

# SCPDS

Southern California Professional Development Schools

## Network News

Fall, 2013 • Volume 2 • Issue 2

### **Message from the President SCPDS Formally Incorporated**

by Michael Cosenza, President, SCPDS

I would like to extend my greetings to our colleagues and supporters of the PDS model and quality teacher education. In the last newsletter I reported that the SCPDS has been in the process of formally incorporating as a professional organization. I am pleased to announce that we are officially incorporated as the *SCPDS Consortium* and are no longer an ad hoc organization. We have completed the extensive paperwork required to apply for non-profit status and hope to receive that approval in the coming months. Having non-profit status will assist us greatly when soliciting memberships, donations and grant funding for our organization.



As a formal organization we will continue to be committed to hosting an annual conference and developing a website of resources for members. We also hope to host site visits of different PDS partnerships and smaller meetings throughout the year for the sharing of best practices. This will all require some funding, and we are eager for universities and school districts to provide seed money to support our formal incorporation. Our board of directors has established a sub-committee to determine membership guidelines and dues structure so that we can begin reaching out for members. Having a solid individual and institutional membership base will be a key factor in sustaining the organization. Please keep an eye out for future emails with more information as we continue to formally organize.

### **SCPDS to Host Third Annual Conference**

**Call for Conference  
Presentation Proposals!**

[conference@scpds.org](mailto:conference@scpds.org)

On February 8, 2014, the SCPDS will be sponsoring its third annual conference on the campus of California State University Channel Islands in Camarillo. The conference will be from 8:30 a.m. to 3:30 p.m. and will feature keynote speakers, poster sessions and break-out sessions on topics such as: *how to begin a new PDS, sustaining PDS partnerships, co-teaching models, PDS readiness, and best practices for working with teacher candidates*. Registration is \$39 which will include breakfast and lunch. Proposals for presentations and breakout sessions may be sent to the conference planning committee by December 31, 2013, for consideration. Proposals of 300 words or less may be sent to [conference@scpds.org](mailto:conference@scpds.org) or Dr. Michael N. Cosenza, California Lutheran University, 60 W. Olsen Rd. #4100, Thousand Oaks, CA 91360. Print registration materials for the conference will be sent to you by email soon.

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*Conference Attendees, Second Annual SCPDS Conference at California Lutheran University*

## **Second Annual SCPDS Conference is a Great Success**

*By Jackie Allen, University of La Verne*

Over 100 participants attended the second annual SCPDS Conference held on the campus of California Lutheran University (CLU) in the Lundring Main Hall on January 12, 2013. Michael Cosenza, SCPDS President, and the conference committee planned an exciting day, with outstanding keynotes, informative breakout sessions, eye-catching poster presentations by CLU and University of La Verne (ULV) students, and a delicious buffet lunch.

Dr. Bruce Fields, from the University of South Carolina where he is Director of PDS and Field Experiences, walked us through a video presentation of his life experiences and how he came to be a PDS advocate and supporter. Bruce is a member of the Board of Directors of the National Association of Professional Development Schools and provided a welcome national presence at the conference.



Breakout Sessions featured something for the everyone, from the new PDS convert to the PDS expert. Sessions included: PDS for Beginners (Cosenza and Coler), Best Practices Working with Candidates (Panel of Cooperating Teachers), Co-Teaching (Panel of Teachers and Candidates), Active Collaborative Teaching (McCambridge), PDS Readiness (Allen, Kolpin, and Shoemaker), and The One Year Residency PDS (Buchanan and Cosenza). Dr. Beverly Young, Vice Chancellor of California State University stimulated our thinking with two excellent presentations. At the luncheon she spoke about Clinical Practice in California and the California State University System. Wrapping up the day in the closing general session she presented an informative discussion of the Smarter Balanced Assessment for the Common Core.

All participants left the day with an enhanced understanding of professional development schools, new knowledge, networking contacts, and new avenues of research to explore.

# Evolution of a K-12 and University Clinical Site Partnership

*By Barbara Charness, California State University Northridge*

Nine years ago California State University Northridge was awarded Teachers for a New Era Grant. One of the University wide committees for this grant was given the charge to develop clinical sites. As a result of many months of conversation with regard to design and implementation the committee decided on a model that was viable and that the university working with the K-12 community found the necessary resources to implement. The following is an historical account of this implementation, and next steps in the development of partnerships.

