



NewsMagazine

Spring 2019
Volume 8, Issue 1

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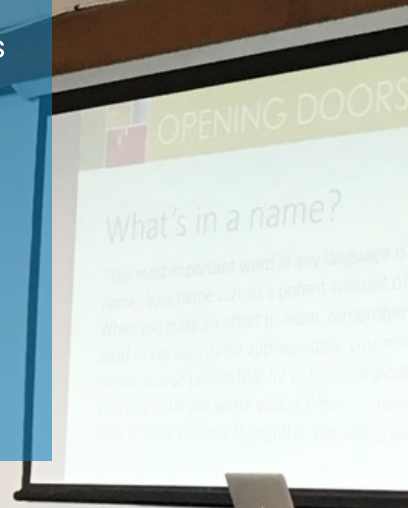
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President's Message



What a glorious springtime we're having this year! After the serious fires in northern and southern California, we're seeing vegetation and new growth sprouting up everywhere... from the 'super blooms' in the desert to the hillsides of bright yellow mustard plants around the southland, spring has definitely arrived.

As this issue of the NewsMagazine is released, we are approaching the end of another academic year and the excitement of graduations and new beginnings for our students. May our teacher candidates blossom and grow in their teaching careers and share their commitment to supporting and nurturing the students entrusted to their care.

Our SCPDS spring conference was a wonderful opportunity for networking, sharing of best practices and hearing an inspirational and challenging message from our keynote speaker, Dr. Trudy Arriaga. As one conference attendee stated in their feedback message:

Her knowledge and experiences of deepening one's awareness of cultural diversity allowed me to reflect on my experiences and provided me various areas and strategies to work on developing this with my students and fellow faculty.

Congratulations to our new SCPDS board members – Dr. Estella Chizhik and Dr. Leticia Ramos. We are excited to gain their expertise, energy and leadership on our board of directors. We also offer our sincere thanks to Dr. Belinda Karge and Dr. Theirry Kolpin as they leave the board for their many years of service to SCPDS.

With best wishes for a successful end to your academic year,

Elizabeth Brown

President, SCPDS

Introducing Our New Board Members

Estella W. Chizhik



Estella W. Chizhik earned her PhD in Educational Psychology from UCLA. She has been on faculty as a teacher educator at San Diego State University's School of Teacher Education for over 20 years. She has taught educational psychology for teacher credential, master's, and doctoral programs. She has also enjoyed spending time supervising student teachers in elementary and high-school classrooms. As a supervisor, she became interested in strengthening the collaboration between supervisors and mentor teachers. That interest led to the development of two school-university partnerships: "SMILE: Shared mentoring in Learning Environments" with San Diego Unified School District and the "Garden PLOT" with La Mesa Spring Valley School District.

Interview

KT: Tell us about your experience with Professional Development Schools (PDS).

EC: I am an associate professor at SDSU. My colleagues and I are currently working with a university-school partnership with La Mesa Spring Valley, a small school district each of San Diego. This is my second year in this partnership and I am so excited because we have such wonderful support from the school board and district administration. Assistant Superintendent of Human Resources, Tina Sardina, is the one spearheading our partnership. She is amazing; and a force to be reckon with. Thus far, there are two very important initiatives our partnership is working on. First, we are providing opportunities for general education and special education teacher candidates to co-Plan, co-Learn, co-Operate and co-Teach together in school classrooms. We call this the Garden PLOT. The other initiative is to promote a culture of equity and social justice. To do so, we are implementing a series of professional development for both LMSV teachers and SDSU teacher candidates to learn about, discuss and minimize the effects of implicit bias. For this initiative, there is enormous support from the superintendent's office as well as principals.

KT: What are the benefits to future teachers who partake in PDS?

EC: Teacher candidates are learning from engaged and experienced teachers but their benefits aren't just about the field placement. There is so much more. Our teacher candidates are also gaining opportunities to participate in Professional Learning Communities and to engage in professional development alongside their guide teachers. Teacher candidates get to experience a program where the goals of the university more closely aligned with the schools. When there is greater alignment, I believe teacher candidates get a more complete understanding of what effective teaching,

KT: What difficulties might be faced by future teachers?

