

SCPDS

Southern California Professional Development Schools

Network News

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Message from the President

by Michael Cosenza, President, SCPDS

Greetings to our members, colleagues and supporters of high quality teacher education! Our 2016 conference was held at California Lutheran University on February 5-6 and was a huge success. We were so pleased to see 15 universities and 8 school districts represented at the conference this year. We received very positive feedback regarding the PDS site visits that attendees participated in on February 5. Those who attended commented that the opportunity to network directly with teachers and candidates in the field and to see established partnerships in action were the highlights of the conference for them. This was the second year we offered this opportunity and because it has been so well received, we anticipate offering more opportunities for networking and school visits. In this issue of *Network News*, you will find invited articles from those who made scholarly presentations at the 2015 SCPDS Conference. We believe you will find their work inspiring and I hope that you enjoy this issue of our magazine.



On a different note, the board of directors of SCPDS has several retreat dates planned for the remainder of the year with a goal of developing strategies to take our five-year old organization to its next level. That means we need your help! We are seeking P-12 and university professionals who are interested in taking on leadership roles with the SCPDS. We are seeking committed education professionals that have interest in being on our membership committee, conference committee, awards committee, publication committee, communications committee and board of directors. We are also seeking individuals with experience in websites, magazine publication, and using social media. Please contact me directly mcosenza@callutheran.edu if you are interested or would like more information about a leadership role in the SCPDS. Also watch your email announcements about upcoming opportunities.

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Hallie Yopp Slowik Gives Keynote Address on ELA/ELD Framework

by Manuel Correia, California State University Channel Islands

It was a great honor to introduce Dr. Hallie Yopp Slowik as the keynote speaker at this year's SCPDS conference. Dr. Yopp Slowik is a professor in the Department of Elementary and Bilingual Education at California State University Fullerton where she teaches literacy courses to preservice and inservice teachers and co-directs the CSU system's Center for the Advancement of Reading. She has written numerous articles, serves on several editorial advisory boards, and is the co-author of six books.



Keynote Speaker Hallie Yopp Slowik

Most recently, Dr. Yopp Slowik has been providing professional development to California educators on the new *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (ELA/ELD Framework) that she co-authored. This is the first time two sets of standards have been combined into one framework. The framework offers guidance for providing all California students a world-class education in English language arts and in literacy in history/social studies, science, and technical subjects. More importantly, it offers guidance for supporting English learners' progress in English language development. Dr. Yopp Slowik's keynote introduced conference participants to the new ELA/ELD Framework and guided them in navigating the framework to better understand how to best utilize it in their work.

The framework is developed around 5 key themes: Meaning Making; Language Development; Effective Expression; Content Knowledge; and Foundational Skills. The framework provides grade-level guidance and instructional suggestions starting at transitional kindergarten and calls for a comprehensive ELD approach which includes *both* integrated and designated ELD instruction.



Hallie Yopp Slowik interacts with conference attendees

One of the key features of the new ELA/ELD Framework is the snapshots and vignettes that provide real-life examples of practice. These snapshots and vignettes are intended to be read and discussed by educators to improve instruction for all students.

Dr. Yopp Slowik's presentation was both informative and inspiring. Conference participants left the session with a better understanding of the design and development of the ELA/ELD Framework so they can share with colleagues at their respective school sites.

Meet the First Annual SCPDS Award Winners

by Belinda Dunnick Karge, Concordia University Irvine

Marking the fifth year of the Southern California Professional Development Schools' conference, the SCPDS Board of Directors introduced two awards for Exemplary Beginning Teacher and Exemplary School-University Partnership. The applications were distributed widely and many applied for each award. At the 2016 conference we were pleased to honor beginning teacher Virginia Martinez of Desert Springs

Middle School in Desert Hot Springs, California, and the CHIME-CSUN Partnership, a school-university partnership between Children's Center Handicapped Integration Model. Educational Project (CHIME) and California State University, Northridge (CSUN).

Ms. Martinez was nominated by mentor and consulting teacher Demitrious Sinor. In making the nomination, he noted, "I began to see this teacher take flight and become a superior instructor far beyond her years demonstrating the expertise of her content and the care for her students that has made her an exemplary educator of the highest degree." She is being honored for her excellent utilization of structures, strategies, and critical thinking activities that allow her to bring learning alive both in and outside of the classroom. An employee of Palm Springs Unified School District, she is a compassionate classroom leader with cutting-edge, real-world, creative lessons.



