

# SCPDS

Southern California Professional Development Schools

## Network News

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### **Message from the President**

*by Michael Cosenza, President, SCPDS*

I am happy to report that the SCPDS held another successful conference in February 2017. We are thankful to our sponsor, University Preparation Charter School at Cal State Channel Islands, for providing the venue for our sixth annual conference. Attendees this year represented 12 universities, 14 P-12 partner schools and two county offices of education. The successful two-day program included the showcasing of three PDS partnership schools, 12 breakout sessions, the honoring of an exemplary teacher and the recognition of an exemplary partnership. Networking, rich conversations, and sharing of best practices were evident throughout the two days. Watch your email for our announcements for next year's conference.



I am also pleased to inform you that on Feb. 11, 2017 we installed our first elected board of directors. Since the formation of SCPDS, the consortium has been governed by the founding board of directors. The nine members elected in 2016 now have staggered terms and going forward there will be annual elections for three seats. I am honored and grateful to have been chosen by the board of directors to lead the SCPDS as president for another year and look forward to serving the organization in 2017.



*Newly Elected SCPDS Board of Directors from left to right: Pamela Nevills, Mandy Hardin, Manuel Correia, Cynthia Coler, Elizabeth Brown, Charmon Evans, Belinda Karge, Michael Cosenza, Thierry Kolpin*

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## Professional Development Schools in Action

By Elizabeth Brown

Attendees at the SCPDS conference on Friday, February 9<sup>th</sup>, had the opportunity to tour three professional development school (PDS) sites to observe and talk with teacher candidates, cooperating teachers, administrators and students. Despite the rainy weather, the tours provided a bright look into three successful, thriving PDS model programs in Ventura County.

University Charter Preparatory School (UCPS), which was the host for this year's conference, provided tours and classroom visits of their two connecting campuses, which house elementary grade students (K-5) and middle school students (6-8). Tours at University Charter were led by directors Charmon Evans and Gayle Hughes, who provided details about the development and growth of their school, which is affiliated with CSU Channel Islands. Following the tours at UCPS, conference attendees then had the choice of visiting either Flory Academy of Science & Technology (K-5) or Campus Canyon College Preparatory Academy (K-8), both PDS sites located in Moorpark Unified, and affiliated with Cal Lutheran University.

The tours at each school site provided an opportunity to observe candidates and their cooperating teachers engaged in active collaboration, as well as to see hands-on, participatory learning underway with their students.

Following the tours, a lunch and debrief discussion, led by Michael Cosenza from Cal Lutheran University and Cynthia Coler from CSU Channel Islands, took place at Flory Academy, providing conference attendees with the chance to reflect on their observations from the morning tours and to share ideas and best practices from their own sites and programs.



*Tours debriefed over lunch*

## A Day of Sharing Best Practices

By Michael Cosenza



*Charmon Evans and Marilyn Buchanan*

The second day of the SCPDS Annual Conference was filled with inspiring whole group sessions, 12 breakout sessions, awards and the introduction of the new board of directors. With 12 universities represented, the day also provided unlimited opportunities for networking and sharing of best practices.

The whole group session in the morning was a welcome address by the Marilyn Buchanan, Interim Dean of the School of Education at Cal State Channel Islands and Charmon Evans, the Director of University Preparation

Charter School. Marilyn and Charmon also told their story of their 15-year PDS partnership, including its challenges and successes. The 12 breakout sessions that followed covered topics such as: common core teaching strategies, the challenges of urban schools, STEM, reciprocal professional development, collaboration between special educators and general educators, collaboration across disciplines and effective mentoring.

The closing session was the story of an inspiring journey to improve student learning through the Instructional Rounds Model. Craig Helmstedter, of Ocean View School District, Lynn Friedman, of Ventura County Office of Education, and Charmon Evans, University Preparation Charter School provided

background and benefits of the model and its relationship to “hospital rounds.” They described the model as a collaborative approach that uncovers strengths, identifies areas for development and informs practice for the improvement of P-12 student achievement.



Providing learning experiences at our conferences is our paramount goal and SCPDS stands proud that we have been able to achieve this for 6 consecutive years. We hope to see you at the Seventh Annual Conference.

