

SCPDS

Southern California Professional Development Schools

Network News

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Message from the President

by Michael Cosenza, President, SCPDS

I would like to extend my greetings to all our colleagues and supporters. For more than three years now the SCPDS has actively advocated the PDS model and rich partnerships that provide high quality clinical practice in teacher education. SCPDS consortium continues to work to provide support and resources for universities and P-12 schools that are either beginning a new partnership or seeking ways to strengthen and sustain existing partnerships.

We are pleased to be hosting our fourth annual conference which will be held at California State University-Fullerton on February 6-7, 2015. We are also excited to introduce a new format for the conference which will consist of a two-day agenda this year. The first day of the conference (Friday Feb. 6, 2015) will consist of planned visits to PDS partnerships affiliated with Cal State Fullerton. These visits will give attendees an opportunity to tour schools and gain insight into how these partnerships work. Friday evening will conclude with a networking social event giving attendees an opportunity to discuss the school visits and to share best practices with a broad range of colleagues. Saturday, Feb. 7, 2015 will be a full day event with keynote speakers and breakout sessions as we have done in the past. Attendees this year will have the option of attending both days of the conference, or just Saturday. There will be two price levels based on your choice. Please mark your calendars, save the dates, and keep your eyes open for emails seeking proposals for breakout sessions.



In this issue: School-University Partners and PDSs

SCPDS	Page 1
CSU, Northridge	Page 2
University of La Verne	Page 3
California Lutheran	Page 4
CSU, Channel Islands	Page 5
La Verne ECE	Page 5
CSU, Fullerton	Page 6
Want to Know More?	Page 7

SAVE THE DATE!

SCPDS Fourth Annual Conference
February 6 & 7
CSU, Fullerton

The Founding of the SCPDS: a Southern California PDS Network is Born

by Michael Cosenza

It all began during the Annual Conference of Professional Development Schools in the winter of 2010 in Orlando Florida. A few California based institutions found each other during the conference luncheon and began talking about having a local PDS network. The conversation focused on how delightful the annual conference was at the national level, but that funding wasn't always available for travel and our P-12 partners rarely had funding or release time to attend. The group agreed that there would be great value in a local consortium for networking and for the sharing of best practices. Later during that same conference, a request was made by the organizers to help discover how many PDSs were

actually “out there” across the United States. There was no reliable data other than a list of those who had attended previous conferences. The group sought a representative from each state to assist with this project. I volunteered to find out which universities in California were using the PDS model in their teacher credentialing programs.

After surveying more than 80 institutions in California, I discovered about 12 universities, mostly in southern California, were using the PDS model or some version of a structured school-university partnership. I shared this information with my friend and colleague, Marilyn Buchanan of Cal State Channel Islands. The two of us began to reminisce about our winter discussion with our California colleagues in Orlando and decided we should try to bring these institutions together to discuss the feasibility and the desire to create a local group. We thought it was really possible to turn our lunchtime wish into a reality. We extended an invitation to the universities from our survey to attend a round table discussion at California Lutheran University, and on June 2, 2010, an “ad hoc” Southern California PDS networking group was born.

We began with small meetings which were hosted by the different universities. During these meetings we toured each organization’s PDSs and shared strategies and practices. We sought advice from one another and became a PDS support group. Since that time we have grown from an “ad hoc” group to a formal 501(c)3 professional organization renamed and branded as the SCPDS Consortium (www.scpds.org). Without losing sight of our humble beginnings, we continue to strive to be an organization that advocates and provides support for the PDS model and strong clinical partnerships between Universities and P-20 schools.



Michael Cosenza,
President



Manuel Correia,
Treasurer



Jackie Allen,
Secretary

Today, the SCPDS Consortium has a board of directors consisting of nine individuals representing five universities and one K-12 charter school. Additionally, there are three officers responsible for the overall management of the organization, pictured left. The board and officers meet regularly as a collaborative unit to support and advocate for partnerships across the P-12/ college/university community and as a center for inquiry that leads to the

discovery and sharing of knowledge that shapes educator practice and leadership. Pictured below is the 2014-2015 SCPDS leadership team.

