

# SCPDS

Southern California Professional Development Schools

## Network News

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### Message from the President

by Michael Cosenza, President, SCPDS

Our Fourth Annual SCPDS Conference will be held on Saturday, February, 7, 2015, sponsored by the California State University Fullerton AIMS Scholar program. Please mark your calendars and save the date. We expect next year's conference to include a "pre-conference" option on the day prior which will comprise of visits to different PDS schools in Orange County. This optional day will be perfect for the sharing of best practices in a real PDS environment. Districts and universities who have strong collaborative partnerships have great potential to positively impact the preparation of new teachers and the continued development of veteran teachers while providing more rich and engaging experiences for p-12 students. The PDS model and other strong residency partnerships are clear examples of the types of partnerships that can achieve these goals. The SCPDS is committed to providing support and resources for strong clinical residency experiences through partnerships between universities and K-12 public schools.



Lastly, in order to expand our reach and support, our board of directors has established a sub-committee to determine membership guidelines and a dues structure so that we can begin reaching out for individual and institutional members. Having a solid individual and institutional membership base will be a key factor in sustaining the organization. Please "like" us on Facebook and watch your email for announcements regarding membership and for future meetings and conferences.

### Save the date!

**The Fourth Annual SCPDS Conference will be held on February 7, 2015, at California State University, Fullerton. Conference details and registration materials will be sent to you prior to the conference.**

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## ***Christopher Steinhauser Keynotes Third Annual SCPDS Conference***

*by Jackie M. Allen, Ed.D., MFT, NCC, NCSC, University of La Verne*



Superintendent Christopher J. Steinhauser, from the Long Beach Unified School District (LBUSD), opened the conference with an inspiring presentation of his work entitled *Enhancing Student Achievement Through Partnerships*. The third largest school district in California, Long Beach has a diverse population of 81,000 students and the same challenges for improving student achievement and closing achievement gaps as many other districts in California. A product of the LBUSD himself, Steinhauser has dedicated himself to boosting achievement in all geographic areas of the school district. Despite recent educational budget cuts in California, the Washington Post (2012) named seven of Long Beach's high schools among the top nine percent in the United States. The Long Beach Unified School District was recognized in a 2010 McKinsey

Company report as one of the world's 20 leading school systems and one of the top three in the U.S. in terms of sustained and significant improvements.

In 2008 a partnership between the LBUSD, Long Beach City College (LBCC), and California State University at Long Beach (CSULB) was established and became known as The Promise. Steinhauser explained that The Promise was a community commitment to provide all local students an opportunity to attain a college degree by providing quality education starting from preschool through college graduation. A "college-going culture" was created in Long Beach, and the curriculum includes a visit of fourth and fifth grade students to the Long Beach Community College and State University. Throughout the K-12 system A-G standards are implemented and Common Core curriculum is aligned with LBCC and CSULB.



*Keynote Speaker Christopher Steinhauser talks to conference attendees during a question and answer session.*

The 5-year project encompassed teacher training and a shared leadership structure with an Executive Committee, Leadership Council, and Institutional Research Advisory Committee. College Promise Initiatives included preparation for college success, counseling/advising, career pathways, and post-secondary success. The ultimate goal was to “build a culture of college expectation that includes career awareness and preparation for collegiate academic rigor.” Outcomes to date are an increase of students taking and passing AP tests; an increase of students passing the English-Language Arts and Math components of the Early Assessment Program; an increase in the percentage of students meeting graduation requirements; and increased admissions, transfer, and retention rates in college. High school graduates were provided tuition relief through the Long Beach Promise Scholarship and free enrollment from the LBCC Foundation; since 2008 about 5,600 students have benefited from this community effort.

The success of the College Promise Project and Initiatives included steps not unfamiliar to those forming professional development schools: convene leadership, create an agreement or compact, create an action plan, select a full-time administrator/convenor, and create a fully transparent reporting structure and schedule. The Southern California Professional Development School (SCPDS) Consortium congratulates Christopher Steinhauser for the success of the ongoing College Promise and the difference it has made in the lives of so many Long Beach students. SCPDS gratefully thanks him for sharing his breakthrough work in enhancing student achievement and demonstrating the value of a true partnership.