## **SCPDS 2017 Award Recipients**

*By Belinda Karge*

This year, at the Sixth Annual SCPDS Conference in Camarillo, California, the SCPDS Board of Directors presented two awards for excellence in school-university partnerships. One award celebrates excellence in practice of a beginning teacher, and the other award honors a school-university partnership for excellence in partnership practice.

The Exemplary Beginning Teacher Award was presented to Madeline Landseadel, a new middle school math teacher at Los Cerritos Middle School in Conejo Valley Unified School District. Madeline believes that everyone is capable of understanding math, and has been able to change many students' perspective of the study of math. Ms. Landseadel teaches *Algebra 1H, 7 Accelerated, Math 7CP*. She focuses on creating a comfortable, collaborative environment where her students can explore math and discover mathematical truths for themselves.

She is an advocate of discovery-based learning, and works hard to create a mathematical growth mindset for all students. Technology is used extensively in her classroom to encourage all levels of learning. Students are engaged and feel supported by her warm, caring attitude toward them and her passion for learning. Ms. Landseadel received the *2017 SCPDS Exemplary Beginning Teacher Award* for her excellent teaching.



*Madeline Landseadel, left, and Cat Gaspard, right*

Northridge Academy High School and California State University Northridge (CSUN) received the *2017 SCPDS Exemplary School University Partnership Award*. Cat Gaspard Assistant Professor in Mathematics Education accepted this year's award on behalf of the program. This unique math camp partnership is among many innovations in professional development partnerships at CSUN. They do a lot of other events throughout the school year as partners, however, this program is in the summer. The camp includes professional development sessions where teachers, graduate students, and CSUN faculty meet to discuss student work from the day, look ahead to future math lessons, and develop differentiation strategies. CSUN undergraduate math majors kept journals (Cat Gaspard provided foci) of classroom observations, co-taught mini lessons with Math Camp teachers, worked with Ambassadors (10<sup>th</sup> graders) to design Fresh Start activities and attended the teacher PD after camp once a week to share observations. Many high school students benefited from the partnership activities. For example, students who participated in this program gained 14 percent growth in mathematics over the four weeks.

***Awards Nominations for 2018.*** If you know of a wonderful beginning teacher or stellar Professional Development School program, please consider submitting an application next fall. Applications are located on the SCPDS website at <http://www.scpds.org/awards.html>

## ***Clinical Model for the Preparation of Teachers***

*by Carolyn Bishop*



*Carolyn Bishop*

Education is part of the culture within a given society, therefore, clinical practice in a school setting assists students in their recognition of their role in education and, perhaps, the role of education in society. Clinical practice allows students to fully immerse themselves in teaching classrooms while interacting with students and mentor teachers.

Norwalk/La Mirada School District in California is partnering with the School of Education at Biola University in La Mirada, California, in a clinical model for the preparation of teachers. Biola's Introduction to Teaching course is held on partner school campuses to provide students the opportunity to gain first-hand knowledge of teaching from the perspective of a veteran teacher. The clinical model allows students, as sophomores in their first semester of the program to observe in classrooms. Introduction to Teaching is the first course sophomore students take as part of their teacher preparation program sequence. This course is held on elementary school campuses, thus allowing students to hear from their professors and then observe the specific topic being taught. The topic taught on a given day on an elementary school site offers students opportunities to connect observed practices with topics presented in class. The model is structured around 20 minutes of presentation of the topic, 15 minutes of "go sees", 15 minutes of whole class debrief and presenting out by students.

The clinical model is based on the premise that future teachers prepared in quality school settings, with effective mentor teachers as role models, will better understand the role of school in culture and their individual role in teaching and learning. For students to appreciate that education allows children to fulfill a contributing role in society, they need to be situated in a school setting as soon as possible in their academic careers leading to state certification. These future teachers benefit from experiencing authentic classroom practices within the same day theory is learned. This model allows for application of theory into practice.

Biola is committed to the preparation of excellent teachers, and the clinical model exemplifies a foundational philosophy that school site experience enhances teacher preparation. The faculty and staff in the School of Education at Biola work closely with its partner schools to ensure excellence and consistency in the preparation of teachers. Currently, Gardenhill (La Mirada School District) and Whittier Christian Elementary Schools are partners using this clinical model for the preparation of future K-6 teachers. Additionally, Hutchinson Middle School, also in La Mirada, and Whittier Christian High School partner with the School of Education to help prepare future 7-12 grade teachers.