California State University, Northridge: The Ongoing Process of Strengthening a School-University Partnership

by Amy Hanreddy, Annie Cox and Erin Studer



Amy Hanreddy

Maintaining a PDS partnership requires a commitment to the ongoing process of maintaining and building upon a school-university relationship. The partnership between Community Honoring Inclusive Model Education (CHIME) Institute and California State University, Northridge began in 1987 through a federal grant written by university faculty to develop a demonstration site to train teachers in inclusive and evidence-based educational practices at an existing preschool site on campus. From this beginning over 25 years ago, the programs now also include an Infant/Toddler



Erin Studer

program, Preschool, and Charter School for grades K - 8 which serve as a model of partnership and reciprocity between these two institutions. Leadership for CHIME is provided by Erin Studer, Ed.D., Director of CHIME Charter School, Annie Cox, Director of CHIME Early Education Programs, and Amy Hanreddy, Ph.D., Assistant Professor and CSUN CHIME Liaison. The partnership between CHIME and CSUN consists of several elements: teacher training and

demonstrations; faculty research; and professional development provided by CSUN faculty. Teacher training and demonstration sites provide opportunities for inclusive and evidence-based practices in education. Students from CSUN's College of Education as well as other colleges across the university have access to the CHIME programs to complete assignments and fieldwork practica, and to engage in service-learning projects. University faculty engages in research on the implementation of a range of educational practices at the CHIME sites, often in collaboration with PK-8 teachers and staff. CHIME staff act as adjunct faculty and provide guest lectures for university classes on a range of topics. These teachers also participate in grant projects and conduct training at other school sites via university partnerships. While CHIME and CSUN do not yet have the formal recognition of a "PDS Partnership" by name, the close collaborative and mutually beneficial relationship between these two institutions exemplify the concept of a PDS, and a CHIME/CSUN partnership committee continues to engage in the work of maintaining systems as well as identifying new opportunities related to this robust relationship.



Annie Cox

University of La Verne: A Multi-program Approach To Professional Development Schools

by Judy Morris

The College of Education and Organizational Leadership (CEOL) established their first Professional Development School (PDS) in the fall of 2011, at Solorio Elementary School, in Etiwanda School District. This partnership included the multidisciplinary program PDS Model led by Judy Morris, PDS Coordinator. The Professional Development School Exploration and Assessment (PDSEA) protocol, a partnership readiness assessment tool, was administered in the fall of 2012 and completed in the fall of 2013. The PDSEA process assisted the school in determining that they were ready to emerge into a PDS and set their goals according to findings in the PDSEA final report. Continuing with the multidisciplinary approach, all PDS participants were involved in planning reciprocal staff development and placement of student teachers and administrative interns. A highlight of our partnership occurred when two Child Development faculty members presented their *Little Cubs* program in a format similar to *Mommy and Me* classes. The program meets four times a year at the Solorio School site.



Judy Morris

In January of 2012, the CEOL and Pomona Unified School District PDS Steering Committee initiated interest in discussing a partnership with Yorba School in Pomona. The PDSEA process was administered in the fall of 2012 to determine the school's readiness. In 2012-2013 counseling interns were placed at the school and provided parent and teacher in-services; plus student counseling sessions. In 2013-2014, the school was transitioned to a district sponsored charter school with a newly assigned principal. The staff developed a needs assessment process to determine the focus for the new school year. The goals for the 2014-2015 year include the use of the multidisciplinary model with student and intern placements.

Our third PDS effort was with Allen Avenue Elementary School in the Bonita Unified School District. The initial conversations began in the winter of 2013. The PDSEA protocol was given to the staff in the fall of 2013 and completed in the spring of 2014. A report was given that stated the school site's areas of strengths and needs. The goals for the 2014—2015 school year were determined according to the PDSEA final report, including the multidisciplinary model and reciprocal staff development. A comprehensive mission of our college is to further this partnership by embracing two overarching goals: the advancement of the education profession and the improvement of P-12 achievement and learning. This commitment includes creating a school-wide culture that incorporates all educators as full participants in the school-university partnership.

Call for Conference Presentations: Please mark your calendars, save the dates, and keep your eyes open for emails with more information about the conference, including a call for conference presentations.

California Lutheran University Professional Development Schools and Partnerships

by Jeanne Ricci

California Lutheran University (CLU) is continuing to sustain and develop PDS partnerships for our teacher candidates. This year we have three well-established PDS schools that have implemented the Nine Essentials of the National Association of Professional Development Schools (NAPDS) model and three partnerships that are developing and growing.



Donna Schimanski

Campus Canyon College Preparatory Academy and Flory Academy of Sciences and Technology in Moorpark, California, are our two elementary PDS schools. Both adopted the Co-Teaching model and implemented a year-long residency for clinical fieldwork. Students have a primary placement and an ancillary placement in order to meet the California credential requirements for the primary and upper level experiences. Most of the year candidates are in the primary placement. As research suggests, we are finding the teacher candidates much more involved with the students, faculty, and school. The candidates demonstrate skills more like first year teachers when they complete the program. Both of



Mandy Hardin

these schools have survived changes of leadership, but the partnerships have survived and flourished. Donna Schimanski, pictured on the upper left, is the Campus Canyon Teacher Liaison to the University. Mandy Hardin, right, is the Flory Academy Teacher Liaison to CLU. Los Cerritos Middle School in Thousand Oaks, California is another of our well-established PDS Schools. Jacquie Meir, pictured on the lower left, is the Los Cerritos Middle School Liaison to CLU. Like the elementary sites, we have strong teacher leadership there and staff that have experienced working with our candidates over time. The partnership has continued with three different principals and some faculty changes. Co-Teaching is also the model embraced by faculty and candidates here.