In an effort to change deeply embedded cultures, while promoting a clinical site partnership between K-12 and higher education, California State University Northridge developed a partnership with three local schools. A feeder pattern of an elementary, middle school, and a high school was selected. The idea behind this design was to develop a family of schools that trained and hired highly qualified teachers, while giving professional development support to the resident teachers. The goal for this partnership was to design a triangulation of exceedingly qualified support for training teacher candidates so they might enter the field better prepared to ensure success of all children.

## Implementation

Teacher Education Partnership (TEP) is an outgrowth of the Teachers for a New Era (TNE) pilot program and the schools that were involved in the Student Teaching and Internship Coordinating Community (STICC) Study. Originally TNE was a cohort of three schools: elementary, middle (Sepulveda MS, the site where cohort members took university classes), and high school, with a high interest in participating in a program that would help to prepare future teachers in a more defined way, and thereby support their own teaching staff through innovative professional development for the mentor teachers. The end result would hopefully improve the academic achievement levels of the students in these selected schools. A key learning found as a result of the full-time cohort of multiple subject candidates was that immersion into the daily routine of the school site is most appropriate and strengthens the preparation and effectiveness of the new teacher candidates. It was also found that cohort participants developed into strong first year teachers, as a result of this experience.



During the five year existence of the TNE Model, members of the pilot program, that included CSUN staff and LAUSD school site personnel, travelled to the National Professional Development Conference and two individuals presented at a PDS Conference in Orlando, Florida. The TNE Pilot Program, as we knew it, lasted for five years. We learned so much from the experience. It was hoped that we could sustain the original model, but due to scheduling constraints at the university, and faculty availability, the clinical site pilot model could not continue.

Over the past four years the partnership work at CSUN has gone through some iteration. The work at this point requires our School Partnership Liaison to conduct assessments with local and surrounding school districts and individual schools to determine their needs in the area of professional development for teachers and activities and extra- curricular experiences for students. Once the assessment is completed the Liaison garners the resources and support from CSUN faculty or campus agencies that support the need. The challenge that we face is the ability to compensate faculty for their time. CSUN is addressing this need by awarding faculty units that would enable them to participate in meeting the targeted needs of one or more of our Partnership Schools. In addition, we appeal to faculty to utilize the opportunities to work with our community schools as part of their community involvement requirement.



CSUN continues to explore the PDS Model. The University values the collaborative partnerships that have developed over the past nine years beginning with the TNE Model. Working with our local school communities and districts is of the highest priority for CSUN. As we continue to conduct research that supports the collaboration between university faculty and K-12 faculty in an effort to prepare teachers and promote student academic success, the need for a PDS Model may present itself as a viable next step. In the meantime the development of partnerships and sustaining positive relationships continues to produce positive results within our collaborative community.

## **Professional Development in Action: PD in a PDS**

*by Marilyn Buchanan and Charmon Evans, California State University Channel Islands*

Professional development schools, by definition, provide for the professional development of their faculty in addition to the preparation of teacher candidates. We believe it is important to understand how professional development is conceptualized by teachers who commit their professional expertise to creating a successful and effective professional development school (PDS) setting. Two Education faculty members from California State University Channel Islands (CI) School of Education partnered with two teachers and the principal from University Preparation School to conduct an exploratory interpretive study that examined what the PD at their PDS meant to them. Teachers' voices were heard and documented as they defined professional development and expressed their professional development needs and expectations and how their multiple needs are met and supported within their PDS setting.

Our study took place at CI's pre-K - 5 public charter, professional development school. The evidence we gathered through group and individual interviews led us to conclude that the PDS teachers perceived everything they did at the school was professional development (PD) including their everyday work as a classroom teacher. Their viewpoints hinged on the belief that a culture of respect was the foundation for a professional dialogue that had been created at the school over time. They emphasized that collaboration was the basis for this PD that they described as PD-in-Action. They proposed that communication was hard work which, to occur in a meaningful way, required time set aside in the normal work day. The principal created this time through organizational structures that supported the PD-in-Action. Three days a week, teaching teams had common Active Collaborative Time (ACT), facilitated by employing subject specialists, to discuss students' needs, share ideas, and plan parallel grade level lessons. Once a month teachers met in self-selected cross grade level advocacy groups to plan curriculum and make school-wide decisions; every other week a teacher had release time to devote to their own intellectual pursuits.