SCPDS President Michael Cosenza and Award Recipient Virginia Martinez

Ms. Martinez grew up in the San Fernando Valley and is a graduate of CSU Northridge. She will earn her Master's Degree from Cal Baptist University this summer. As she received the award, she stated, "My philosophy on teaching now that I have children of my own, is centered around the idea of . . . being the teacher that my children would want to have and I would want for them." Congratulations Virginia Martinez. You represent the teaching profession in a way that makes all of us proud!

Annie Cox, Executive Director of CHIME Early Education program accepted the School-University Partnership award along with David Kretschmer and Virginia Kennedy from CSUN and Amy Hanreddy from CHIME. The CHIME-CSUN Partnership began over 25 years ago as an early childhood program started by College of Education faculty and funded by the U.S. Department of Education. CHIME currently operates a collaborative partnership with CSUN and serves infants, toddlers, preschoolers, and children in an independent charter school in transition kindergarten through 8th grade.



Left to right: David Kretschmer, Annie Cox, Virginia Kennedy and Amy Hanreddy

In the application documentation, it was stated that a few years ago the university and school partnership committee began looking at the nine essential characteristics of a PDS, published by the National Association of Professional Development Schools (NAPDS), and collaboratively strengthening the partnership by aligning their programs with the Nine Essentials. The CHIME-CSUN application for the award included details on how the school and the university effectively collaborate to ensure their mission (PDS Essential One), school-university culture (PDS Essential Two), and offer ongoing and reciprocal professional development to all participants (PDS Essential Three). A primary commitment that guides innovation and reflection of the CHIME-CSUN partnership is the value and belief in the ethical, social, and academic benefits associated with quality inclusive education (meeting Essential Four); they have a long history of sharing scholarly activities including research, publications, presentations, grants and videos (Essential Five). There is an MOU delineating roles (Essential Six), and multiple formalized systems designed to coordinate and improve upon governance and reflective practice (Essential Seven); these include formal roles across institutional settings (Essential Eight), and a shared responsibility between the university and the school for a range of resources dedicated to the partnership (Essential Nine). Congratulations to a partnership that demonstrates the essentials of Professional Development Schools!

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Sixth Annual Conference Showcases Partnerships in Action

This issue of Network News showcases tours of exemplary PDSs and presentations made at the Fifth Annual SCPDS Conference. The two-day conference included tours of 5 P-12 PDSs in partnership with California Lutheran University and California State University Channel Islands. Participants visited PDS classrooms and engaged in collaborative discussions with school principals and staff. In addition to the keynote address on the new ELA/ELD California Framework, participants attended 8 breakout sessions on school-university partnerships representing 8 universities and school partners.

Principals from College Canyon College Preparatory Academy, Flory Academy of Sciences and Technology and University Preparation Charter School at CSU Channel Islands led tours and discussion groups on the first day of the conference to highlight exemplary clinical practice.

Campus Canyon College Preparatory Academy

by Elizabeth Brown, Principal

Since the 2011-12 school year, the faculty and administrative staff at Campus Canyon College Preparatory Academy have collaborated with university faculty at Cal Lutheran, with a shared focus and goal of improving and promoting high quality learning experiences for new teachers. The overall objective of the partnership has four components:

- 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
- Improved K-12 student achievement

Rather than working in isolation, teachers and faculty from both Campus Canyon and Cal Lutheran work together as a team with their teacher candidates, providing consistent opportunities for classroom observation, use of research-based teaching methodology, participation in school-wide activities, and dedicated time for authentic classroom instructional practice. Also, our candidates have the opportunity to take part in district-sponsored professional development workshops, focused on curriculum and instructional practices, classroom management and educational technology as well as Student Study Team discussions and 504/IEP meetings.



Principal Elizabeth Brown, far right, on tour

Teacher candidates at this K-8 school are fully integrated members of the teaching staff, and participate not only in ongoing classroom instructional preparation and shared teaching responsibilities, they also take part in the magnet school theme of School-Wide Enrichment, leading Friday workshops in a variety of interest fields. These enrichment workshops provide opportunities for teachers and students alike to pursue a self-selected area or activity where they are learning together about a topic or field of shared interest.

