



Southern California Professional Development School

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## President's Message



Greetings to all our SCPDS Members and Colleagues in P12 and Higher Education!

As this spring edition of the SCPDS NewsMagazine is arriving in your mailbox, our students are preparing to depart, with the academic year coming to an end. Graduations, promotions and new careers in education lie ahead for many. For most of us, the renewing, relaxing days of summer are not far off.

Our SCPDS spring conference – held in February at California Lutheran University – was a great success. Our keynote speaker, Dr. Wendy Murawski, provided an engaging and thought-provoking address. Breakout sessions led by university faculty, teacher candidates, and P12 leaders provided practical advice, resources and new ideas for those in attendance. Mark your calendars NOW for next spring's conference - to be held on the beautiful, seaside campus of Pepperdine University on **March 22 and 23, 2019**. It is sure to be another excellent event!

It is with great delight and a profound sense of gratitude that I take on the role of president of SCPDS this year. The steady leadership provided by your board – and most especially by our longtime president Michael Cosenza – has been the guiding force for the growth and development of our consortium. With the support and involvement of all our SCPDS members and colleagues, we will continue to be the voice for Professional Development Schools and Quality Teacher Education Preparation throughout the western United States.

*Elizabeth Brown*

### **SCPDS Becomes First Affiliate of the National Association for Professional Development Schools (NAPDS)**

At their recent national conference in Jacksonville, Florida, the NAPDS officially approved the Southern California Professional Development Schools Consortium (SCPDS) as the first regional affiliate to their organization.

As an affiliate of the NAPDS, the SCPDS advocates for and supports the core values of the NAPDS, focusing on the nine essentials which provide the context for our work and the bond between SCPDS and the NAPDS. An annual report on the highlights of our SCPDS events and activities is a requirement of affiliate status, and provides the opportunity to share our regional accomplishments on a national level.

It is an expectation that affiliates will be represented at the annual NAPDS Conference and will participate in the national organization, with two members maintaining membership in the NAPDS and attending the annual conference. As newly elected board members of the NAPDS and continuing board members of SCPDS, Cynthia Coler and Michael Cosenza will fulfill this obligation for us.

As an affiliate, SCPDS publications (e.g., brochures, documents) will clearly indicate "An affiliate of the National Association for Professional Development Schools". A link to the NAPDS website is now included on our website, [www.scpds.org](http://www.scpds.org).



# SCPDS: Past, Present and Future

Elizabeth Brown and Michael Cosenza

## Past

It all began during the Annual Conference of Professional Development Schools in the spring 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

After surveying more than 80 institutions in California, it was discovered that about 12 universities, mostly in southern California, were using the PDS model or some version of a structured school-university partnership. An invitation was extended 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. In 2012 we renamed and branded as the SCPDS Consortium ([www.scpds.org](http://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-12 schools.

## Present

Currently, we have five universities with consortium memberships which includes six P-12 partner schools. Combined with 20 individual members there are presently 135 people who are members of SCPDS. Our annual spring conference – held this past February at California Lutheran University - continues to be a hallmark event for SCPDS -bringing together university professors and fieldwork supervisors, P-12 administrators, classroom teachers and teacher candidates – all committed to the sharing of best practices within the PDS model, effective strategies for teacher preparation and successful school-university partnership collaborations.

## Future

What does the future hold for SCPDS? Our consortium's mission continues to be to support, advocate and nurture collaborative relationships across the P-12 and higher education communities. As the first official affiliate of the NAPDS, our regional consortium is now recognized on the national stage as a partner in advocacy for the PDS model. The engagement and support of our SCPDS members is integral to our continued success and growth. We encourage each member to be active in sharing their expertise and experiences through dialogue, collaboration and participation in our networking events and annual conference. Growing our membership is integral to our continued impact within the field of education. We encourage our current members to reach out to colleagues in education who express interest in the PDS model and invite them to an upcoming consortium event. Share the good news of SCPDS!