Jacquie Meir

In addition, CLU has added another middle school as a PDS partner this year. AE Wright Middle School in Las Virgenes Unified School District in Calabasas has become a part of our extension of the professional development school network. We met with district office personnel including the superintendent, principal, and teachers prior to placing teacher candidates with cooperating teachers. This is our first year, but so far things seem to be running well.

Thousand Oaks High School is our first attempt to establish a High School PDS. We placed fifteen candidates at the school last year. We are looking forward to placing more students this year and continuing to strengthen the relationship.

Our sixth relationship is a PDS school for our undergraduate students who are planning to become teachers. Observation and participation in classrooms are components of the coursework. Therefore, we have been able to establish a PDS with Meadows Arts and Technology School (M.A.T.E.S.) Elementary in Thousand Oaks. Once again, we met with faculty and administrators prior to forming the partnership. The teachers expressed eagerness to work with the undergrad students under the supervision of a university supervisor and so another PDS was established for a specific purpose in our Learning and Teaching continuum.

We are grateful for our partners in learning and for their providing wonderful opportunities for our future teachers to grow as professional educators.

Join SCPDS Today! 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.

Learning Together: A Unique Partnership Between the Fairplex Child Development Center and the University of La Verne

by Cindy Thomas- Cary



The Fairplex Child Development Center (Center), operated by the Los Angeles County Fair Association, in partnership with the University of La Verne, offers a unique educational setting for children 12 weeks – 6 years and early childhood university candidates on the Los Angeles County Fairgrounds.

Throughout California, many school-partnerships currently exist, but this distinctive environment is believed to be the first ever school-related affiliation between a county fair and university. The setting gives future early childhood educators an engaging and innovative place to explore best practices and provides children hands-on learning opportunities that support their natural interests.

Children are naturally equipped to learn through observation and investigations. Developmentally, the young children learn best when they can see, touch, feel, and manipulate. Because the child development facility adjoins the grounds of the nation's largest county fair, children have the unique opportunity to have remarkable hands-on educational experiences that cannot be taught in the classroom. During fair walks, for example, children catch glimpses of massive redwood trees and miniature railroads. Student teachers join children on walks to develop curriculum ideas that incorporate content areas such as literacy, math, science, physical education, visual/performing arts, and social studies.

Together, student teachers and children from the Center serve as "stewards" to their neighboring community. Child Development Centers are places ideally suited to helping young children learn about community outreach. Teaming up, the students and children plan, organize, and implement a service learning project to fill a need. Examples of previous projects include growing vegetables in the Center's garden and sharing with a homeless shelter. Also, student teachers and children operated lemonade stands to raise money to fill 50 backpacks with supplies for local schools.

The Fairplex Child Development Center was officially titled a Professional Development School in 2013. The program provides a site where student teachers can learn and practice skills needed to be exemplary early childhood educators under the guidance of skilled mentor teachers and supervision from university faculty. An important priority of the Partnership is offering professional development in helping pre-service and veteran teachers be effective and confident practitioners.



Co-teaching is integrated into the student teaching experience. Students spend 16 weeks co-teaching with a mentor teacher from the Center. The student teacher co-assesses, co-plans, and co-instructs creating stronger classroom relationships. The value of an additional teacher results in more individual attention for children and more interaction with teachers.

The Fairplex Child Development Center/University of La Verne Partnership is revolutionary and can be a model for universities and schools across the state and country. There's a lot that goes into making successful schools, but one thing is irrefutable...schools can't do it alone. With the strong, engaged support from the University of La Verne and Los Angeles County Fair Association, there is a powerful difference in the lives of children and university students.

CSUCI: A Unique Beginning for University Preparation School

by Cynthia Coler and Charmon Evans

Local universities often select a school site in the community that has an established history to begin a Professional Development School (PDS) partnership. University Preparation School (UPS) and California State University Channel Islands has a very unique beginning; they both began their history

together. In 2002, UPS began as a PDS site with a dual immersion program, in conjunction with the opening of CSUCI, the 23rd campus in the California State University system.

