

# 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 friends of the SCPDS and supporters of partnerships between P-12 schools and universities. I am so pleased to share that our fourth annual SCPDS conference was a wonderful success. This was our first two-day event which included visits to PDS partner schools, keynote speakers, breakout sessions and opportunities to network and share best practices. We plan to continue with the two-day conference model in 2016 and ask you to mark your calendars for **February 5<sup>th</sup> and 6<sup>th</sup>**, when we will celebrate the fifth anniversary of the SCPDS.



The Board of Directors of the SCPDS has recently adopted a membership structure based on feedback surveys from the 2014 conference attendees.

This is explained on the SCPDS website ([www.scpds.org](http://www.scpds.org)) and a letter of invitation has been sent to past attendees and all current deans throughout the state of California. We hope that you, as a regular participant of SCPDS events, will encourage your organization's decision makers to officially become members of SCPDS.

We upgraded our website in 2015 to include online registration for our conference. This upgrade allowed us to manage registrations more efficiently while adding convenience to those who prefer to pay by credit card. Because of the success of the online registration system, we have just added online membership registration and online donations (remember, SCPDS is a 501(c)3 corporation eligible for tax deductible donations and matching donations) to our website. We hope these added enhancements provide more opportunity for our organization to grow.

Lastly, our Board of Directors is currently working on developing a strategic plan in an effort to provide more resources and events for those who become members of the organization. Please continue to check our website and watch out for emails for upcoming events. I hope you enjoy the rest of this issue of our biannual magazine and thank you for being an advocate of high quality teacher education.

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## SCPDS President Michael Cosenza Elected to NAPDS Board of Directors

by Emily Shoemaker

SCPDS President Michael Cosenza has been elected to serve on the Board of Directors for the National Association of Professional Development Schools (NAPDS). As one of a three-member board, he is the first West Coast person to be elected, and will serve a three-year term. When asked about the significance of his election, he stated, "I'm hoping to bring a perspective to the NAPDS that will allow the organization to be more inclusive, explore the possibilities of regional affiliates and consider regional activities in-between the annual conferences."

The NAPDS is a professional society that advocates for the professional development school model as a means to improving the educational system by enriching learning experiences for teacher candidates, in-service teachers, and P – 12 students. The NAPDS is celebrating ten years of existence, and according to Cosenza, "is positioned to become an increasingly influential professional society." When asked about the future of the NAPDS, he added, "I personally am excited to take NAPDS to its next level which I envision will include having significant influence over education policy nationwide."

*"The NAPDS is positioned to become an increasingly influential professional society."*

Michael Cosenza

As a member of the Board of Directors, Cosenza will be responsible for shaping policy, providing oversight of the budget, leading strategic planning processes, and exploring avenues for regional professional development consortia, such as the SCPDS, to become affiliates.

## Helene Cunningham Gives Keynote Address at SCPDS Fourth Annual Conference: Community Partnerships for Successful Schools

by Belinda Karge



Helene Cunningham

During her keynote Dr. Cunningham shared strategies for community partnerships including alignment with the nine essential standards of PDS. She shared many examples of project-based learning. She provided the participants with details on how Mariposa Elementary School, California State University, Fullerton (CSUF), and businesses teamed together to provide resource support to enhance student learning. Together they obtained state-of-the-art Music and Math Labs. The partnership enabled them to receive a \$45,000 grant to fund the Mind Institute's Math Lab. Partnering with *Roland Corporation* for eight years has empowered all students to learn, read, and play music, taking weekly piano lessons within the school day in the \$100,000 Music Lab. This Visual and Performing Arts opportunity provides connections to students' grade level curriculum, and enhances both their reading and math comprehension. Another example of a business collaborative is that the staff received professional development from *International Safetyware (IS)*, an education consulting company, allowing the use of technology to focus on essential standards in English Language Arts and Mathematics.

Dr. Cunningham concluded with recommended tools needed to move a PDS relationship forward, including: (a) immense teamwork (b) documentation of the journey (what worked, who was involved, telling the story), and (c) rethinking and retooling how things are accomplished (to overcome functional fixedness - more than one solution or someone may have a better, more efficient way to do things). The audience was engaged and entertained as these suggestions were shared with bright photographs and images.