*“Each one of us can make a difference. Together we make change.”*

*Barbara Mikulski*



# Voices from the Field

An interview with Pia Lindquist Wong, California State University, Sacramento



## **Tell us about your partnership program.**

The Sac State teaching credential programs have many partnerships. In the last 3 years, we have worked very closely with our key district partners to implement a shared approach to selecting cooperating teachers. The district assists our programs in communicating with principals and teachers about hosting student teachers. All interested teachers complete a brief application, which is reviewed jointly by the district/school leadership and the program leadership, and then assignments are made. In addition, we have jointly implemented a program of professional learning for cooperating teachers focused on the CTC program standards and on the 7 co-teaching principles as a way of providing mentors with tools and structuring the experience for student teachers in a more developmentally appropriate and supported manner. In addition, we are working closely with Sacramento City USD to define key competencies essential to a novice teacher's effectiveness and success. We are in the process of weaving these competencies into content in the multiple subject credential program as well as training cooperating teachers and university supervisors on how to observe, evaluate and give feedback on these competencies. The basic idea is to engage candidates in cycles of practice in which they receive coherent, calibrated, consistent, frequent and actionable feedback; as a result, we expect them to leave the program with high levels of confidence and efficacy in these competencies. This work is supported by a 3-year grant from the S.D. Bechtel, Jr. Foundation.

## **How did your partnership originate?**

The partnership with the districts is essential for high quality teacher preparation. We have always collaborated with our districts but the process of jointly identifying cooperating teachers and providing mentoring, training and support is new. It is very fruitful. Similarly, we have always collaborated with Sacramento City USD but the extra resources from the S.D. Bechtel, Jr. Foundation, which come in the form of funding and a robust network for ideas and feedback, has solidified this relationship in important ways.

## **What did the professional development component look like?**

We have done all kinds of different professional development. With our district partners, we have provided professional learning for future cooperating teachers. These sessions focus on the 7 strategies of co-teaching as well as learning about the arc of development for student teachers, strategies for giving feedback, having difficult conversations, and the CTC program standards that need to be modeled. These are usually 1-day workshops with 2 after school follow-ups. The field placement coordinators usually deliver this PD. The professional learning with Sacramento City USD focuses on using several math practices from the new standards and several overlapping science and engineering practices. These sessions are 2-hour meetings after school monthly. This PD is delivered by a team of content faculty (science, math) and education faculty (science methods, math methods, etc.). This is a unique and very productive partnership that unites different faculty from across the university.

## **What did you find that was successful about the partnership and/or professional development?**

The work with the districts to support cooperating teachers was significant because it represents a true partnership around preparing future teachers. The districts are investing with us in shaping the clinical experience, shown by research to be the most influential dimension of teacher preparation. Teachers were overwhelming in their positive assessments of the training indicating that it increased their enthusiasm for the role, they learned new teaching strategies, and also learned new ways of working with a student teacher.

The work with Sacramento City USD is particularly significant because it involves undergraduate and post-baccalaureate faculty working together to deliver professional learning to three groups of educators (teaching credentials instructors, university supervisors, cooperating teachers) so that future teachers have a coherent, coordinated experience in the teaching credential program, with clear expectations for performance and standardized frameworks for observing, evaluating and giving feedback to student teachers about their teaching competence. This enhances the candidates' pre-service experience and, because the key competencies were developed jointly with district staff and program faculty, sets them up for success as novice in-service teachers, especially if they are hired by Sac City USD.





## Promoting Professional Development Partnerships

David Kretschmer, California State University, Northridge

Steve Holle, California State University, Northridge

Research indicates that elementary school teachers have significant gaps in their science content knowledge, which can cause them to develop negative attitudes toward teaching science and “science anxiety” that can lead teachers to avoid teaching science. This is simply unacceptable in today’s society, given that Science Technology Engineering and Mathematics (STEM) occupations are growing at twice that of non-STEM jobs and that STEM degree holders have higher incomes than non-STEM fields (Engineering for Kids, <https://engineeringforkids.com>). Clearly, elementary educators need to feel efficacious and comfortable teaching STEM content to students so that their students will feel prepared and eager to embrace STEM coursework and future careers.

Professional development (PD) effectiveness has been a mystery for administrators for many years. We have learned that PD must be based on a school’s unique identified needs. The Next Generation Science Standards (NGSS) have gained focus since California began implementation of these performance standards that require students to think like scientists and apply their scientific understandings and engineering practices in addressing real-life problems. The NGSS give a significant emphasis to STEM education.

Engineering is Elementary (EiE) is a K-5 engineering curriculum developed by the Museum of Science Boston to guide teachers in engaging students in engineering applications of key science concepts and principles. EiE is a packaged curriculum containing all materials and directions for teaching students about STEM, which can help boost the confidence of both teachers, and students. By using a self-contained curriculum, teachers who lack strong content knowledge or coursework in STEM-related areas may still provide students with the knowledge, skills, and background they need to pursue STEM courses in the future.

