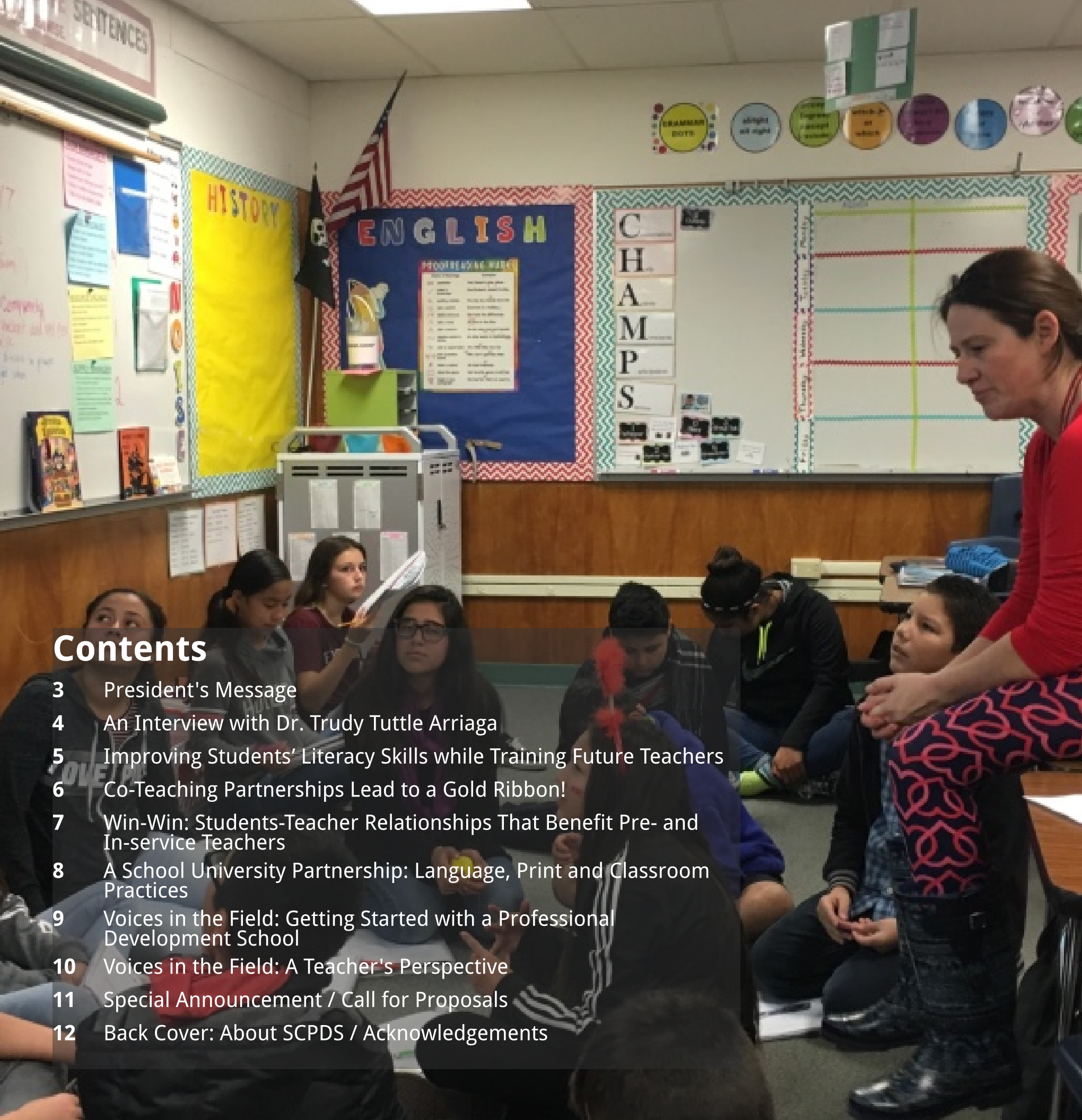




# NewsMagazine

Fall 2018

Volume 7, Issue 2



## Contents

- 3 President's Message
- 4 An Interview with Dr. Trudy Tuttle Arriaga
- 5 Improving Students' Literacy Skills while Training Future Teachers
- 6 Co-Teaching Partnerships Lead to a Gold Ribbon!
- 7 Win-Win: Students-Teacher Relationships That Benefit Pre- and In-service Teachers
- 8 A School University Partnership: Language, Print and Classroom Practices
- 9 Voices in the Field: Getting Started with a Professional Development School
- 10 Voices in the Field: A Teacher's Perspective
- 11 Special Announcement / Call for Proposals
- 12 Back Cover: About SCPDS / Acknowledgements

## President's Message



Dear Colleagues:

The fall semester is underway and whether we are part of the P-12 or higher education communities, we are immersed in the details and excitement of a new school year ....with new students, new coursework and new opportunities to positively impact the lives of those with whom we work and learn.