The Directors in the School of Education identified the respective schools within these two districts for the clinical model based on the excellent teaching and learning occurring in their schools. Classroom management, engagement of students in learning, teaching core content across the curriculum, attention to math and science, and literacy programs are just a few examples of the essential components of quality education that allow the Biola students to develop as professional educators, ready to serve students at home and abroad in the future. The school staff and faculty also focus on preparing 21<sup>st</sup> Century learners, in part, with the integration of technology in the teaching and learning of their students. These partnerships assist in the preparation of future teachers as they learn under the supervision of effective teachers who implement excellent pedagogical practices in classrooms.

### **SCPDS School Tour and Networking Event**

**Join us to visit the 2016 SCPDS Exemplary Partnership Award Winner and their unique model of inclusive education. CHIME Institute's Schwarzenegger Community School, 19722 Collier Street, Woodland Hills, CA 91364. Wednesday, May 3, 2017 from 1:00-4:00 p.m.**

## ***LMU, LAUSD and Playa Vista Community Partnership for Teacher Preparation***

*By Philip Molebash*

A unique partnership involving the Loyola Marymount University (LMU) School of Education (SOE), the Los Angeles Unified School District (LAUSD), and the community of Playa Vista is modeling new thinking on teacher preparation as it addresses a top national priority by redefining how STEM (science, technology, engineering and mathematics) is taught. Through this partnership, a model STEM demonstration elementary school and university teacher preparation program is being developed at Playa Vista Elementary School (PVES). LMU's Center for Math and Science Teaching (CMAST) is at the core of this collaboration and support for PVES, working with the school and local parent and business community organizations, including Friends of Playa Vista School and Friends of Ballona Wetlands, to build the capacity for interdisciplinary STEM education through an on-site teacher leadership development program. This program has been built around inquiry-based STEM and the nature of science. As a result of the professional development, six teacher leaders developed a year-long scope-and-sequence for addressing STEM literacy across all subjects using inquiry methods. Teacher leaders then work in grade-level teams to implement the program's activities across the curriculum, resulting in the implementation of one Project-Based Learning unit per trimester, beginning in the 2015-2016 school year and continuing into the present.



*Philip Molebash*

The partnership between LMU, LAUSD, and the local community is also being utilized as the SOE is engaged in an innovative process of reconceptualizing its elementary teacher preparation program. Led by CMAST, two existing preservice courses in Literacy and Elementary Curriculum and Methods have been combined into a new single course, aptly called *STEM Literacy Methods*. Rather than being taught at LMU, as is typical of most teacher preparation courses, the course takes place at PVES and is co-taught by PVES teacher leaders and two LMU faculty. Similar to the teacher leader professional development offered to PVES teachers, the course focuses on preparing preservice teachers with the knowledge and competence to effectively teach P-6 English-Language Arts, Science, Math, and Social Studies using an integrated inquiry approach, with an emphasis on STEM literacy.

The *Next Generation Science Standards*, *Common Core State Standards*, and the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* provide the underlying theme, as the course answers practical questions that impact interdisciplinary and inquiry-oriented instructional practice. Taking further advantage of the course being situated at PVES, fieldwork components occur simultaneously with coursework, showcasing authentic classroom environments and effective teaching strategies in action. Methods, processes, and techniques for teaching literacy include a variety of differentiation and instructional strategies to support the literacy needs of English Learners and students with disabilities. Short and long term planning, creation of authentic formative and summative assessments, as well as opportunities for reflection using video narratives, are woven into the curriculum to support teachers in creating effective learning environments for all students.

### **Network News Announces News Editors**

Network News is in its 6<sup>th</sup> year of being a voice for the SCPDS under the editorial guidance of Emily Shoemaker. In this time, the readership has gone from a regional 300 educators to almost 2000 educators nationwide. This issue is Emily's last. Beginning in the fall of 2017, two new editors will take her place to take the news magazine to greater heights. Sara Graham of California State University Sacramento and Kimmie Tang of California State University Dominguez Hills are excited to assume their new roles as co-editors. Continuing the editorial board as Associate Editors are Manuel Correia of California State University Channel Islands and Jackie Allen of the University of La Verne. With the departure of Emily Shoemaker, the Editorial Board is seeking new Associate Editors. If you are interested, please contact Michael Cosenza, President of SCPDS, at [mcosenza@callutheran.edu](mailto:mcosenza@callutheran.edu).