We trained eight teachers in grades 2-5 in two partner schools, in EiE, with an objective of exploring how teacher efficacy and confidence in teaching science and engineering concepts was affected through implementation of the EiE curriculum. Survey results indicate that 94.5% (16.7% significant; 77.8% moderate) of teachers felt more efficacious teaching engineering after teaching EiE to their pupils. Moreover, 89.9% felt more confident (33.3% a great deal; 56.6% somewhat) after teaching a EiE unit. Time constraints seemed to be a significant barrier to full implementation of an EiE unit, although 74% said they would implement an EiE unit in the following school year.

From the survey, we learned that the EiE curriculum had a significant impact on teacher efficacy and confidence, suggesting that schools wishing to implement a STEM curriculum begin with a packaged curriculum such as EiE. We also suggest that teachers implement all phases of an EiE unit as this reinforces the science background that students will apply in addressing the engineering problem. Whether lack of full implementation of a unit impacted the constructs we studied is a question to explore. We suggest that administrators allow flexible scheduling to provide ample time for classroom teachers to teach all four lessons of an EiE unit. These are valuable lessons to take forward as we continue our collaboration with these and other partner schools who may be seeking assistance in implementing a STEM curriculum.



# The Triad Project: A University and School Partnership Preparing the Next Generation of Science Educators

Al Schademan, California State University, Chico

Mimi Miller, California State University, Chico

The Next Generation Science Standards (NGSS) create significant challenges for preparing science teachers who can effectively engage students in multidimensional learning. The complexity and novel nature of the NGSS requires that teacher professional development (TPD) occurs for individuals at all levels of science education: preservice teacher candidates, experienced teachers, and university science educators. To meet this TPD challenge, California State University, Chico and Chico Unified School District (CUSD) have partnered to create The Triad Project, an effort dedicated to preparing the next generation of science educators.

Each semester, the university and district builds three-person Triads, which consist of a credential candidate, a district mentor teacher, and a university science content specialist. The partnership supports Triads with NGSS professional development as they work collaboratively to design NGSS units that align to Common Core State Standards and support the needs of all learners. After the candidates and mentors co-teach their units in the candidates' clinical placements, Triads present their units and student work at a symposium and submit units for publication on the Triad website (<http://mysoe.net/triad>).

The Triad Project, supported by a grant from the S.D. Bechtel Jr. Foundation under CSU's New Generation of Educators Initiative (NGEI), began as a pilot in 2015-16 and will continue through June 2019. To date, Triad participants include 27 mentor teachers, 53 teacher candidates and 20 university content specialists. Thirty-eight units have been developed and tested, with 15 more coming in June 2018. In addition to creating high quality curriculum, research suggests that the Triad PD model increases participant confidence in planning and implementing NGSS instruction, and results in the adoption of a number of NGSS-aligned teaching practices by both preservice and in-service teachers (Schademan & Miller, 2018). This project specifically focuses on deepening the 100-year-long partnership between the university and local district. By design, the project's outcomes depend on the collaboration of leaders, faculty and staff of both organizations. CSU Chico and CUSD aim to build a cadre of highly effective mentor teachers, solidify the candidate placement processes, and scale up the use of Triad NGSS units district-wide. Future teacher candidates placed with these Triad mentors will be able to practice the NGSS methods learned in coursework, creating a more integrated preparation experience (Darling-Hammond, 2006). With partnership efforts to solidify the candidate placement processes, we can ensure that future candidates are placed in classrooms with high quality science instruction. And, as the grant progresses, Triad teachers will provide professional development and support the use of Triad units across the district, leading their colleagues in full adoption of NGSS standards. These efforts, plus the commitment to continuing to fund a district-university liaison beyond the grant, will ensure that the partnership between CSU Chico and Chico Unified School District will remain vital into the future.

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**Figure 1:** Triad Project participants Kayla Elsey (Teacher Candidate, CSU Chico), Kristen Schroeder (Mentor Teacher, Chico Unified School District), Cawa Tran (Content Specialist, Assistant Professor Biological Sciences, CSU Chico) discuss their first grade unit "How can animal parts help me grow and survive?"





# Non-credentialed Teachers? No Problem! Piloting a District-University Partnership for Success

Lisa A. Harrington, Fresno Unified School District  
Nichole R. Walsh, California State University, Fresno

Research on new teachers suggests that those with limited preparation tend to leave the profession in their first year (Ingersoll, Merrill & May, 2014). Teacher attrition is on the rise, leaving many districts struggling (Carver-Thomas & Darling-Hammond, 2017), especially in the areas of science and mathematics (ECS State Policy Database, 2017). From the findings of our dissertations (Harrington, 2016; Walsh, 2015), and our experience as principals, considerations to develop a pilot pre-service partnership between a school of education university faculty and district recruiter emerged.