We believe strongly in our role as a vibrant school learning community and helping to mentor and support the next generation of educators in our community.

Learn about More SCPDS Headliners!

To see past issues of *Network News*, go to our website at scpds.org.



Flory Academy of Sciences and Technology

by Scott Mastroianni, Principal

Flory Academy of Sciences and Technology whose mission is *working together to empower all individuals to learn and grow*, serves students in transition kindergarten through grade 5. It has been a Professional Development School (PDS) for 9 years. For us, the PDS program is an integral part of the Flory culture. We have benefitted on multiple levels, but most importantly, students benefit from having positive, consistent adults involved the entire year.

In addition to teacher candidates benefitting from the experience, our teachers benefit through mentoring as well as collaboratively teaching alongside candidates who are integrated into the culture and climate of the school. It is difficult to tell which is the teacher and which is the candidate, as they work so seamlessly together. The PDS helps our teachers grow as they stay up to date with current educational strategies, models and theories. It is a wonderful blending of theory and practice. Additionally, we value helping others take the next step in their journey. It is our belief that the only way to truly change public education is to develop highly effective teachers. The PDS and residency model does exactly that. It better prepares individuals to step into the classroom. It is a rich experience and schools, universities, teacher candidates, and most importantly students benefit from this relationship. As someone who hires the highest qualified teachers, I would have a difficult time hiring someone who did not participate in the PDS program and the residency model.



Principal Scott Mastroianni leads tour

University Preparation Charter School at CSU Channel Islands

by Charmon Evans, Executive Director



Co-teacher Kyle Smith

University Preparation Charter School (UPCS) at CSU Channel Islands (CI) is a P-8 school with 775 students. It opened its doors 14 years ago for the express purpose of working with CI in the capacity of a Professional Development School, so we have never known anything different. We have always been a PDS. Our work with CI is central to our school mission. Charmon Evans and Gayle Hughes serve as directors at the school.

The relationship with CI provides many positive outcomes including smaller student-to-teacher ratios which allows us to better meet the individual needs of our students. Additionally, our cooperating teachers report that they grow professionally with each teacher candidate they mentor. Teacher candidates bring new knowledge and challenge cooperating teachers to question their personal beliefs about teaching and learning. Participants attending the SCPDS Conference who opted for school visits had a chance to visit classrooms at both the elementary and middle school sites. We are very proud of the work we do with CI and the growth in the relationship over the years.

Join SCPDS!

To join SCPDS, please go to our website at scpds.org. Individual, institutional and consortium memberships are available.



Catching Our Students Before They Fall – We Build A Bridge!

by LeeAnne Del Rio, Santa Maria Joint High School District
Julia Raybould-Rodgers, Allan Hancock College

Catching Our Students Before They Fall – We Build A Bridge! was an interactive presentation outlining the educational issues our district was facing, and how we designed solutions, as a unified team, through partnering with the local community college, CSU, and UC. The California Academic Partnership Program (CAPP) funded this school reform action with the purpose of using our shared efforts to improve A-G completion rates and increasing post-secondary application submissions, enrollment, and success. The key points of the presentation were to offer a step-by-step map of how to begin these partnerships, share what we learned through the process, and introduce the endless possibilities for excellence once a network is established. There was also a brief session on obtaining grants to fund school reform actions and educational innovations. Each journey we shared opened a



Julia Raybould-Rodgers (left) and LeeAnne Del Rio

forum for participants to brainstorm, share ideas, and ask questions to gain further insights and designs for action that will benefit their populations.

About the Presenters

LeeAnne Del Rio, EdD is a high school teacher in the Santa Maria Joint Union High School District. She is innovative and actively implements school reforms, writes grants to fund them, and leads the coordination of those efforts. LeeAnne has been involved in education and school reform actions since 1996, has taught graduate level courses in elementary education, and coordinated grants for the California Department of Education.