Your SCPDS Conference Committee has been busy through the summer, making plans for our upcoming March 22-23, 2019 conference, taking place on the beautiful campus of Pepperdine University in Malibu, CA. This issue of the NewsMagazine includes an interview with our planned keynote speaker, **Dr. Trudy Tuttle Arriaga**, a vibrant and engaging leader in the field of educational equity and diversity. This is a conference you do NOT want to miss! Registration details will be sent out via email this month – watch your Inbox or check our website to sign-up for the conference, which will also include the opportunity to tour two outstanding PDS school sites with unique educational themes that reflect the focus of Dr. Arriaga's research.

If you are not already a member of SCPDS, consider making this your 'new school year' resolution and join us! Membership in SCPDS connects you with a wonderful community of education professionals committed to excellence in collaborative, creative school-university partnerships and the PDS model for teacher preparation. Go to our <http://www.scpds.org> website for more information on membership.

See you at Pepperdine University in March!

*Elizabeth Brown*

# An Interview with Dr. Trudy Tuttle Arriaga

By: Sarah M. Graham-Jouganatos, California State University, Sacramento

In an interview with Dr. Trudy Arriaga, I learned that she is not only an outstanding professor and educational advocate, but also has a wealth of experience in the educational system. Dr. Arriaga began her educational endeavors as a paraprofessional, moved into teaching, then principalship and retired as the first female Superintendent in Ventura Unified (14 years to be exact!). We spoke, specifically, about her work within the TK-12 systems.



When asked about her work with TK-12 programs and partnerships, I learned that partnerships come naturally to Dr. Arriaga, due, in part, to her 36 years in TK-12 education. She explained that she utilizes her expertise and experiences in TK-12 to “enhance the work of leaders, specifically, implementing procedures to ensure equity and cultural proficiency.” Her current partnerships come in the form of supporting TK-12 systems, by providing best practices and approaches to leadership.

When discussing how her partnerships originated, Dr. Arriaga explained that she was first recognized for her outstanding work at the local level, due to her success as superintendent in Ventura Unified. This work, opened doors to her lectures and consulting work throughout California and now at a national level.

We discussed the professional development (PD) component of Dr. Arriaga’s work and she shared that her audience for PD varies from superintendents, educational leaders, teachers, support professionals, and students to parent groups. Her PD work focuses on building an equitable school culture and climate. As a professor and Chair of the Educational Leadership department at California Lutheran University, Dr. Arriaga extends her work to the community surrounding her university. Specifically, she sustains strong partnerships within the county, participates on advisory boards, contributes as a guest speaker, and is involved with recruitment fairs. In order to prepare her higher education students for equitable leadership, they participate in local school initiatives focused on student needs and cultural proficiency. Although Dr. Arriaga is an active research and writer, she continues her involvement in developing stakeholders’ understanding of equity and cultural proficiency, while concurrently working with her community to bridge the TK-12 system and the university.

In response to the challenges found in her work, Dr. Arriaga stated, “I find that my greatest challenge is, that there are a lot of national initiatives that are working against the messages of equity and cultural proficiency. There are national barriers and inconsistencies, whether it is political policies, funding or national value or attitude, it can be a challenge. It seems at the local level, we are all on the same page but the national barriers are the challenge.”

Dr. Arriaga highlighted her success with TK-12 stakeholders across the nation when she stated, “I find with educators, there seems to be a sense of urgency that all students’ needs are met. I rarely find resistance.” Dr. Arriaga’s work is well accepted and credible due to both the relevance of the topics and her own experiences. When conducting work within the TK-12 system, Dr. Arriaga finds she has similar experiences to those at her trainings and her insights reflect that.

# Improving Students’ Literacy Skills while Training Future Teachers

Carolina Serna, BIOLA University School of Education  
Stephanie Williamson, Buena Parks School District

The Literacy Laboratory Partnership between Buena Park School District (BPSD) and Biola University School of Education was initiated in the fall of 2016. The goals of the partnership were twofold: to ensure maximum literacy learning for K-2 students at the designated Buena Park Elementary schools while simultaneously providing focused experiences for Biola teacher candidates in the area of English Language Arts.