Due to this national shortage, districts are resorting to hiring non-credentialed teachers. Many of these teachers enter the classroom with little to no pre-service experience or coursework. As scholars and practitioners in teacher preparation and development, we recognize the need to appropriately equip these new non-credentialed teachers with tools to support student learning from day one, particularly in the area of classroom management. Through new-hire training, instructional coaching, monitoring tools, and considerations of potential challenges, the pilot is in process for becoming a reality in the Summer of 2018.

## Training

When on-ramping these new teachers into vacancies, training will focus on district instructional and behavioral goals setting them up for success prior to day one. Led by district staff, and supplemented by the partner faculty member, the 8-10 day training will include a TPE/CSTP overview, instruction and assessment model practice, behavioral management planning, and a district common vernacular introduction. Additionally, participants will receive cycles of further professional development while immersed in classroom practices.

## Coaching

New teachers will participate in receiving ongoing, critical feedback, and reflection on practices, without fear of negative evaluation, via teachers-on-special-assignment (TSAs) working as coaches and the partnering university faculty members. This will allow the candidate freedom to make errors and adjust accordingly. Those who know they can fail forward and receive instructional coaching are more apt to authentically analyze their own practice through a transformative lens (Akhavan, 2011). Those who demonstrate “with-it-ness” (Kounin, 1977) and the ability to manage both behavior and instruction could fast-track through the credentialing process towards an Internship.

## Considerations

Partnerships should consider timing and resources to provide an effective program. A cycle of improvement, whereby work is planned, applied in practice, assessed,

and adjusted based on results, is the foundation of the year-long work with these teachers. Quarterly cohort trainings alongside individualized instructional coaching, will be monitored using a mixed-methods approach including a pre/post participation teacher-efficacy survey and observation feedback notes to illuminate survey findings. The collected data will inform subsequent training cycles.

Another consideration is compensating the new hires for the additional trainings and coaching outside of their contractual schedule. The partnership is working towards provisions for stipend reimbursements through grants, as well as coordinating with the university teacher preparation program to waive prerequisites for these hires..

## Summary

The teacher shortage has created a grave predicament for districts, necessitating hiring of non-credentialed teachers. These new hires must understand the context and responsibilities as a district employee and teacher. This program’s goal is to cultivate the new teachers before they ever enter the classroom; thus, propelling them toward success, and retaining them in the profession long term. University-District partnerships are the lynchpin to this program, as districts understand their context and universities hold the accreditation power toward credentialing. Creating a program in which non-credentialed hires both thrive and remain with the district, requires a “no problem” collaborative approach of innovative planning, implementation, and support.

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# A Safe Driving Curriculum with a Community Focus

Conni Campbell, Point Loma Nazarene University

Rachelle Holloway, Point Loma Nazarene University

In the United States, adolescents lose their lives in motor vehicle crashes at an alarming rate. In fact, the Center for Disease Control and Prevention (CDC) identifies the leading cause of death for this age group to be vehicle fatalities (Centers for Disease Control and Prevention, 2016). This statistic became a reality for a particular community in San Diego not long ago. When a professor at Point Loma Nazarene University (PLNU) lost her son to a fatal car crash, she looked to her colleagues, students, and to the local high school, her own son's high school, to collaborate on how to effectively educate young drivers and ensure greater safety for their shared community. Fueled by shared grief and a passion for change, the university and high school designed and implemented a safe-driving curriculum for their high school campus.



Teen deaths by car are due to eight dangerous behaviors, including driver inexperience, driving with teen passengers, distracted driving, not using a seat belt, nighttime driving, drowsy driving, reckless driving and impaired driving (Center for Disease Control, 2016). When professor Campbell approached the Point Loma High School (PLHS) administration with her idea to apply research-based teaching methods to a comprehensive safe driving curriculum for their students, they accepted the opportunity. Her son, Brady, had been a student at PLHS, and so had the driver of the car that crashed and killed his schoolmate and friend.



While the public is aware motor vehicle crashes are a problem that teen drivers face, student researchers at PLNU determined that more could be done to tackle this issue. They hypothesized that using research-based teaching methodology within the required school day would be an effective method for helping teens make safer driving decisions.