## **Connect 4: Super School Partnerships for Education and Research**

*by Merilyn Buchanan, California State University, Channel Islands*

*The most powerful weapon available to secondary teachers who want to foster a favorable learning climate are positive relationship(s).*

*(Thompson, 1998)*

Teacher candidates Danielle Swanson and Kristen Van Citters described how four stakeholder groups from the University of Nevada Reno (UNR) and a middle school PDS partner have given life to positive relationships, the powerful weapon to which Thompson (1998) referred, by building rich connections. **Students:** Candidates build relationships with the middle school students beyond classrooms by advising on college admission and life, participating in curriculum enrichment programs and extracurricular activities including AVID and school dances. **School:** On day one, a welcome breakfast meeting, the principal, administrative and office staff, and touring the site connects candidates to the PDS community. Lead teachers ensure candidates receive continued support and resources as teaching responsibilities in ‘our’ classrooms increase. **Peers:** Daily face-to-face interactions and digital communication, such as Facebook, connect and sustain a supportive community for teacher candidates at the PDS. **Instructors:** Two university faculty members and a graduate assistant on site foster the connection between UNR, the school, and the candidates. Site based classes plus guest speakers from the PDS and local educational community enhances candidates’ instruction and creates a more connected community. Connecting all constituent groups in joint school inquiry projects through the **School University Partnership for Educational Research**, however, is what makes the UNR PDS partnership **SUPER**.





## **Including Research in PDS Work**

by Janet Trotter, University of La Verne

Dr. Bob Ives, Associate Professor in the College of Education at the University of Nevada Reno (UNR), a Tier I Research University, shared ideas about including research in PDS work. Dr. Ives explained UNR's strategic plan for high quality research in education. He discussed the four areas including teacher preparation, professional development, research, and achievement in P-12 schools. The School University Partnerships for

Education and Research (SUPER) at UNR has research projects in teacher inquiry, STEM, and co-teaching models. A discussion ensued about data literacy, research leading to action, and collaborative inquiry. Dr. Ives stressed the need for high quality research, including quantitative research, to determine the effectiveness of a Professional Development School.

## ***Making Connections for Successful PDS Opportunities***

by Janet Trotter, University of La Verne



Michael McCambridge, CLU, Judy Morris, ULV, Patt Ensey, ULV, Emily Shoemaker, WECG, Thierry Kolpin, ULV, Cindy Cary, ULV and Jackie Allen, ULV

The collaborative work of the University of La Verne, Cal Lutheran University, and Wise Educational Consulting Group led by Dr. Emily Shoemaker presented a panel describing a process of assessing readiness to engage in a PDS. The panel experts included Dr. Jackie Allen, Dr. Emily Shoemaker, Dr. Thierry Kolpin, Assistant Professor Judy Morris, Dr. Patt Ensey, Dr. Michael McCambridge, and Dr. Cindy Cary. The discussion began with a background on developing the Professional Development School Exploration and Assessment (PDSEA©) process through well intentioned but challenging experiences resulting in the development of a tool to assess readiness of schools and universities to engage in productive and effective partnerships. The panel shared the qualitative and quantitative research steps using the California Partnership Readiness Scan Instrument for Instructional Programs and Teacher Dispositions and Qualities (CALPRSI©) developed by the research team. Readiness for partnership is essential for success and using the PDSEA© process provides rich triangulated data in the areas of diversity, capacity, and program compatibility and commitment, from which institutional matches or mismatches can be determined. The results are presented in a collaborative meeting with partnership groups.

The PDSEA© process has proven beneficial for PDS partnerships and can help partners identify and correct challenges that might have otherwise caused the partnership to fail.

The panel presentation provided clarity on the importance of assessing readiness for partnerships, and tools that are available to accurately assess each site's readiness to engage in a successful PDS.

