would not only enlighten but also provide tangible motivation for sustaining and growing the PDS partnership.

Learning Community

The College of Education's Conceptual Framework is dedicated to providing high quality pre- and in-service training opportunities designed to promote student achievement. This educational charge mirrors seamlessly with the NCATE four-fold mission of PDS partnerships:

- ✓ The preparation of new teachers
- ✓ Faculty development
- ✓ Inquiry directed at the improvement of practice
- ✓ Enhanced student achievement

Classroom teachers who have demonstrated proven best practices as documented by student achievement levels are paired with teacher candidates. CHIME second grade teacher, Rosanne Freer, cites the benefits of hosting CSUN teacher candidates, "The experience was extremely rewarding in so many ways. It helped me refine my practice and give solid answers to my student teacher regarding my practices and methodology. I had to explain what I do and why. I couldn't just say, "Do this." Several NAHS classroom teachers are part-time faculty at CSUN and there are shared research projects between faculties at both institutions. A current partnership project provides support for a cohorted group of 9th grade English Language Development (ELD) students in English and Algebra 1 courses, assisting these students to develop important learning tools and attitudes for high school success. Dr. Ericson adds, "The annual spring retreat brings together a group of CSUN and NAHS faculty to focus on leadership, curriculum, or the activities; it's one of the benefit from the shared approximately 250 fourth attend the "I'm Going to Guided tours are provided explore the university library, Performing Arts, Science, colleges. Vaughn Executive observes, "Our partnership the opportunity to bring is directly aligned to the looking forward to the professional development trainings planned in the near future with CSUN." One of the essential elements of a PDS is Co-Teaching. CSUN training at all three schools conducted by Co-Teaching expert, Dr. Wendy Murawski, has lead to both improved teacher satisfaction and student learning.

“Our partnership with CSUN has provided us the opportunity to bring quality staff development that is directly aligned to the needs of our school.”
*Anita Zepeda,
 Executive Director, Vaughn
 Next Century Learning Center*

development of partnership year's highlights and we all expertise." Each spring grade children from Vaughn College" fieldtrip to CSUN. where the fourth graders as well as the Visual and Engineering, and Education Director, Anita Zepeda with CSUN has provided us quality staff development that needs of our school. We are continued long-term

Diversity and Equity

Although the vast majority of PDS partnerships are established to address the distinctive challenges surrounding diversity and equity for urban schools, the collaboration and focus of CSUN and CHIME is to fairly integrate the diverse learning needs of special education children with the mainstream student population. The student body ethnicity of CHIME reflects its geographical location: White – 62%, Asian – 13%, African-American – 7%, Hispanic – 15%, other – 3% with only 12% free or reduced lunch. CHIME's Academic Performance Index (API) scores have been consistently climbing each year since 2007, reaching 856 this year. NAHS more closely aligns with the ethnic diversity of the traditional PDS model, where 66% are Hispanic, 19% White, 5% African-American, 5% Asian, and 5% other with an API of 744. There are no admission requirements apart from living in one of the designated high school neighborhoods. Vaughn is located in San Fernando, in the heart of one of the lowest socioeconomic areas in California with a violent history of gang territorial disputes. The current student population is 98% Hispanic, 1% African American, and 1% other and is 100% on the Free/Reduced Lunch program and their most recent API is 807. Additionally, all three schools have achieved accreditation status by the Western Association of Schools and Colleges (WASC). The university/school partnership is committed to making an excellent education available for all students, providing appropriate adaptations and accommodations, ensuring the curriculum does not privilege one group above another, and reducing or eliminating achievement gaps. The PDS mandate of Co-Teaching is an integral component to addressing diversity as quantified by Dr. Murawski, "Nationally, Co-Teaching has become one of the foremost ways to address the diverse needs of students in co-taught, inclusive classrooms and to provide both students and teachers the support they require for differentiation."