This model of collaboration is based on the premise that established and consistent relationships, between the university and the school district, will allow for quality placements with highly qualified, effective district teachers and ensure that the Biola students positively impact school culture and student learning at respective school sites. Consistency, quality, excellence in teaching and learning, and commitment and dependability are the core values and intentional outcomes of this collaboration. (Literacy Laboratory Agreement between Buena Park School District and Biola University, Fall 2016)

Ms. Stephanie Williamson, a teacher on special assignment (TOSA) in the BPSD, facilitates the placements between highly qualified teachers and Biola teacher candidates.

Before starting their fieldwork, Ms. Williamson provides an orientation to discuss district expectations, describe early literacy interventions, and demonstrate small group strategies. Candidates learn of the high social-emotional needs of many of the students, including a high percentage of foster and homeless youth. A second training addresses the BPSD assessment system focusing on informal literacy assessments both summative and formative. Providing these trainings before fieldwork begins, equips candidates to start their field experience as impactful “teachers” from the day they enter the classrooms.

Teacher candidates concurrently enroll in an Elementary Reading/Language Arts course at Biola taught by Dr. Carolina Serna, the Biola representative for the partnership. Each semester she visits the classrooms where candidates are placed and meets with the principals and teachers. In Dr. Serna’s class candidates plan literacy lessons, practice literacy strategies, and learn to administer various literacy assessments used in BPSD.

Teachers benefit from Biola candidates’ familiarity with current ELA curriculum as well as the assessments used in the district. BPSD implements Reading and Writing Workshop in Kindergarten through third grade classrooms. Candidates work with individual students on building fluency, High Frequency Words, and comprehension skills, small strategy groups,

assisting teacher with whole class instruction, conducting informal literacy assessments, and progress monitoring, and supporting language learners. The biggest impact has been with the one on one conferencing in the areas of reading and writing. Conferencing is essential for students’ move forward in the reading and writing learning continuum. The individual conferencing is the most critical part of the differentiated instruction in the workshop model. Training the candidates to conduct a one on one conference has been extremely beneficial to the students and teachers. BPSD students receive individualized feedback and instruction that is essential to push their learning to the next level. The candidates begin working with individual students or small intervention groups under the direction of the classroom teacher almost immediately. Their anecdotal notes are invaluable when planning next steps and helping to guide the instruction. This has allowed more strategic and differentiated instruction to occur in Kindergarten through third-grade classrooms.

Teachers collaboratively plan for additional grouping that was previously impossible. A unique feature of the partnership is the co-planning that allows for student conversations to be strategic and specific. Biola candidates serve as small group instructors. Grade level planning now includes literacy centers facilitated by the candidates; giving students additional literacy development support and opportunities for intervention.

As a result of the Literacy Lab partnership K-2 students receive more individualized attention during literacy instruction. BPSD data shows increased reading and prereading skills as evidenced by the districts’ DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment that is given three times per year in grades K-2.

Since Fall 2016, 151 Biola candidates have been placed in BPSD classrooms. On average, they complete 30–35 hours of fieldwork, totaling over 4,530 hours working with students!

The most significant outcome of Buena Park School District and Biola University Literacy Laboratory Partnership is the sustainability. BPSD can now provide support for differing student literacy needs and the University can place their candidates with highly qualified teachers. By forming this partnership, Biola is helping BPSD live up to its motto of “Improving the lives of Our Students and Families.”



Literacy Lab Biola Teacher Candidates Fall 2018

Front row: Leslia Salazar, Tiffany Orman, Michaela McCune, Ms. Stephanie Williamson (BPSD), Melissa Delgado, Cindy Chou, Jihyun Kim, Erin Son  
Back row: Lauren McHugh, Jason Park, Daniel Monroe, Brian Talbot, Meagan Adams, Emilie Morris, Jillian Risser, Karina Carlsen, and Sarah Merrow

Literacy Lab Participation 2016-2018

Semester	Biola Teacher Candidates	BPSD schools
Fall 2016	18	Pendleton, Whittaker Elementary Schools
Spring 2017	55	Beatty, Corey, Emery, Gilbert, Pendleton, Whittaker Elementary Schools
Fall 2017	27	“”
Spring 18	35	“”
Fall 2018	16	“”

## Co-Teaching Partnerships Lead to a Gold Ribbon!

Wendy Murawski, California State University, Northridge  
Joy Kasper & Marty Eisen, Granada Hills Charter High School

As students with identified disabilities and Individualized Education Plans (IEPs) are increasingly served in the general education classroom, more and more schools are looking to co-teaching as a service delivery option. At Granada Hills Charter High School in Los Angeles, co-teaching has been implemented for over a decade. Starting with a small pilot group of four teams, administrators and teachers reached out to their local university, California State University Northridge, and one of its special education professors for support back in 2006. Dr. Wendy Murawski, whose research focuses on co-teaching, conducted professional development workshops for the pilot group and continued on as an ad-hoc consultant over the years.