## Active, Collaborative, Transformative Learning and Teaching (ACT)

by Michael McCambridge and Courtney Downing

*...The smiles of the orange group give away their excitement as they determine that their peers have discovered the correct answer to the problem they designed.*

*...All 22 of them successfully completed the task. Oh yeah, and they are only kindergarteners*

*...In Room 2, everyone dances.*

*...Students began to relate to each other and agree on ways to count, as well as broaden their strategies by listening to the creative methods of others.*



Michael McCambridge

What do all the above statements have in common? They are statements made by teachers using the **ACT** curriculum in a real classroom. Read about these and other transformative classroom experiences as we explore this innovative approach to learning and teaching.

Active Collaborative, Transformative Learning and Teaching (ACT) is an active approach to learning and teaching. Teachers and students participate in a creative process that allows them to imagine, examine, perceive, explore, experiment, develop craft, create, reflect, assess, revise, and share.

When using this creative approach, learning is actively built when both teachers and students construct meaning based on pre-existing knowledge, understanding, and beliefs. They engage in real-world, authentic activities. They reflect in order to make meaningful sense and integrate new experiences with the old. They revisit, evaluate and revise their ideas. They collaborate with teachers, peers, and significant others in a learning community.

*“Four cheetahs are running in a race; four trip and fall. How many are still running?” The four students in the front of the class act out the scenario as one narrates the word problem. All four lie on the floor expectantly as the class calls out, “ZERO!!”*

*The smiles of the orange group give away their excitement as they determine that their peers have discovered the correct answer in ACTION in room 2.*

## Early Childhood Partnerships: Achieving More Together Than Alone

by Cindy Thomas-Cary

A spotlight is shining on the importance of the early years in creating foundations for later learning success. Professional Development Schools are sharing the spotlight in providing opportunities to build skills, relationships, and well-being in young children. Partnerships between universities and P-12 schools use their resources and talents to grow and develop early childhood educators, thus providing high-quality early childhood experiences. This article describes the partnership between two southern California schools and a private university in their quest to offer valuable experiences for young children. The Fairplex Child Development Center has proudly functioned as a Professional Development School, in partnership with the University of La Verne, since the beginning of the university's PDS initiative. The partnership supports a Professor in Residence (PIR) from the University of La Verne who is housed full-time at the child development center. The provision of having a continuous university presence is possibly the most beneficial aspect of the school-university partnership.



Cindy Cary



Among the duties of the Professor in Residence is the supervision of early childhood teacher candidates who co-teach with Fairplex mentor teachers. The PIR also orchestrates service-learning projects in the community that are conducted by the candidates, teaching staff, and children. Community engagement projects combine curricular concepts that are taught and community service in ways that promote civic responsibility.

The Professional Development School relationship with the University of La Verne and Cecilia Solorio Elementary School has provided a meaningful program, *Little Cubs*, to benefit children and their families. *Little Cubs* is presented in a format similar to Mommy and Me classes, wherein the child (between 18 months to four years old) and an adult family member jointly participate in quality learning experiences. The program, led by two university Child Development professors and early childhood candidates, offers experiences such as interactive circle time, fingerplays, stories, music/movement, sensory experiences, art and *I Love You Rituals* to build and strengthen skills for later learning.

Together the University of La Verne, Fairplex Child Development Center, and Cecilia Solorio Elementary School have achieved more success for their young children than alone. Using the PDS framework has benefitted all involved. Early childhood educators grow professionally by participating in programs using best practices, and families are more involved in their children’s education in positive ways. First and foremost, young children’s learning experiences are intensified because they attend high-quality programs that support their development and well-being.

**Text Talk Buddies: Hands-on Vocabulary Instruction for MS Teacher Candidates**  
***“An opportunity to teach and confirm what we are learning in our methods course”*** by Nancy Myers

California Lutheran University Graduate School of Education (CLU GSOE) faculty member, Nancy Myers created a research project within the EDTP 521: Literacy and Language in Diverse Classrooms course. The “Text Talk Project” provided an experiential learning pathway for GSOE students to actively participate in a read-aloud and research-based project where explicit academic vocabulary and comprehension skills are developed. With the shift to the Common Core State Standards, teachers are being asked to infuse academic language vocabulary instruction at the earliest grade levels to support reading comprehension. This innovative project provided a direct pathway for GSOE students to not only learn about these strategies but to actively implement them in a real world context at a high needs school.

Kindergarten students at a CLU-partnered Professional Development School, Flory Academy of Sciences and Technology, and Jennifer Tran, a CLU GSOE alumna and teacher at Flory, were partners on this project. High quality read aloud texts were utilized and GSOE student pairs worked with two kindergarten students, incorporating text-talk strategies into read aloud lessons. GSOE students also had ongoing opportunities to reflect on their experience by answering reflection assignments and through pre- and post- surveys that examined teachers’ sense of efficacy (Hoy, 2001).