### **What PDS Means to Principals**

*by Dolores Lobaina, Principal, La Verne STEM Elementary School*

What does being a Professional Development School mean to principals? I had the privilege of attending the SCPDS conference this year where this question was addressed by several principals. First, being a PDS promotes growth for teachers, staff, and students. Second, it provides an opportunity to learn, share and reflect on practices that are successful. Third, the relationships that are fostered and the collaboration between the university and the school benefit everyone involved.

One of the goals for any PDS is to, of course, nurture and support the growth of student teachers. This can only be accomplished when the entire school staff is involved in the process from the moment student teachers are assigned and throughout their time at the school. The supervising teachers in a PDS look forward to this experience because they realize that their students will benefit greatly by having another "teacher" in the classroom. This collaboration results in a continuous cycle of learning and reflection which promotes growth and many "AHA moments." The PDS relationship truly helps to prepare future teachers to meet the needs of students, understand the demands of the profession, and decide on a career that is truly rewarding and has a great impact on the lives of students. Finally, PDS schools see each other as partners working together for a greater purpose.



*Elizabeth Brown, Charmon Evans, Antonio Castro, Jason Branham*

### **The Triad: Successful Teams of Cooperating Teacher, Field Supervisor and Teacher Candidate** *by Ian Sheu*

The session hosted by California Lutheran University and CSU, Channel offered a diverse range of perspectives about the Professional Development School (PDS) model. Each university presented voices from core participants in the model – the student teacher, the cooperating teacher, and the supervising professor. The participants shared their personal experiences with PDS and how it impacted their perspectives and practices.

Each university used an adapted PDS model to meet the needs of their individual institutions. The differences in the models presented fruitful conversation as to how slight changes in

procedure can impact how the model is delivered. What was most insightful, though, was that while the challenges varied by the implementation of the model, all the participants had shared experiences when it came to the benefits and strengths of the overall PDS model.



Mariana Orsini, Vanessa Denchfield, Jacquie Meir, Joe Nardo , Beth Fruchey, Laura Gonzalez & Kellie Saylor

All of the participants felt that the model was mutually beneficial. Cooperating teacher Jackie Meir shared, "students enrich my life and [teacher candidates] bring to me at least as much as I bring to them." Laura Emerygonzales, a student teacher from Channel Islands, responded that PDS: "helped me gain a deeper understanding of the K-12 experience." The participants felt they were able to develop relationships, reflective practice, and teaching skills.

The session also discussed the challenges of the model, such as matching the dispositions of cooperating teachers with student teachers. In these discussions, it was found that many of the challenges were easily overcome with patience, planning, and strategic work. Professor Joseph Nardo boiled down the problem solving method to a simple formula of, "taking the time to build relationships." Presenting the multiple voices of stakeholders in the PDS model, the session was successful in creating a compelling argument in developing the PDS model and working to adapt it for a wider audience.

### **Making it Real: Using the NAPDS Essential Elements to Articulate a PDS Relationship** *by Amy Hanreddy, CHIME*



Annie Cox, below right, and Amy Hanreddy, left, of the CHIME program, described a team-based process of articulating an existing relationship around the nine NAPDS Elements, and provided examples for how the relationship is defined in the context of each element. CHIME's Early Intervention, Preschool, and K-8 programs have enjoyed a close partnership with the College of



Education at Cal State Northridge for many years, but neither organization had articulated the critical elements of this relationship. This led to an unclear vision for the PDS partnership. CHIME programs enjoy a longstanding relationship with CSUN's College of Education, with an emphasis on enriching the education of both PK-8 and University students. The PDS relationship serves as a research- and professional development-oriented partnership with additional stakeholders to develop an extensive document articulating their PDS relationship,

using the NAPDS “Nine Essential Elements” as a guide. This document is now being used to educate the CSUN and community about the current relationship, to define a process for recognizing PDSs within the university, and to establish goals for building upon the existing practices and partnership. The team will use this articulation document to establish goals and define the partnership’s next steps.