Now 12 years later, the relationship around co-teaching between the university and high school is still going strong. Last year, administrators and teachers at Granada Hills Charter High School agreed to participate in CTIME (the Collaborative Teaching Instructional Model of Excellence), a process by which teachers self-reflect on their own co-teaching competencies and the school looks at its co-teaching outcomes and needs at a macro level. CTIME is a process that Dr. Murawski and her co-author Wendy Lochner write about in their 2017 book published with ASCD entitled *Beyond Co-teaching Basics: A data-driven, no-fail model of continuous improvement*. Murawski and Lochner actually dedicate the book to the co-teachers at Granada for their willingness to collaborate and their dedication to improvement.

In addition to their participation in CTIME, Granada partnered with Murawski and the university to write a substantial grant for co-teaching in 2016. The \$200,000 grant was sponsored by the Charter Operated Program, division 3, of the SELPA of the Los Angeles Unified School District (LAUSD). The collaboration between the university and high school was a big part of Granada obtaining the grant. As part of their grant activities, Murawski conducted evening workshops for 25 Granada Hills co-teachers in addition to 50 teachers from other charter and local LAUSD high schools. Workshops were geared around co-teaching topics including co-planning, co-assessing, roles and responsibilities, collecting data, and instructional strategies. Participants were given dinner, and even more importantly, were provided time to collaborate and opportunities to observe one another co-teaching at their respective high schools.

In 2017, all of this hard work paid off. In addition to collecting hard data demonstrating that students with special needs were successful in general education classes, the California Department of Education awarded Granada Hills Charter High School with the Gold Ribbon Award for their expanded co-teaching program. Observing students who have historically received instruction in the Special Day Program (SDP) classes now learning next to their same grade level, typically-developing peers in a Physics or Geometry class was impressive. The relationship between the university and high school resulted in improved co-teaching at Granada, and the ability for the university to now use Granada Hills Charter High School as a model and observation site for student teachers, as well as for both pre-service and in-service teachers to observe best practices for students with special needs in action.



## Win-Win: Students-Teacher Relationships That Benefit Pre- and In-service Teachers

Steven Drouin, Stanislaus State University  
Lara Ervin-Kassab, San José State University

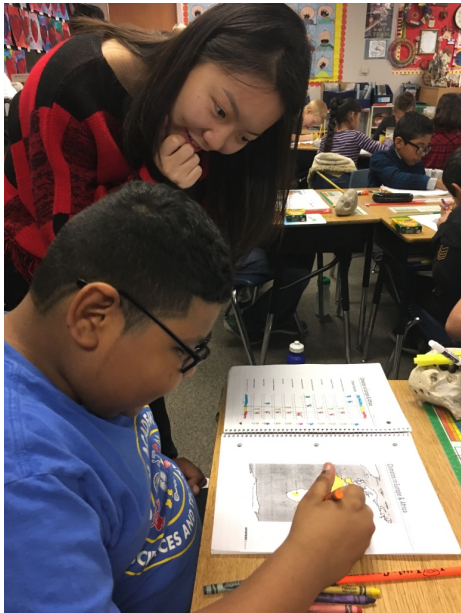
Cycles of inquiry and Co-teaching have become increasingly popular ways of providing professional development for teachers. At San José State University, we combined the two as part of a five year project, funded by a US Office of English Language Acquisition National Professional Development grant, entitled Trio Project: Addressing Academic Language Development Across the Teacher Continuum. The goal of the project was to partner with local education agencies and provide high quality professional development for both pre-service and in-service teachers around discipline specific academic language instruction, with a focus on English Language Learners. In this way university faculty, pre-service teachers, and local school district in-service teachers, worked with and learned from each other.

Traditional forms of student-teacher apprenticeships operate under the assumption that in-service/mentor teachers possess all of the knowledge and skills to give. In contrast, preservice/student teachers have little to contribute and are there to take. These partnerships are often deemed by local education agencies as a drain on their resources. As such, administrators are a times wary of giving away their good teachers year after year, with little in return. Yet, recent analysis of data concerning our partnerships pushes against this notion.

Our partnerships began by working with mentor teachers to understand the power that lay in co-teaching. Co-teaching is meaningful collaboration between two individuals who share in the planning, instruction, and assessment of students. Drawing from the "Train the

Trainers" Workshop offered by St. Cloud State University, university faculty helped position pre-service/ student-teachers as a genuine partner who possesses knowledge and skills. We then facilitated co-teaching pairs through multiple cycles of inquiry, a form of data driven teaching. Six sequential steps guided each cycle of inquiry: pre-assess students, reflect on pre-assessment & frame a problem to better understand, plan instruction to provide targeted support to students, teach a lesson using the targeted support, assess outcomes, reflect on outcomes & frame a new/ revised problem to solve. Each cycle of inquiry was focused on supporting the academic language development of ELLs in their classrooms.