Scott Mastroianni, Jennifer Tran, RJ Maloney, Elizabeth Averell, Nancy Myers, and Jay Greenlinger

We found that teacher candidates felt empowered to ask meaningful questions to gauge students’ comprehension and felt comfortable knowing that students can rise to the occasion when they are challenged and that they are capable of higher-level thinking and higher expectations.

**Join SCPDS Today!**  
Join the SCPDS by going to <http://www.scpds.org> and clicking on Membership Information.  
Candidates: \$15 • Retirees: \$20 • Individual Practitioners: \$25 • K-12 School: \$75  
• University: \$100 • Consortium: \$150

## ***The PDSEA Protocols: A Practical Way to Determine If You Are Ready for a Partnership*** by Jackie M. Allen

The Wise Educational Group members Jackie Allen, Thierry Kolpin, Judy Morris, and Emily Shoemaker presented a very informative workshop on the Professional Development School Exploration and Assessment process.

The well-attended workshop emphasized two universities and their respective professional development school (PDS) partners' multi-year research study aimed at the examination of partnership readiness factors that promote equity and inclusion in the PDS classroom. The study, as explained, resulted in the development of the Professional Development Schools Exploration and Assessment (PDSEA) process for use by universities and their potential P-12 school and community partners. The process includes research-based surveys, focus group interviews, environmental scans, data reporting, collaborative discussion, and planning and implementation strategies. Researchers shared the steps and protocols included in the process and provided personal insights into their use based on feedback from university faculty and school personnel where the process has been used. Workshop participants had time to examine some of the tools and ask questions related to their use.

## **Moving A Professional Development School Toward Professional Learning**

*by Margaret M. Ferrara*



Sherrie Bonderson, Michelle Hinkson, Margaret Ferrara, Mark Romo, and Linda Vancitters

Nevada is not simply focused on Common Core State Standards (CCSS) but more inclusively, Nevada Academic Content Standards, a broader term that includes multiple content standards. The higher education faculty in the College of Education at the University of Nevada, Reno realized that our work needed to inform and make an impact in our urban and largely diverse school district. Therefore, we have become more inclusive in our partnerships and now include the community, the university, and the school district in a partnership focused on student success to be career and college ready.

One of our first explorations in 2014-2015 was to move beyond our two partnerships with schools in the district to become more inclusive and integrated into the district and local community. We have designated this new initiative as CUSP – Community, University, and School Partnership. This partnership holds the principles of Professional Development Schools but brings in more leaders from the school district in curriculum, teaching, and assessment, as well as representatives from the community, into the collaboration. CUSP brings together faculty from across the district, university, and community to make meaningful connections for preservice and inservice learning experiences. These include: (1) district-university professional development initiatives that are captured through involvement with the district Saturday Cafés; (2) continued exploration of service learning projects for university students across the institution; and (3) outreach activities with university campus projects (e.g., writing workshops) to help address challenges in the school district where over 65% of the students are from underrepresented populations.

Led by Margaret M. Ferrara, College of Education, University of Nevada, Reno, the team consists of Linda Vancitters, Field Based IETP Teacher, Washoe County School District; Sherrie Bonderson, Field Based Secondary Teacher, Washoe County School District; Michelle Hinkson, Field Based Special Education Teacher, Washoe County School District; and Mark Romo, Graduate Assistant, Secondary Education, College of Education, UNR.

## AIMS Scholars Discuss Anchoring Events in Lessons

by Belinda Karge and Christine Weatherill

Tara Barnhart, Cheryl Creager and Christine Weatherill (pictured left to right) led a session explaining Anchoring events. An anchor is a way to connect the concepts being taught to real life experiences. For example, a lesson on “fast cars” might include how to determine velocity, speed, and acceleration. The participants learned to connect their anchoring events to content standards and desired students’ outcomes by connecting lessons to lessons, lessons to purpose, and lessons to real life experiences.



## SCPDS Adds Tour of Schools to Conference Schedule

by Christine Weatherill



Suzanne Robinson

The SCPDS added a day of touring PDS schools to the conference schedule this year. On Friday morning participants learned of the four school visitation opportunities. Dr. Suzanne Robinson (pictured, left) shared information about Hermosa Elementary in Fullerton, CA. She explained that the PDS partnership began by the faculty presenting the concept of student teacher/cooperative teacher co-teaching at the College of Education Dean’s Advisory Board meeting. The Fullerton School District administration was interested and had the faculty suggest their ideas at the district Principals’ meeting. Before the partnership began, a joint EdEI/Sped co-teaching training introduced all to the concepts. This opened the door and led to the partnership that exists today between CSU, Fullerton and Hermosa Elementary. Dr. Robinson also shared the PDS collaboration with Mabel Paine Elementary in Placentia, Yorba-Linda Unified School District. This unique partnership includes the CSU, Fullerton Autism Center and collaborative professional development. A key to both of these partnerships is the consistency of the faculty assigned to the schools to supervise and sustain the partnership.