Teachers expressed that they were meeting their expectations for personal PD within their PDS. They felt empowered by what they were able to share with their colleagues, and what they were able to learn from colleagues' expert knowledge. The teachers described how, through their participation in local PD endeavors, they were renewed to teach in ways that reflected both research on best practices as well as their own craft knowledge based on their years of teaching experience.

Summary of: Buchanan, M; Bleicher, R.E.; Behshid, S.; Evans, C., Ngarupe, L. (2008). Professional Development in Action: Getting People to Get Along. In (Eds.) I. N. Guadarrama, J. Ramsey and J. Nath, *University and School Connections: Research Studies in Professional Development Schools*. Information Age Publishing, Charlotte, NC. pp. 221-250.

### **Want to Know More About PDS? Read . . .**

*by Patricia Ensey, University of La Verne*

***What It Means to Be a Professional Development School***, by the Executive Council and Board of Directors of the National Association for Professional Development Schools (NAPDS), published in 2008, can be found at [www.napds.org](http://www.napds.org). Learn about the nine essentials that characterize a PDS.

***The Professional Development Schools Handbook: Staring, sustaining, and assessing partnerships that improve student learning***, by Lee Teitel, 2003, Corwin Press: ISBN: 0-7619-3835-4.

# Starting Small: Little Cubs School Readiness Program

by Cindy Cary & Judy Krause, University of La Verne

Stepping into the Cecilia Solorio Elementary multipurpose room, one would observe young children 18 months to four years engaged in school readiness activities disguised as fun. Through the partnership between the University of La Verne and Solorio Elementary, the *Little Cubs* program supports Solorio's youngest siblings' future school success. In guiding the curriculum and implementing the program, La Verne Child Development faculty and student teachers from the Undergraduate Child Development program utilize research based practices. These practices are embedded within the California Infant/Toddler Learning & Development Foundations, Preschool Learning Foundations, Preschool Curriculum Framework, National Association for the Education of Young Children (NAEYC) framework for Developmentally Appropriate Practice (DAP) and the social emotional intelligence program Conscious Discipline. *Little Cubs* is presented in a format similar to Mommy and Me classes, wherein the child and an adult family member jointly participate.



Studies demonstrate that children with strong early parental involvement are more likely to be ready for kindergarten than those without such support. Each class involves learning experiences to build and strengthen skills for later learning such as interactive circle time, fingerplays, stories, music/movement, sensory experiences, art and I Love You Rituals. The University of La Verne and Solorio continue to work closely together to promote school readiness ensuring that Solorio's youngest siblings are physically, emotionally, and academically ready for school from the very beginning. This year, two workshops will be added for families targeting the developmental construction of concepts and skills essential to the basic understanding of math and science. The child's natural curiosity of his/her environment will be highlighted throughout the workshops.

## Join SCPDS Today!

The Southern California Professional Development Schools Consortium invites you to become a member. For more information, please contact Dr. Michael Cosenza at California Lutheran University, 60 W. Olsen Rd. #4100, Thousand Oaks, CA 91360.

## SCPDS Network News

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Please post

# Save the Date!



*Cordially invites you to its third annual  
Professional Development Schools Conference  
“Making Connections”*

*California State University Channel Islands*

***Saturday, February 8, 2014: 8:30am-3:30pm***

This one day conference is especially suited for:

**K-12 Cooperating Teachers  
Teaching Credential Program Directors and Faculty  
Deans and Assistant Deans  
District Administrators and Principals  
University Field Supervisors  
Teacher Candidates**

**Presentation proposals of 300 words or less may be sent to the  
Conference Committee at [conference@scpds.org](mailto:conference@scpds.org) by December 31, 2013.**

Presentations and Speakers will focus on partnerships between universities and K-12 schools, strategies for mentoring teacher candidates, co-teaching strategies, strategies for Common Core and how cooperating teachers and teacher candidates can better use their partnership to improve K-12 student learning outcomes. This conference is also for anyone interested in adopting and implementing the PDS model in their teacher credentialing program.

**PRE-REGISTER TODAY!**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

School/University: \_\_\_\_\_ Email: \_\_\_\_\_ Registration Fee is \$39 payable  
to SCPDS, Attention Dr. Michael N. Cosenza, California Lutheran University, 60 W Olsen Rd #4100, Thousand Oaks, CA  
91360. For more information contact [conference@scpds.org](mailto:conference@scpds.org)