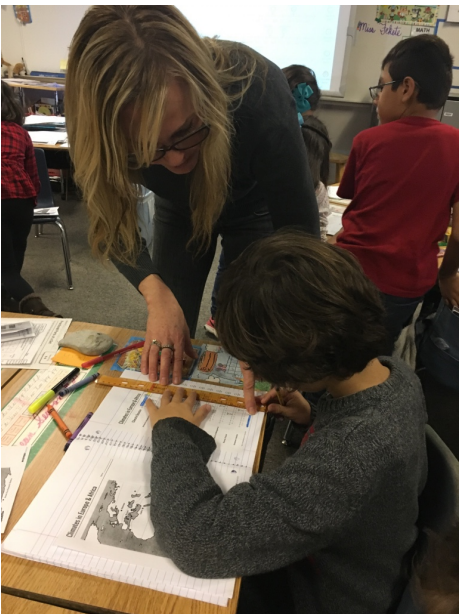
Relationships between mentor teachers and student-teachers always have a dimension of power and status. We noticed that training in co-teaching and using cycles of inquiry resulted in benefits for both pre-service an in-service teachers. Many mentor teachers discussed the benefits from the partnership, resulting in a shift from stance of being the only "expert" in the room to becoming a genuine collaborator. Co-teaching granted mentor teachers permission to be more open and honest with their student-teachers, as well a student-teachers to become a sources of new knowledge. Cycles of inquiry gave co-teaching pairs a context and a purpose to critique specific teaching practices in supporting the academic language development of ELLs. Participants commented on how these conversations neutralized some status issues between co-teaching pairs. Resulting in both sides of the partnership to become more receptive to learning from the other.



## A School University Partnership: Language, Print and Classroom Practices

Sharon Klein, California State University, Northridge  
Sue Sears, California State University, Northridge

*... It is a Monday afternoon at CHIME, a fully inclusive K-8 charter school, and pupils in each of the four first grade classrooms are listening to a story. They make predictions, ask questions, and connect the story to personal experiences. After the story the first graders move into small group stations for short lessons about reading, writing, and language. At one station, they may put pictures from the story in chronological order, and at another, segment words into their individual sounds. At a third station the first graders work with vocabulary and at the fourth, they complete a sentence starter.*

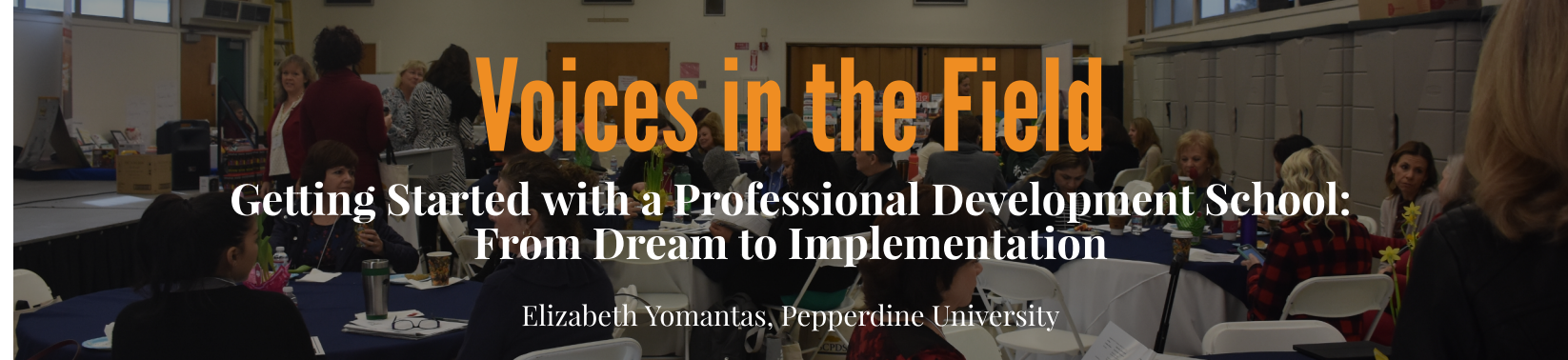
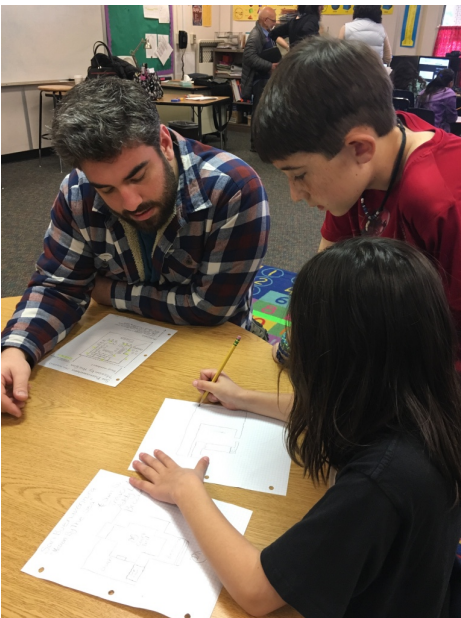