Dr. Belinda Karge described the district partnership that the AIMS (Autism, Inclusion, Math and Science) Scholar program facilitated. It is a collaborative with all schools in Anaheim Union High School District (AUHSD). The district has had a partnership with secondary and special education for over 15 years. Cheryl Creager took a group over to South Jr. High in AUHSD. The participants were able to view general education and special education teachers co-teaching in language arts. The AIMS faculty have been conducting professional development on inclusive practices for the past three years. Dr. Karge also introduced Garfield Elementary School, another professional development site in Santa Ana Unified School District. Cal State Fullerton has had a partnership with this school since 1998. As well as mentoring and supporting student teachers every semester, the special education program classes have been offered on this school site. During the visit to this school, participants from a number of colleges were able to observe children taught by a speech teacher as well as a co-taught lesson between a general education teacher and an education specialist (all graduates of CSU, Fullerton). A time of questions and answers took place with the specialists and principal afterwards. At the end of the day everyone reconvened at the Embassy Suites to debrief.



Garfield Elementary Principal Kasey Klappenback discusses observations after tour of his school.



## Co-Teaching: Committing to Plan and Instruct Together

By Jeanne Ricci and Cindy Cary



Jeanne Ricci

This past November Dr. Cindy Cary (University of La Verne) and Jeanne Ricci (California Lutheran University) had the opportunity to participate in the Co-Teaching: Train-the-Trainer Workshop in San Diego, California, facilitated by Dr. Nancy Bacharach and Dr. Teresa Heck from St. Cloud University. St. Cloud University is nationally recognized for creating, implementing, and researching a new approach to student teaching utilizing a co-teaching model. St. Cloud's innovative model of student teaching perceives Cooperating Teachers (CTs) and Teacher Candidates (TCs) as partners. The model's philosophy centers on co-teachers planning collaboratively and delivering instruction from the very beginning of the student teaching experience. The first workshop is for cooperating teachers and university supervisors to learn about the foundations of co-teaching.

The second focuses on pairs by providing the cooperating teacher and teacher candidates with tools for how they will successfully work together in the classroom.

We presented a workshop at the SCPDS Conference in February using some of the information we learned in San Diego with our goal to help others who are implementing a co-teaching model. The strength of the co-teaching practice lies in the commitment and strong relationships between the co-teachers and their ability to effectively plan and communicate together. Our 45 minute conference presentation provided ideas that our audience could use immediately to begin or enhance co-teaching partnerships. Resources for implementing co-teaching and co-teaching approaches were given.



Cindy Cary

There have been few changes in student teaching in the last 80 years and the presenters hope that the participants in *Co-Teaching: Committing to Plan and Instruct Together* are re-examining student teaching programs to improve teacher preparation by building better relationships, communication, and collaboration in their cooperating teachers and teacher candidates.

## A Seventeen Year Professional Development School Partnership

by Helene Cunningham



Belinda Karge

At the annual SCPDS Conference closing address in February, 2015, presenters Dr. Helene Cunningham and Dr. Belinda Karge shared their journey of the 17 year partnership between Mariposa Elementary School and CSUF. Noting how the nine essentials were crucial to the success of this collaborative that spans almost two decades, they highlighted the shared vision, commitment to student achievement, reciprocal expertise, and benefits to the institutions as well as to the community. Celebrating the steps taken to reflect and monitor progress and results, these partners demonstrated how with common goals, shared resources, data collection, and partner involvement, a PDS makes a huge difference for all stakeholders.

As the PDS model supported the positive school climate, the culture furthered professional learning and growth. Cunningham and Karge explained how the PDS model is both replicable and sustainable over time, regardless of the turnover of school principals, university faculty, or cooperating teachers. With open communication, collective accountability, and creative minds, every university can extend support to our schools, and create a partnership that increases student achievement. There is no packaged program for a PDS. Leaders must only be willing to develop and implement a model that fits their school.



Conference attendees enjoy discussion.

### ***SCPDS Network News***

*The Network News is published twice a year during the Fall and Spring semesters.*

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