Accountability and Quality Assurance

CSUN consistently meets with each school on a regular basis to collaboratively develop assessments, collect data, and systematically analyze the results to establish goals and promote sustainability of the partnership. This cross-pollination of inquiry has led to research being conducted by CSUN faculty at each school, as well as articles describing best practices written in collaboration with CSUN faculty and classroom teachers. A future challenge may be that teacher candidates or CSUN graduate students conduct informed action research and present to the educational community, including parents. To assure a quality supportive placement for teacher candidates, CSUN faculty member, Dr. Renee Ziolkowska, identifies the following criteria, "I seek highly effective teachers who are also great mentors whom I have worked with before with a significant value placed on feedback from previous teacher candidates and university supervisors." One CSUN teacher candidate explains, "Actual classroom teaching experience is the best way to learn and this field experience provided that. Additionally, the extra required planning with other teachers provided us with more experience creating our own curriculum." Sharing the findings of formative and summative assessment with the various stakeholders is crucial in measuring goal achievement.

Conclusion and Next Steps

In assessing the professional association between CSUN and these three collaborative partners based upon the five PDS Standards as identified by NCATE, it is clear that these alliances are dynamic and meeting their stated ambitions. The steering committees at each institution continue to make necessary adjustments, while keeping their collective eye on the primary purpose of PDS, which is to promote student learning.

"As a result, teacher candidates were afforded the opportunity to enact reform practices in teaching."

**Dr. Ivan Cheng, CSUN
Single Subject Math
Professor**

The steering committees at each institution continue to make necessary adjustments, while keeping their collective eye on the primary purpose of PDS, which is to promote student learning. One approach for closing the gap between teacher education and classroom practice as identified by Hoge & Jenks (2000) is for university faculty to be "re-immersed" in the classroom. Dr. Ivan Cheng, CSUN single subject professor taught math for three semesters at NAHS, "I assessed how student teachers were impacted by their university methods professor, who also served simultaneously as their cooperating teacher in the classroom. As a result, teacher candidates were afforded the opportunity to enact reform practices in teaching." Dr. Shiuli Mukhopadhyay, multiple subject math professor at CSUN

piloted a Numeracy Center at Vaughn for one semester and found, "It provided an opportunity to assess the benefits of students learning how to teach math from a practice-based prospective or clinical setting." There have been discussions to re-introduce the professor-in-residence model in the future to renew subject matter pedagogy for CSUN faculty and provide on-site professional development for classroom teachers. Empirical research is needed to examine the effects of how CSUN's ongoing professional development impacts these clinical sites. Is there documented confirmation of improved student teaching experience as the anecdotal evidence suggests, and most importantly to verify student achievement gains at the PDS. The challenges are constantly changing but CSUN will continue to highly value collaborative communication, develop action plans supported by self-study, and implement consensual change as we continue to investigate the PDS model.

Hoge, J.D., & Jenks, C. (2000). *Professors in k-12 classrooms: Rewards, risks, and recommendations*. Paper presented at the annual conference of the National Council for the Social Studies, San Antonio, TX.

Teitel, Lee. (2003). PDS Standards Student Learning [Chart]. In Lee Teitel *The Professional Development Schools Handbook* p. xviii . Thousand Oaks, CA: Corwin Press. (Color added by Steve Holle.)

RESEARCH IN READINESS

a Professional Development School Journey

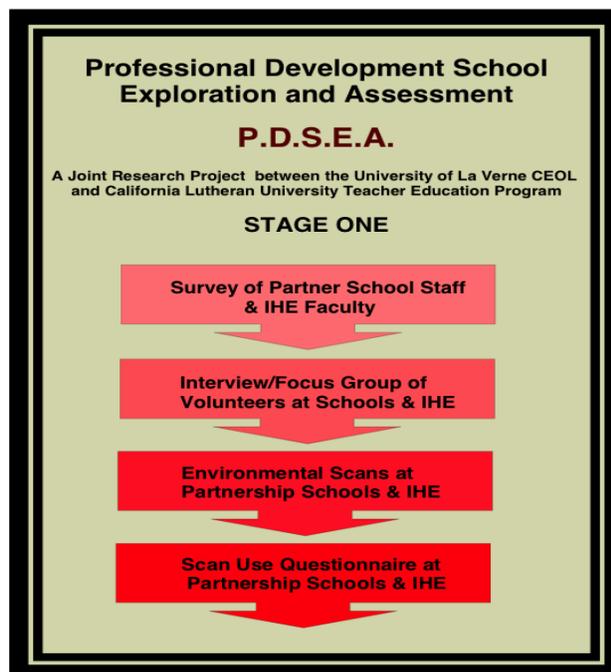
by Jackie M. Allen, University of La Verne