Providing this instruction are twenty undergraduate students, preparing to teach in K-5 classrooms, and who have been, selected by California State University, Northridge (CSUN), Liberal Studies advisers as members of the Language and Literacy Scholars (LSLA) program. This program, offered at CSUN since 2006, is supported in part by a grant from the Mara Breech Foundation, who provides student stipends and course textbooks. Two Fall courses, "LRS 333", Perspectives on Literacy and "LRS 433/F", Practicum in Early Literacy and one Spring course, "CHS 480/F", Chicano/a-Latino/a Children's Literature are complemented by students' other coursework in the Liberal Studies major. Both semesters include fieldwork directly supervised by the CSUN course instructors. CHIME hosts the Fall field experience reflecting a more than three-decade long partnership between CHIME and CSUN.

The Fall LSLA course content focuses primarily on studying the development of reading and writing and connecting that knowledge to pedagogy. Content includes the study of linguistic knowledge that children already have: their phonology (sounds and sound patterns), morphology (the structure of words, including, for us, the history of English words), syntax (sentence structures), semantics, (word meaning and phrase and sentence meaning), and discourse structure, (how we use and understand language with each other), knowledge that provides the foundations for literacy development. The Fall coursework also addresses how the human brain integrates its design for language with the cognitive demands of representing spoken language in print, and examines the roles of human interaction and culture in the development of pedagogies that support early literacy. With an overall goal to deepen and enrich their knowledge of the connections among language, print, and classroom practices, LSLA students are engaged in reading, thinking, and talking about reading and writing from "neurons to neighborhoods" (Shonkoff & Phillips, 2000).

Mindful of such a goal, LSLA students plan their Monday CHIME lessons in collaborative groups. CSUN's LSLA course instructors review all lessons before they are sent to the CHIME teachers for their feedback. Then, CSUN instructors accompany and observe their students at CHIME during the lessons.

*... And now, as they end their respective hour-long sessions, the CSUN LSLA students gather in one of the first grade classrooms, where CHIME's first grade teachers have generously invited the groups to a portion of their own weekly planning session. There is discussion and feedback, as well as professional modeling. With cookies, too, there's much to "chew on" these Mondays and throughout the LSLA semester.*



## Voices in the Field Getting Started with a Professional Development School: From Dream to Implementation

Elizabeth Yomantas, Pepperdine University

The undergraduate pathway of Pepperdine University's teacher preparation program is currently in the first year of a professional development school (PDS) relationship with two schools in the Las Virgenes Unified School District. Additionally, Pepperdine is piloting a third PDS in spring 2019. While the PDSs are only in their infancy, there are critical steps to take to get started with a formal university-local K-12 partnership. This article will outline steps to take to begin the process of establishing a professional development school.

**STEP 1: Dream Internally.** With colleagues, begin a dialogue about what benefits a professional development school could have for your teacher candidates. Discuss how your candidates' passion and gifts may benefit the local community. In conversation with your colleagues, also consider practical matters such as proximity to campus, what types of scenarios may work best for your program size, and who will coordinate the potential PDS.

**STEP 2: Dream Externally.** Next, approach local district or school leaders to share your ideas about a professional development school partnership. It is also important to consider the readiness of each partner before entering into a PDS relationship (Kolpin, Shoemaker, & Cary, 2017). When engaging in dialogues with schools, listen to their ideas, learn about their mission, and gain an understanding of the personality and culture of the school. If there is an aligned vision and mutual desire for collaboration, begin to brainstorm about the logistics. If the school has been in a PDS relationship in the past, discuss their previous experiences. Their previous PDS experience will likely inform their needs and wishes in this new partnership. Additionally, invite PDS coordinators, other faculty members, and students into these conversations about hopes, dreams, and logistics. There must be buy-in from all stakeholders for the partnership to be successful (Cosenza, 2017).