## **Active Collaborative Teaching: Strategies for Common Core Learning**

by Emily Shoemaker, Wise Educational Consulting Group

Michael McCambridge of California Lutheran University closed the Third Annual SCPDS



Conference with an energetic explanation of Project ACT (Active, Collaborative, Transformative), and the role active learning plays in student understanding of content and concepts. Project ACT was developed after 15 years of research on active learning concepts and is used by numerous schools in Southern California. True to his beliefs about learning, he engaged conference attendees in active strategies, including teaching stories through drama, movements, pantomime, and improvisation. “The more active students are, the better they understand concepts,” he stated. Recently, he has been working with Angela

Baxter, the principal of Santa Susana Elementary School and its faculty to embed Active Collaborative Transformative learning and teaching as a significant teaching strategy to increase student learning and to address the instructional needs of the Common Core Standards. The results have been overwhelmingly positive to the point that he and Baxter will be instituting a Center for Active Learning at Santa Susana. This Center will serve schools in Simi Valley Unified School district and all schools who are interested in the ACT Approach. The Center will officially open in the fall of 2014. For additional information about the Center for Active Learning, contact Michael McCambridge at [mac@callutheran.edu](mailto:mac@callutheran.edu).

## **Candidates Display Research at Poster Session**

by Jackie Allen, University of La Verne and Michael Cosenza, California Lutheran University

University of La Verne master’s students in school psychology and California Lutheran teacher education students shared their research with eye catching and informative posters. An annual part of the SCPDS conference, this year four University of La Verne students (Sari De La Cerra, Diana Guzman Flores, Angelica Herrera, and Linda Vo) from ULV brought their action research project posters, demonstrating the culminating activity in the school psychology program Planning and Evaluation course. Project titles included: *Effects of Nutritional Elements on Learning Abilities in Adolescents*; *Children in Grief: What Parents and Teachers Don’t Know*; *Tier II Reading Intervention: The Effectiveness of the Read Naturally Intervention for 3<sup>rd</sup> Grade Students*; and *Raising Attendance and Attitudes in the Classroom Through School-Based Counseling*.

Five California Lutheran students (Alan Kingsley, Megan Frederick, Courtney Downing, Rachel Shimanovski, and Rebecca Winter) conducted inquiry projects at two PDS partner schools to discover how experiential opportunities help prepare them to be better teachers. The posters were titled: *Pedagogy, Diversity, and Sciences* and *The Fun Kind of CPA*. Conference attendees greatly enjoyed viewing the posters and especially talking with the students about their research projects.

***Candidates from California Lutheran University and the University of La Verne share their research with conference attendees.***



Rachel Shimanovski and Courtney Downing of California Lutheran University (CLU) share their research with Michael Cosenza, Chairman of the CLU Learning and Teaching Department, while Jeanne Ricci and Michael McCambridge look at the poster prepared by Alan Kingsley and Megan Frederick.



Diana Guzman Flores and Sari De La Cerra, both of the University of La Verne, share their posters with conference attendees.





For additional poster images, please go to the *Network News Special Poster Edition* which is being sent with this NewsMagazine issue.

### SCPDS Membership

Watch for future emails regarding membership opportunities, and don't forget to save the date, February 7, 2015, for the Fourth Annual SCPDS Conference at CSU, Fullerton.

**For more information about the SCPDS, please go to [scpds.org](http://scpds.org).**



#### SCPDS Network News

*Editor:* Emily Shoemaker, Ed.D., Weise Educational Consulting Group, [shoemakergroup@roadrunner.com](mailto:shoemakergroup@roadrunner.com)  
*Associate Editors* Jacquelyn Allen, Ed.D., University of La Verne, Patricia Ensey, Ed.D., University of La Verne, & Steve Holle, California State University, Northridge  
*Logo:* Javier Lopez, CSU, Channel Islands  
*Special Thanks to Photographers* Jennifer Lawler and Jackie Allen

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