History

One of the major emphases of the University of La Verne has been community engagement. In the spirit of becoming more involved, the College of Education and Organizational Leadership (CEOL) at the University of La Verne entered into a partnership with an elementary school, with the goal of developing a professional development school. Over a two-year period, this effort became a multidisciplinary venture with teacher education, educational counseling, special education, school psychology, and educational leadership involved in the pilot program. Preliminary research results revealed the essential elements that needed to be in place for a successful partnership in professional development. Out of this early pilot project evolved the idea of studying readiness in depth and developing tools for assessment of readiness for a professional development school.

Dr. Emily Shoemaker, CEOL's first PDS Coordinator, initiated our journey with the development of PDS readiness scans. In 2010 CEOL faculty members who had been involved in the pilot project banded together in a committee and we called ourselves the PDS Research and Development Committee. After review of the scans, the R & D Committee decided to develop a process for the utilization of the readiness scans and to initiate research on the entire readiness process. This last year faculty from Cal Lutheran University has joined us to implement research with their partnership schools.

Methodology



As a result of committee brainstorming, a 4-step process (P.D.S.E.A. diagram) was created. Initially, school and university faculty will complete the Readiness Survey, followed by a Focus Group of volunteers from those who completed the survey, then interested parties in the faculties will complete the California Partnership Readiness Scans Instruments © assessing institutional capacity, institutional diversity, individual program compatibility, and institutional commitment, culminating with a brief questionnaire evaluating the process. The individual program compatibility scans address the compatibility of credential program components (teacher education, special education, educational counseling, school psychology, and educational leadership) with the practices at the partner school sites. Research has expanded to include two elementary schools in the La Verne area, and one middle school in the Thousand Oaks

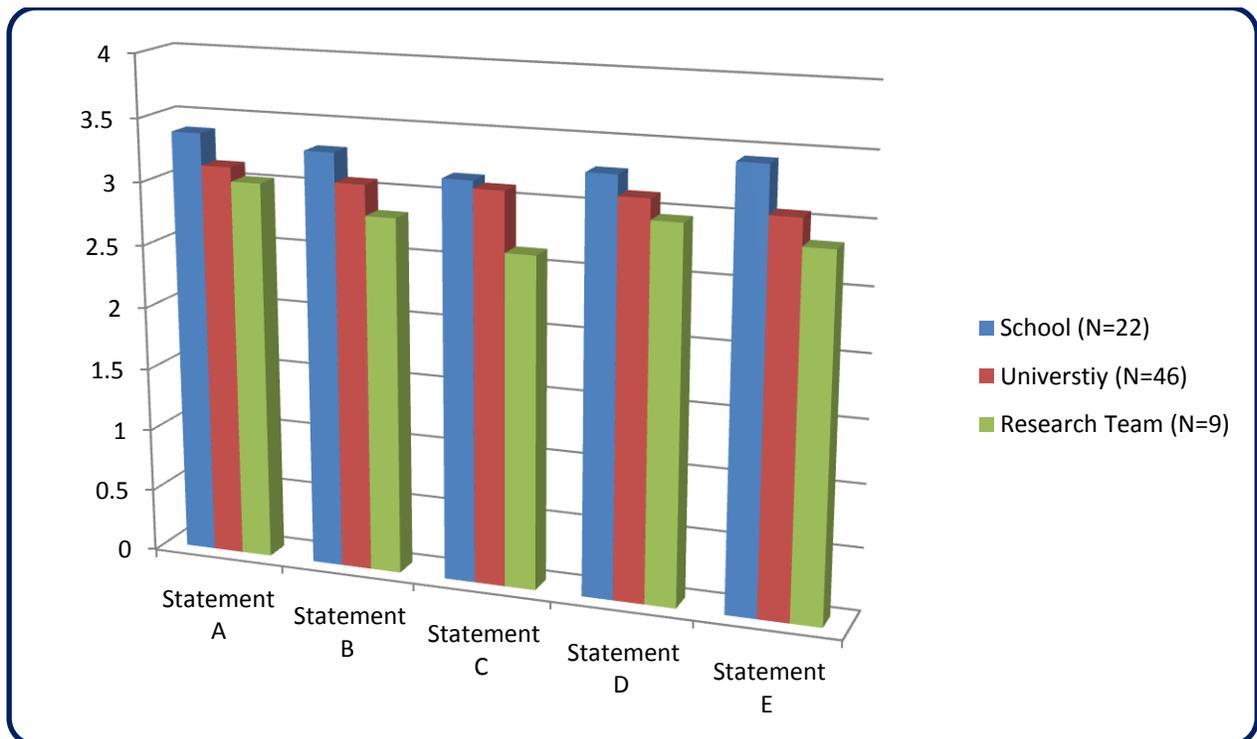
area. The three schools completed surveys and preliminary results were shared at the University of La Verne Faculty 9th Annual Research Day- October 30, 2012.