**STEP 3: Craft a MOU.** After deciding to move into a formal relationship with a local partner, the next step is to develop a formal memorandum of understanding (MOU). When crafting the MOU, the details of the partnership will be written explicitly. For example, how many teacher candidates will be involved in the PDS? When will they be at the school site? Who is responsible for making the teacher candidate placements? What is the expected timeline? In addition to clarifying all details, the university will work with the district office to make sure all backend structure is in place. The university representative should expect to work with many different internal departments including human resources, legal, and insurance in order to ensure the proper structures and insurances are in order. After the local district and

the university agree upon the terms of the MOU, the university faculty and school principal may be invited to present the partnership to the Board of Education. Invite teacher candidates to attend the Board of Education meeting to show support for this partnership.

**STEP 4: Support Your Local Partners.** While the 9 Essentials of a PDS (NAPDS, 2008) include important activates, such as ongoing professional development, shared research projects, and crafting a comprehensive mission, there is a critical step that needs to take place as a foundation for future projects. It is crucial for the university to show support to their K-12 partners. Ways to support your local partners can include: inviting your partner to lectures and presentations on the university campus, attending their Back to School Night, hosting service project days at their school site, dropping by to say hello. Another important way for faculty involvement on the K-12 school campus is for faculty to serve as field supervisors at the PDS site. This provides an opportunity for the faculty to build relationships with the school staff and the mentor teachers. In showing support in many different ways, relationships are built with the teachers, staff, and administrators. These relationships can serve as a foundation for mission curation, professional development, and research productivity.

**STEP 5: Be Culturally Responsive.** If your university is engaged in more than one PDS partnership, each of your local partners will likely be very different. Each site may have different structures, ways of knowing and doing, histories, administrator styles, and faculty perspectives and personalities. It is important for the university partner to be culturally responsive and adapt policies, procedures, and action plans to fit the needs and style of each local partner. For example, at our pilot PDS, the Director of HR thought it would only be fair to post a job description for their onsite PDS coordinator. So, together, we crafted a job description for the responsibilities of the PDS coordinator that will be posted on their internal hiring page. This was not a step that took place at our other two PDS sites, but because this school valued protocol and fairness, this was an important step to take. Universities must be flexible and willing to adapt to the needs of the community partners.

The process of establishing a professional development school takes time, effort, and flexibility. However, the rewards for all stakeholders make the pursuit of a PDS a worthwhile and meaningful endeavor.

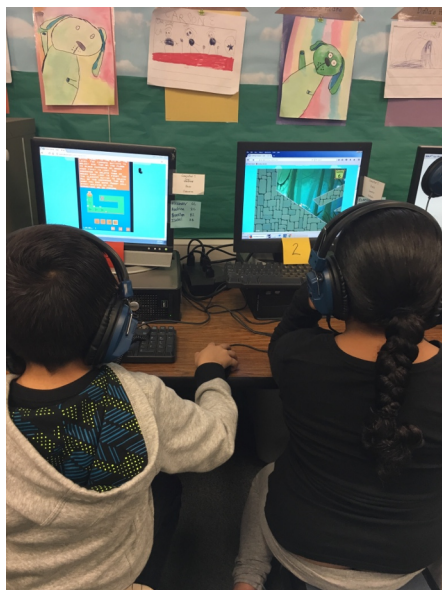
**Please contact the author for a complete list of references.**

# Voices in the Field

## A Teacher's Perspective

Amanda Lichtl

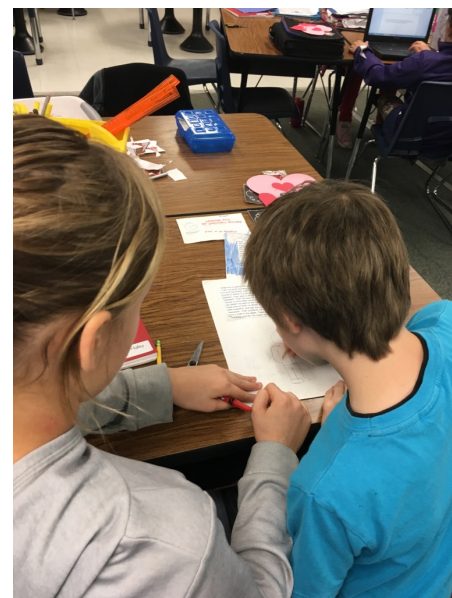
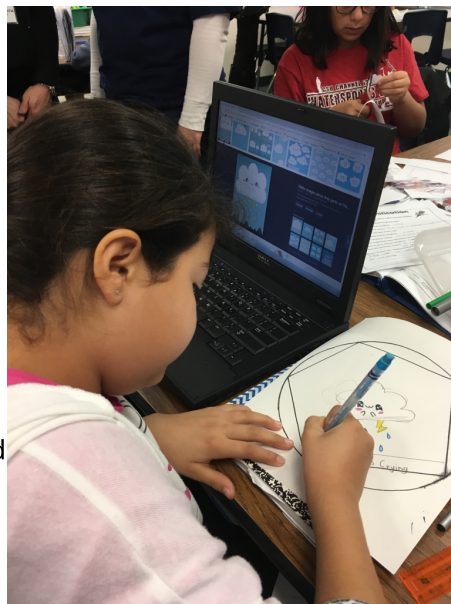
The transition from student teaching in 1st grade at a Professional Development School (PDS) site to teaching 6th grade at a middle school has certainly had its challenges. However, the PDS program has not only equipped me with the necessary skills to serve 21st century learners of all ages, but it has instilled confidence in my teaching abilities and has affirmed my decision to pursue education as a career. For that, I am forever grateful.