University Preparation School's emphasis was on modeling best practices as they began their work with teacher candidates and the university. Since their opening, they have created a school that naturally embeds student teachers as a part of the culture. At times, the Director and teachers of UPS have taught university teacher preparation courses on the school site. Trainings, CSUCI credential courses, Critical Friends Groups, and the school's advisory committees have been just a fragment of the partnership that has been created. When CSUCI wanted to introduce the co-teaching program within a residency model, it only made sense to begin at UPS. Since this PDS partnership began, eleven teacher candidates, having earned a credential, have secured jobs with UPS.

This PDS partnership has a twelve-year history full of ups and downs. During this time UPS and CSUCI School of Education have both had little change to their administration and they have maintained a focus on strengthening their PDS relationship. While there has been little change with leadership over the past twelve years, the two organizations have grown significantly during this time. With time and change come challenges. Over the past two years the school and the university engaged in a self-study, using the NCATE standards of professional development schools, to examine the relationship, look for gaps, and strategize ways to grow. This relationship is ever evolving and takes work, on both parts, to make it a success.

CSU, Fullerton: A Seventeen-Year Celebration of Successful School, University & Business Professional Development Schools

by Belinda Karge

The partnership between Mariposa Elementary School in Brea, California and California State University, Fullerton began in 1996 when the principal contacted the university for assistance with challenges related to *student achievement analysis*. The staff recognized the need for updated strategies for the changing climate and culture of the student population. This initial contact resulted in the formation of the collaborative partnership that exists today.

The Mariposa staff requested student teachers. They agreed that bringing a cohort of four to ten student teachers from the university would allow the master teachers to receive up to date professional development in current research based strategies and would provide an opportunity for the college students to learn in a collaborative environment. In fall, 1998 the first university course was offered onsite at the school, providing hands-on examples, demonstration lessons, and access to a variety of curriculum materials.

In 2001, a more formalized PDS relationship was built when we received statewide awards and were showcased as a model for sustained partnership. In 2007, when the national PDS organization introduced the nine essentials, the partnership expanded yet again, this time to include stronger community and business relationships to provide resource support to enhance student learning. We obtained funding for state-of-the-art Music and Math Labs. Partnering with *Roland Corporation* empowered all students to learn, read, and play music in the acquired \$100,000 Music Lab. These and other technologies transformed the way we teach and learn. Deliberate investigations of practice include quantitative data showing increased academic achievement annually.



Pictured left are Dr. Karge (left), faculty member at CSU Fullerton and Dr. Cunningham (right), then principal of Mariposa Elementary. Dr. Cunningham was recognized in 2013 as the National Distinguished Principal for California. For additional information

about the Fullerton PDSs, you may contact: Dr. Belinda Karge can be reached at bkarge@fullerton.edu. Dr. Helene Cunningham is available at hcunningham@hlpusd.k12.ca.us.

Want to Know More? - Action Research and Self-Study in PDS Schools

by Patt Ensey

One of the NAPDS nine essentials is “a shared commitment to innovative and reflective practice by all participants.” In a Professional Development School, action research is a shared experience by school personnel, university faculty and candidates or interns that involves reflection, collaboration, inquiry and a commitment to learning by all. When teachers and interns work together there is a need to address issues related to supervision in the context of collegiality. In a paper presented at the Annual Meeting of the American Educational Research Association, Sharon Oja describes the “validity and value of self-study and action research on the part of school and university staff who are involved in a school-university partnership.” “Projects focused attention on linkages between adult development theory and supervision.” The paper discusses “attributes of the action research and self-study research that made the research valuable and valid for collaborative supervision in school-university partnerships.” For a more in-depth look at Oja’s work, please see:

Oja, Sharon. (2002, April) *Action Research and Self-study by Supervisors, Cooperating Teachers, and School Principals working with Interns in School – University Partnerships*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.

Other Suggested Readings:

Action Research

Bauer, S. & Brazer, D. (2012) *Using Research to Lead School Improvement*. Oaks, CA: Sage.
Pelton, R. (2010) *Action Research for Teacher Candidates*. Plymouth, UK: R. and L. Education.

Self-study

Jorgenson, O. (2008). *Reflective Planning Journal*. Thousand Oaks, CA: Corwin.
Nash, R. (2011). *Harness the Power of Reflection*. Thousand Oaks, CA: Corwin.
Peine, J. (2007). *Educator’s Professional Growth Plan*. Thousand Oaks, CA: Corwin.
Sparks, D. (2007). *Leading for Results*. Thousand Oaks, CA: Corwin.

SCPDS Network News

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We hope you will forward the *Network News* to colleagues who share an interest in advocating for Professional Development Schools. Requests to be added to the distribution list can be made by contacting Emily Shoemaker at shoemakergroup@roadrunner.com.