This collaboration between PLNU professors and students, and PLHS administration and teachers resulted in development of a customized, community-focused safe driving curriculum called "Stay With Me", delivered for a period of multiple years to 9th-12th grade students. The curriculum utilized health messaging combined with emotional appeal, personal reflection and authentic video featuring people the students could personally identify with. The program included classroom lessons, reflective writing and sharing, and an impactful video with statements from the driver of the vehicle, their own teachers, and family members of the victim, all produced by students at the university. Qualitative and quantitative data across multiple years revealed several encouraging results. The emotional impact reported by students immediately following the curriculum was statistically significant, and the change in decision-making reported one year later revealed the classroom curriculum had a statistically significant effect on safe driving decisions 12 months later.



An important consideration is how to accomplish sustained programming with a partner institution. Prior institutional relationship make good roots for beginning a new program together. We have found that university students who have responsibility for the curriculum as a requirement, perhaps within a field placement and as an assignment, helps sustain the longevity of such an important learning experience.





# School-University Partnerships: Reflections from a Teacher-Researcher

Shanté Stuart McQueen, University of California Los Angeles

In a recent report, Oakes, Maier & Daniel (2017) called on researchers to study the implementation of community schools (CSs), in light of evidence that the Every Student Succeeds Act may support investment in CSs in high-needs areas. Community schooling gained traction over the last three decades in cities across the nation, and are generally defined by high-level integrated student supports, community involvement, partnership with a lead organization, and a shared leadership structure (Frankl, 2016; Oakes, et al., 2017). In the 2016-2017 school year I taught half-time at a school that partnered with a university to implement the CS strategy, and conducted a qualitative study on the experience of teachers through the partnership process. From my experience as a practitioner-researcher, I developed the following recommendation for supporting teachers through the implementation of a CS model.

**Recommendation #1 - Rearrange your schedule to maximize collaboration.** History has proven to practitioners in urban schools that organizations who express interest in partnership are often not as committed as they claim. Thus, like any new relationship, it takes time and effort to develop trust from the school and community. The university partner was able to overcome hesitancy at my school through regular presence on campus, co-organizing celebrations, and working to provide quality programs for students that displayed their commitment to and understanding of the community's needs.

**Recommendation #2 - Learn from other models.** Organizations such as the Children's Aid Society, the Coalition for Community Schools, and the Netter Center for Community Partnerships are pioneers in CS work and have tangible resources to help guide others through implementation of a CS model. I suggest taking a representative group of teachers to visit their schools to provide direction and inspiration during the planning process. Additionally, seeing the partnership model in the context of a national movement will provide momentum and a stronger sense of purpose to teachers in this high-demand undertaking.

**Recommendation #3 - Honor the veterans.** From my experience in urban schools, teachers who remain in the field are often at their schools far longer than the administration for a variety of reasons. With that in mind, veteran teachers are key people to consult with regularly and to put in leadership positions, including mentoring new teachers, leading professional developments, orienting partners to the school and the community, and completing strength-and-needs assessments.

**Recommendation #4 - Set up realistic expectations and communicate progress.** Through the excitement of developing a new partnership and the possibilities that may bring, lofty goals and unrealistic timelines might cause a loss of buy-in from those on the ground. It is critical for a school's leaders to create a realistic timeline of what they intend to do and update all faculty and staff on what they have accomplished; a brief weekly update is ideal.

Implementing a CS partnership is challenging, yet worthwhile work. It is imperative not to rush the relationship building process and quality planning for the sake of results. Invest in a long-term vision and support all those involved!



# SCPDS Spring Conference 2018 at California Lutheran University



## Call for Submissions for Fall 2018 Issue

The editors of SCPDS Network News are seeking submissions for the Fall 2018 issue. Sent to over 1700 members of the school-university community nationwide, this electronic NewsMagazine is an excellent way to share your stories about your P-12 school-university partnerships.