LeeAnne, second to left and Julia, fourth from right, lead discussion

Julia Raybould-Rodgers is an Instructor and the English Chair at Allan Hancock College. She has been teaching at the community college level since 1999. Julia has extensive experience teaching English to community college students at both the developmental and transfer levels. She is interested in innovative teaching practices that help college students reach their degree and transfer goals.

Co-teaching Strategies: The New Hope for All Educators

by Cynthia Coler, California State University Channel Islands

"It takes a village to raise a child." This African proverb has been used in education for decades. All village members (teacher candidates, para-educators, parents, grandparents, etc.) can use co-teaching strategies to support student learning. Cynthia Coler, Director of Field Placement at California State University of Channel Islands (CSU Channel Islands), presented co-teaching strategies used in the residency program in the university's teacher preparation program. She has



Cynthia Coler

worked over the past five years providing professional development for the *Triad* in co-teaching strategies. The *Triad* is composed of the cooperating teacher, the teacher candidate, and the university supervisor.

The presentation demonstrated how this model could be expanded to include all teachers and classroom volunteers.

Para educators, parents, grandparents, and other classroom volunteers, when provided with training and co-planning time with the classroom teacher, can provide best practices for all students. The classroom teacher **must attend professional development in the co-teaching strategies** in order to use them with classroom volunteers including teacher candidates on a regular basis. They also must have **the willingness to share their classroom, students, experiences, and responsibilities** with classroom volunteers. The classroom teacher must be willing to find the time to **educate all individuals working in his or her classroom in co-teaching**. Another key component is to establish a **consistent planning time with all classroom volunteers** to provide an opportunity for dialogue and questions on the co-teaching strategies that will be used to meet the goals and objectives of the lessons.

About the Presenter

Cynthia Coler, EdD is the Director of Field Placement and Credential Services at California State University Channel Islands and adjunct faculty at California Lutheran University. She has extensive experience in P -12 education, in building and maintaining PDS partnerships, and as a school site liaison. She believes PDS research in the area of student learning is an important focus for partnerships to undertake.

How Math Fluency Builds Student Confidence and Hope

by Randy Palisoc, University of Southern California

The theme for this year's SCPDS Conference was "School-University Partnerships – A New Hope." Additionally, an important strand that was addressed during the conference included strategies for Common Core.



Randy Palisoc

With this in mind, Dr. Randy Palisoc led a session entitled "Secret Weapons to Math Fluency and Understanding in Common Core." Dr. Palisoc is a Founder and former Chief Achievement Officer of the five-time national award-winning Synergy Academies in South Central Los Angeles. In 2013, Synergy's elementary campus was named the #1 Urban Elementary School in America by the National Center for Urban School Transformation.

Math fluency was an important topic to address because students in the U.S. lag behind their peers internationally in math. Many students lack the math fluency needed to focus on problem solving, and concepts such as fractions make no sense to them. As a result, they lose hope early on in their academic careers, and they never develop a mind for math or a mind for Science, Technology, Engineering, and Mathematics (STEM).

During the session, Dr. Palisoc demonstrated how cooperating teachers and teacher candidates can provide all students with new hope by helping them build math fluency. For example, he demonstrated the system that he designed that helps students learn their basic multiplication facts in about a month, instead of taking an entire year in the third grade. Additionally, he demonstrated how using a language approach can make the concept of fractions much more concrete and understandable to students (Google "Randy Palisoc TED Talk" to view the video on YouTube). Math fluency is a small ingredient that makes a big difference in student achievement and confidence.

About the Presenter

Dr. Randy Palisoc is a former classroom teacher who founded the five-time national award-winning Synergy Academies in South Los Angeles in 2004. Dr. Palisoc is now a curriculum designer and professional development specialist, and he is also an adjunct professor at the University of Southern California Rossier School of Education.

Moving Ahead in Clinical Practice Within School-University Partnerships

by Virginia Kennedy, California State University Northridge

The presentation at the Southern California Professional Development Schools conference focused on three main points:

1. The partnership between Children's Center Handicapped Integration Model Educational Project (CHIME), particularly CHIME Charter School and CHIME Early Education Program and California State University Northridge (CSUN), is long-standing and evolves in how it sustains commitment. Research has indicated that dedicated improvement to the relationship and to the details of both partners' structure and support of field experiences results in continuous updating and refinement.
2. One important component of the partnership is the relationship to the CHIME Research Center, which includes the faculty liaison between CHIME and CSUN. Relevant research projects must meet the Center's research standards and procedures and be mutually beneficial to both partners.