R & D Committee members pictured left to right, Jackie Allen, Ed.D.; Patricia Taylor, Ph.D.; and Janet Trotter, M.Ed.; members not pictured Patricia Ensey, Ed.D.; Judy Morris, M.Ed.; Thierry Kolpin, Ph.D.; and Emily Shoemaker, Ed.D.

Results

The following table describes the preliminary results of data from the PDS Partnership Readiness Survey obtained in the first part of a multi-step, multi-school, and multi-university research process. The survey instrument consists of five statements and 5-7 factors associated with each statement. The survey assesses the perceived readiness of a proposed PDS partnership on the five statements by having participants rate their own site's perceived readiness on each factor based on the following scale: 1 – Not Present 2- Emerging Capacity 3- Adequate Capacity 4- Exceptional Capacity



- Statement A – Factors needed to determine the readiness of a PDS partnership:
- Statement B – Factors associated with a PDS committed to a culture of inquiry:
- Statement C – Factors important before starting a PDS:
- Statement D – Factors essential for developing a PDS partnership:
- Statement E – Factors needed in sustaining a PDS:

Future Plans

The unique partnerships between professional development schools and the University of La Verne and Cal Lutheran University have produced rich data on partnership readiness. Using survey and focus group methodology school and university faculties assess their strengths and areas for growth as they embark upon professional development school partnerships.

The R & D Committee is currently analyzing focus group data in preparation for using the California Partnership Readiness Scans Instruments at partnership schools this winter. Both university committees are very excited about the process and can already see the value of the readiness process in establishing a firm foundation for initiating university-school professional development partnerships. Faculty from the two universities will present their ongoing research results at the National Association of Professional Development Schools in February in New Orleans and at the American Educational Research Association in April in San Francisco. For more information about the PDS readiness study, contact Jackie Allen at jallen@laverne.edu, Thierry Kolpin at tkolpin@laverne.edu, or Emily Shoemaker at shoemakergroup@roadrunner.com.

SCPDS Members Present at CCTE Conference

by Manuel Correia

Peering into the Looking Glass – Clinical Practice and the 21st Century Educator was the theme of the California Council on Teacher Education (CCTE) fall conference in San Diego. Members of SCPDS were invited to present at three sessions about the PDS Model as one of five Clinical Practice Models that were featured. The others were the Residency Model, the Research Model, the On-Line Model, and the Alternative Model. The primary goal of the conference was to explore the promises, limitations, and challenges connected to re-conceptualizing teacher preparation programs through an in-depth examination of clinical practice.

The conference was guided by four questions that were woven throughout the sessions:

- In what ways does clinically rich teacher preparation mirror “clinically rich” professional development in other fields (medical, pastoral, business, etc.)?
- What about the “triad”—the student teacher, university supervisor, and cooperating teacher? How are cooperating teachers selected and recruited? How do universities support and reward clinical faculty and cooperating teachers? How might we, as professional teacher educators, define the most effective approaches to supervising student teachers?
- What are the viable threats to teacher preparation programs with respect to clinical practice? We might think of these threats as representing the enduring problems of clinical practice.
- In what ways might we envision working with local school district and community partners to co-create clinically rich teacher preparation programs?