We are seeking articles about school-university partnerships that describe:

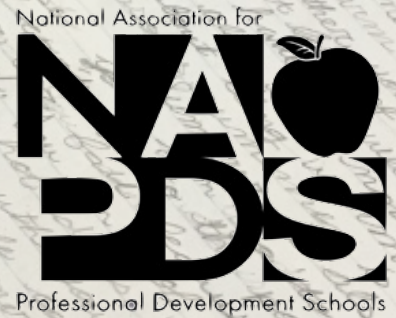
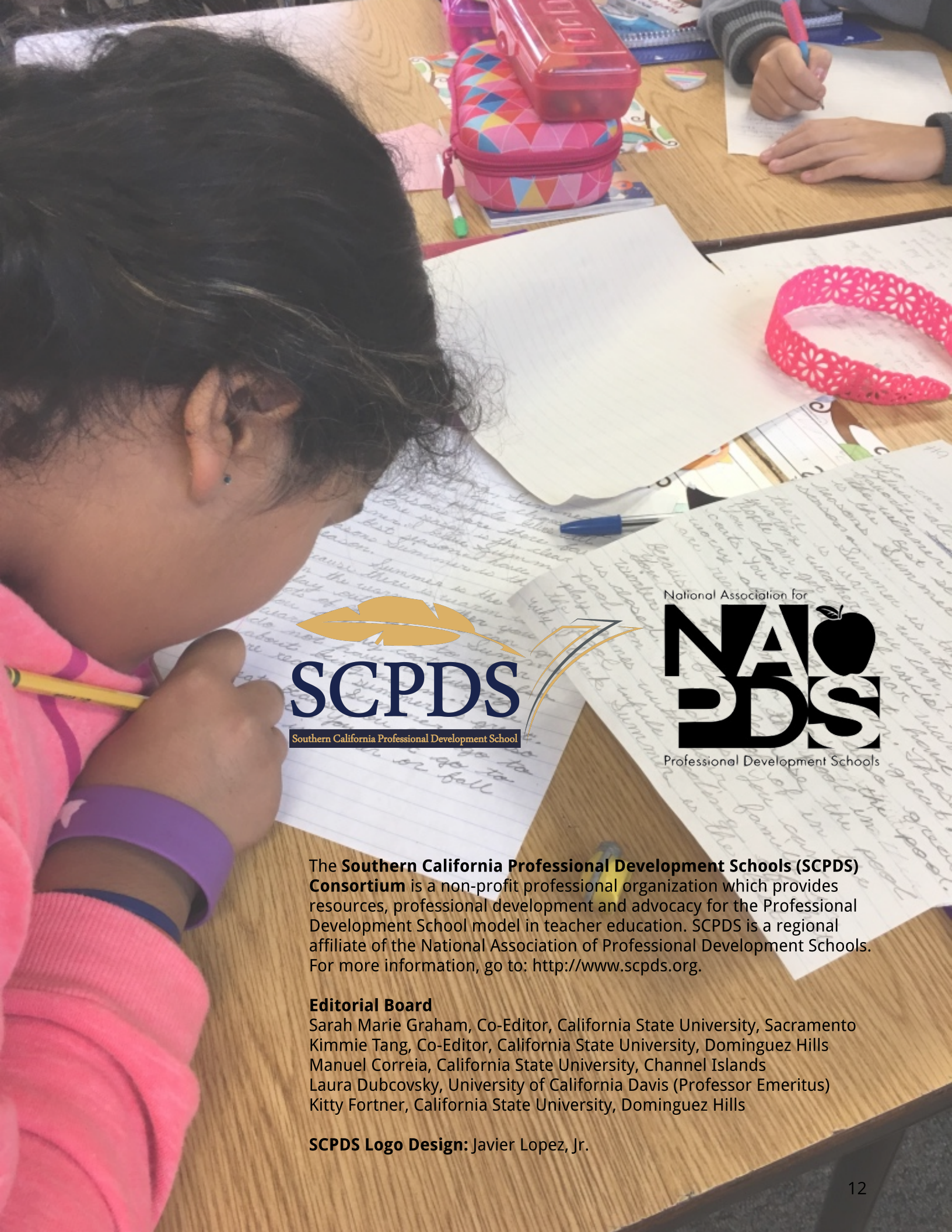
- Best practices
- Partnership creation and sustainability
- Successful or unique programs
- Replication of study/partnership
- Overcoming partnership challenges
- Focus on teacher education

Articles should be 400 words in length and must be received by October 1, 2018. Co-authorship from school and university partners is encouraged. We encourage photos and if they are included, please include names listed from left to right, along with a signed SCPDS photo and video release form that can be found on the SCPDS website at: <http://www.scpds.org>.

Items for submission should be sent via email to: [scpds.pubs@gmail.com](mailto:scpds.pubs@gmail.com).







The **Southern California Professional Development Schools (SCPDS) Consortium** is a non-profit professional organization which provides resources, professional development and advocacy for the Professional Development School model in teacher education. SCPDS is a regional affiliate of the National Association of Professional Development Schools. For more information, go to: <http://www.scpds.org>.

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