The field experiences that comprise the heart of the partnership in the Infant-Toddler and Preschool programs include:

- Observation/Participation
- Fieldwork Hours
- Year-long Internships, and
- Student Teaching.

In the TK-8 Charter school, these include:

- Observation/Participation
- Supervised Fieldwork
- Student Teaching in Elementary, Secondary, and Special Education, and
- Induction Candidate Fieldwork.

3. Mutual benefits are identified and promoted. CHIME contributes greatly to the preparation of future teachers. The field experience model used at CHIME actively involves teacher candidates and field experience students in grade-level planning and instruction. In addition, because CHIME is a fully inclusive school, all candidates observe and participate in effective practices, including co-teaching, to address the needs of students with disabilities.

In turn, cooperating teachers confirm that supporting teacher candidates promotes their professional development through the infusion of new ideas and through opportunities offered by CSUN faculty and Centers.

CHIME's field experiences also impact the College of Education's coursework and field experience seminars. For example, instructors address the knowledge and skills in evidence-based practices that they will practice at CHIME, such as co-planning, co-teaching, and differentiated instruction.

In summary, the Partnership Committee focuses on working together to provide excellent experiences for preservice teachers and others. Among other activities, the Committee has supported the proposal to



Virginia Kennedy and David Kretschmer

establish CHIME as a Professional Development School. On a larger scale, this effort has promoted inquiry into the nature of our partnership with all schools associated with CSUN.

About the Presenters

David Kretschmer, PhD, Department of Elementary Education, and **Virginia Kennedy, PhD**, Department of Special Education, are faculty in the Michael D. Eisner College of Education at California State University, Northridge. As coordinators of field experiences, they participate in the CHIME Institute – CSUN Partnership Committee, which acts as a bridge between CHIME’s many field experience opportunities and CSUN’s Teacher Education programs.

Professional Development School Exploration and Assessment (PDSEA): Data from over 300 teachers, faculty, and administrators

*by Thierry Kolpin, California Southern University
Michelle Dean, California State University Channel Islands*

The following is a brief description of a comprehensive process, PDSEA, developed to help potential school-university partners determine their readiness to engage in a PDS relationship. The PDSEA process has been developed with research that over the past 8 years has accumulated data from over 300 participants involved with several different universities and schools. The PDSEA process was developed with the NAPDS nine essentials integrated throughout and consists of 5 steps.



Michelle Dean & Thierry Kolpin

In Step 1, quantitative data are collected through a detailed survey related to factors associated with PDS development. The survey contains two sections, and the responses are gathered for analysis and included in the later steps of the PDSEA.

In Step 2, a focus group is used to gather qualitative data. The participants are generally personnel who have expressed interest in PDSs. This step is best when facilitated by a person not associated with the university or school.

In Step 3, environmental scans are used by schools and universities to identify institutional qualities and characteristics in the following areas: diversity, capacity, instructional program compatibility, and dispositions. The universities and schools completed criterion-based templates which include qualities and characteristics of their institutions.

In Step 4, data are presented from steps 1-3 during a joint meeting of the school and university personnel involved with the PDS. After this meeting a detailed report of findings based on data gathered from all steps in the PDSEA is Step 5 of the PDSEA process.

This presentation emphasized an analysis of data from Step 1, the detailed survey. Data from the 13 schools and 3 universities show similar responses that place higher value on the following:

- Collaborative practices in place at partner institutions
- Strong desire to engage in development of innovative practices
- Knowledge and expertise of participating personnel
- Collegiality
- Shared goals
- Reflective practice
- Clear policies

- Respect for others' assets, including knowledge and expertise
- Knowledge of PDS standards and principles
- Planning
- Defined roles
- Flexibility
- Open-honest communication and buy in from all involved participants.

About the Presenters

Thierry Kolpin, PhD, is a Faculty Mentor at California Southern University and practices full time as a Counseling Psychologist in Southern California.

Michelle Dean, PhD, is an Assistant Professor at California State University Channel Islands in the School of Education.