The SCPDS members presenting at the conference were California Lutheran University (Michael Cosenza, Michael McCambridge, and Jeanne Ricci), California State University Channel Islands (Marilyn Buchanan and Manuel Correia), and University of La Verne (Patricia Ensey and Judy Morris).

Members from all three universities met regularly to plan for the presentations and created a five-minute video showcasing our work with PDS partners which featured the preparation of new teachers, continued professional development for both K-12 and university faculty, inquiry and collaboration directed at the improvement of teaching practices, and improved K-12 student achievement. The presentations by SCPDS members also addressed the four guiding questions presented above. For additional information about this presentation, please contact Manuel Correia at Manuel.correia@csuci.edu, Michael Cosenza at mcosenza@callutheran.edu, or Patricia Ensey at pensey@laverne.edu.

Join SCPDS Today!

The Southern California Professional Development Schools (SCPDS) is a consortium of 11 universities dedicated to promoting the development of PDS's on the West Coast. We are now beginning the process of becoming both a 501(3) c corporation and an affiliate of the National Association of Professional Development Schools. As a formal organization we will be committed to hosting an annual conference and developing a website of resources for members. Our meetings have been forums for sharing best practices and visiting PDS sites across the country. Each meeting is typically hosted by a different university and includes a time to tour a PDS school site and time for discussion. We hope you will join us. If you would like to become a member of the SCPDS Consortium, please contact Michael Cosenza at mcosenza@callutheran.edu.

SCPDS Network News

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Logo: Michelle Miller, California Lutheran University

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SCPDS Consortium Second Annual Conference

We hope you will join us at the Second Annual SCPDS Conference at California Lutheran University on Saturday, January 12, 2013. For your convenience, the conference agenda and registration form follow.



Agenda for January 12, 2013 Conference

California Lutheran University
 60 W. Olsen Rd. (North Campus-Gilbert Center)
 Thousand Oaks, CA 91360

8:30am	Registration, Continental Breakfast
9:00am-10:30am	General Session (Lundring Main Hall) <ul style="list-style-type: none"> • Welcome: George Petersen, Ph.D., Dean of the Graduate School of Education • Introduction: Michael Cosenza, Ed.D., President of SCPDS • Keynote Speaker: <i>THE URGENCY OF DOING: The State of PDSs in 2013</i> Dr. Bruce Field, University of South Carolina
10:45-11:40am	Concurrent Breakout sessions <ul style="list-style-type: none"> • Gilbert Room #253 : <i>PDS for Beginners</i> (Cosenza:Coler) • Gilbert Room #254 <i>Best Practices Working with Candidates</i> (Panel of Cooperating Teachers and Supervisors) • Lundring Main Hall <i>Active Collaborative Teaching: Strategies for Common Core Learning</i> (McCambridge)
11:45am-1:15pm	Luncheon and Student Poster Sessions (Lundring and Lobby) Lunch Keynote Speaker: <i>Clinical Practice in California and the Cal State System</i> Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Systems, California State University
1:15-2:15	Concurrent Breakout Sessions: <ul style="list-style-type: none"> Gilbert: 253 <i>Ready, Set, Go: Reflections on Readiness for PDS Development</i> (Allen:Ensey:Kolpin:Shoemaker) • Gilbert: 254 <i>The One-Year Residency PDS</i> (Buchanan:Cosenza) • Lundring Main Hall <i>Co-Teaching Best Practices</i> (Panel of Teachers and Candidates)
2:30-3:30	Closing General Session <i>Smarter Balanced Assessment for the Common Core</i> Dr. Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Systems, California State University



Second Annual Professional Development Schools Conference

Date: Saturday, January 12, 2013

Time: 8:30am—3:00PM

Location: California Lutheran University, Thousand Oaks, CA

Guest Speakers and Break-out sessions :

- Starting and Sustaining PDS partnerships
- Best Practices working with candidates
- Co-Teaching Strategies
- PDS Nine Essentials
- Poster Session
- Continental Breakfast and Lunch

REGISTER:

Name: _____
Position: _____
Institution: _____
Email: _____
Phone: _____

Send Registration and Check for \$35 (Payable to California Lutheran University) to:

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Thousand Oaks, CA 91360