The PDS model provided me with practical, hands-on experience that has allowed me to enter my first year as a professional educator feeling incredibly prepared, confident, and optimistic. During my teacher candidacy, I served in a 1st grade classroom for an entire school year – from the first to the last day of school. I was able to experience Back to School Night, parent-teacher conferences, school fundraisers, professional learning communities, staff meetings, and much more – all before taking on a classroom of my own. I truly became a part of the school community. These experiences are unique to the PDS model as compared to more traditional teacher preparation programs, and I feel incredibly fortunate to have had these opportunities.

For my very first teaching position, I have the wonderful yet challenging task of teaching 6th grade English, Social Studies, Math, Science, and Economics. While the majority of middle school teachers only teach one or two subjects, I have tackled five. For any teacher, let alone a first-year teacher, this is a massive task. Nevertheless, with the support of my cooperating teacher and university supervisor during my candidacy, I built imperative skills in classroom management, organization, differentiating instruction, multi-sensory learning, and technology, all of which have assisted me in teaching five unique subjects at the middle school level. Specifically, the support I received in developing management skills has served me incredibly well in my first weeks of teaching.

As I am beginning my first year of teaching, I truly feel as though I am entering into my second year. The support I received from the entire PDS community throughout my teacher candidacy was incredibly impactful, meaningful, and life-changing. I would not be the educator I am today without my experiences in a PDS program. I am thrilled to continue my journey as a 6th grade teacher and to carry on the legacy of educators who began as teacher candidates at a PDS site.



## SAVE THE DATE!

### SCPDS Eighth Annual Conference

The **SCPDS Eighth Annual Conference** will be held on Friday and Saturday, **March 22-23, 2019**, at **Pepperdine University in Malibu, CA**. For detailed information and registration go to <http://www.scpds.org> and select tab for "2019 Annual Conference."

#### Call for Conference Presentation Proposals

We are calling for proposals for paper presentations, workshops and panel sessions that align with our theme: **"Reimagining Equity in School-University Partnerships."** Proposals on other topics, such as teacher education, clinical practice, co-teaching, or other professional development school partnership work, will also be accepted. Proposals will be peer reviewed by an SCPDS committee. Concurrent sessions will likely be 45-55 minutes depending on final conference schedule. We will accept presentation proposal until **January 15, 2019**.

If interested, please go to <http://www.scpds.org/annual-conference-2019.html>.

## Call for NewsMagazine Submissions!

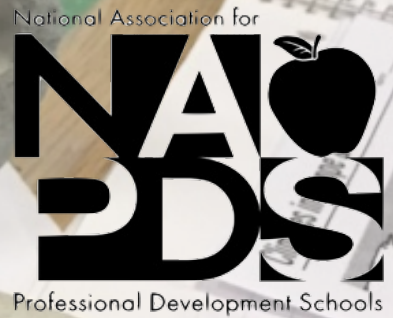
The editors of SCPDS Network News are seeking submissions for the Spring 2019 issue. Sent to over 1700 members of the school-university community nationwide, this electronic NewsMagazine is an excellent way to share your stories about your P-12 school-university partnerships.

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
- Teacher education

Articles should be 400 words in length and must be received by April 15, 2019. Co-authorship from school and university partners is encouraged. Items for submission should be sent via email to: [scpds.pubs@gmail.com](mailto:scpds.pubs@gmail.com).

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.



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>.

**Editorial Board**

- Sarah Marie Graham, Co-Editor, California State University, Sacramento
- Kimmie Tang, Co-Editor, California State University, Dominguez Hills
- Manuel Correia, California State University, Channel Islands
- Laura Dubcovsky, University of California Davis
- Kitty Fortner, California State University, Dominguez Hills

**SCPDS Logo Design:** Javier Lopez, Jr.