Influences of Co-teaching in Student Teaching on Pre-service Teachers' Teacher Efficacy

by Robin Perry, Fresno Pacific University

Teacher education researchers and policy makers recognize field experience, particularly student teaching, as a critical component of pre-service teacher learning and development. The co-teaching model of student teaching, in which cooperating teachers and student teachers jointly plan and deliver instruction, has been adopted by university-based teacher education programs across the United States. Research suggests that teacher efficacy, a teacher's beliefs in his or her capacity to affect student performance, is positively associated with teachers' behaviors and commitment to teaching as well as student achievement and motivation. This dissertation study, completed by the author at University of the Pacific, examined the relationship between elements of the co-teaching model of student teaching and teacher efficacy outcomes for student teachers.



Robin Perry

Multiple regression statistical analyses were used to examine the association between co-teaching and teacher efficacy in student engagement, instructional strategies and classroom management. In particular, researchers looked at relationships, communication, classroom applications and knowledge base.

Descriptive statistics indicated that the relationship and communication elements of student teaching were more prevalent in student teaching placements than were the classroom applications and knowledge base elements. Student teachers in the sample reported higher levels of efficacy in instructional strategies than efficacy in classroom management and efficacy in student engagement. After controlling for gender and credential program, a positive and statistically significant relationship between the co-teaching model of student teaching and overall teacher efficacy, student engagement, instructional strategies, and classroom management was found.

The findings of this study substantiate support for the co-teaching model of student teaching within teacher education programs. Research in the areas of: (1) implementation and outcomes of the co-teaching model of student teaching and (2) sources of pre-service teacher efficacy beliefs remain fertile ground for future inquiries.

Perry, R.K. (2016). *Influences of co-teaching in student teaching on pre-service teachers' teacher efficacy*

About the Presenter

Robin K. Perry, EdD is an Assistant Professor of Education and Director of the Single Subject Credential Program at Fresno Pacific University. She is responsible for administration of the Single Subject Credential Program including program development, faculty support, and student advising. She teaches courses in curriculum, social science methods, and field experience. Robin's scholarly interests are centered around pre-service teacher learning and teacher education program design. She is particularly interested in pre-service teachers' opportunities to learn in and from field experiences.

Variations that make Professional Development Schools Partnerships Great

by Belinda Dunnick Karge, Concordia University Irvine

The final session at the 2016 conference focused on "Variations that Make Professional Development Schools Partnerships Great." Faculty from Flory Academy of Sciences and Technology, Canyon College Preparatory Academy, Los Cerritos Middle School, California Lutheran University, and California State University Channel Islands shared their experiences working in successful school/university partnerships. Each school highlighted the unique features of their professional development school partnership and shared how the liaison role is used to enhance the partnership. The success of each partnership emerged from the work of the individuals associated with the partnership and needs of the schools they represent. Common successes included the role of the liaison serving as a primary communication representative between teachers at the school site and the university. Additionally, benefit from attendance at steering committee meetings (both at university and school) as well as serving as a liaison between the cooperative teachers, teacher candidates, and university supervisors was seen as productive for all involved. Hosting university classes on site at the schools provided collaboration among partners. All partnerships shared the benefit of professional development opportunities both within the partnership and/or attending conferences together. One of the conference participants shared "what an eye opener to see what a school has that we don't have; I want to go back and develop a partnership similar to the ones shared today."



Left to right: **Michael Cosenza, Pam McDonnell, Rebecca Kruse, Carol Hartnett, Wendy Block and Karisha Wagler**

Call for Articles

The editors of SCPDS Network News are seeking submissions for the Fall 2016 issue. Sent to over 1700 members of the school-university partnership community nationwide, this electronic NewsMagazine is an excellent way to share your stories about your P-12 school-university partnerships, including Professional Development Schools. Articles should be between 300 and 500 words in length and must be received by September 15, 2016. The theme of the fall issue is *Reciprocal Professional Development in PDS*. Co-authorship from school and university partners is encouraged. If photos are included, please include names listed from left to right, along with signed SCPDS photo and video release forms that can be found on the SCPDS website at www.scpds.org. Items for submission should be sent via email to Emily Shoemaker at shoemakergroup@roadrunner.com.

SCPDS Editorial Board

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