EC: While there is greater alignment between the university and the school in terms of a vision for effective teaching, there will always be some gap...some difference. This gap can cause stress for teacher candidates especially when those gaps emerge when the university assignments conflict with classroom culture or curriculum. This difference can be troubling for novice teachers. That is why, university-school partnerships must be willing to engage in open dialogue and use evidence-based practices.

KT: How do PDS benefit the school community?

EC: Our partnership with LMSV aims to benefit the school community by making diversity, inclusion and equity foundational to our work. We hope that we excite teachers, staff, future teachers and university faculty about these issues. And by doing so, we are elevating our school community and especially the students the district serves.

KT: How will your position as a Board Member on the SCPDS NewsMagazine impact the PDS?

EC: Basically, I am eager to learn about other school partnerships. I am always on the lookout for good ideas that can support the work we do at SDSU. Finally, to be honest, I am eager to brag about the work we are doing with La Mesa Spring Valley School District. If anyone wants to learn about our work, I am happy to share. They can email me at chizhik@sdsu.edu.

Introducing Our New Board Members

Leticia Ramos



Leticia Ramos is currently Site Educational Leader and Principal at Elm Street Elementary School in the Oxnard School District, where she has proudly led Elm for 6 years. In these 6 years, she has been blessed with transforming the school culture, staff working collaboratively, student behavior, and many systems and structures that have augmented student outcomes, achievement, and data as evidenced by multiple measures including formative and summative assessments. She has taught for 12 years as a classroom teacher and has spent 10 years as a school site educational leader/principal. She earned her Bachelor of Arts and Biliterate CLAD (BCLAD) from California State University, Northridge, Master's in Educational Leadership from California State University, Northridge, and Doctorate in Educational Leadership from California Lutheran University.

Interview

KT: Tell us about your experience with Professional Development Schools.

LR: As an educator in the profession over two decades in the roles of Classroom Teacher, Literacy Coach, English Language Development Coach, and Principal, I continue to be passionate about teaching and learning. My experience as a Master Teacher at a Professional Development School (PDS) was the most valuable professional growth experience as a classroom teacher. Such experience working in a collaborative school climate with grade level colleagues, teacher candidates, student observers, and university faculty solidified a larger foundational and knowledge base to the teaching and learning pedagogy. As Principal and Educational Leader, such experience and knowledge allowed me to partner my school site, Elm Street Elementary School, with California Lutheran University in Thousand Oaks with the vision of Elm becoming a PDS. Such school-university partnership with the purpose of impacting student learning through theory and practice of current research and practices application and reciprocal learning of classroom teachers and teacher candidates.

KT: What are the benefits to future teachers who partake in a Professional Development School Model?

LR: PDSs represent collaborative learning environments for the preparation of new teachers, school faculty professional development, and a commitment through inquiry directed at the improvement of practice and enhanced student learning. The medical model's replication into the PDS model is intended to drive best practices for new practitioners and veteran educators to in turn meet student needs. The co-teaching model brings reciprocal learning of the cooperating teacher and teacher candidate. Reciprocal learning is an integral focus of PDSs as the expected positive attribute to student learning.

KT: What difficulties might be faced by future teachers?

LR: Teacher education programs need to emphasize better content preparation and student culture-centered instructional strategies and practices to have candidates view diversity as a strength. Teacher professional development crucially needs to be centered on student and cultural diversity

KT: How do Professional Development Schools benefit the school community?

LR: PDS are innovative institutions formed through partnerships between university education programs and preschool through twelfth grade (P-12) schools. PDSs as innovative institutions have grand potential as eminent in theory to positively affect student learning for all students regardless of race and location of schools. Leveling the playing field for all students regardless of race and location of schools is an opportunity for collaborative and innovative school-university partnerships to enhance instructional practices and student learning. Such school school-university partnerships have the potential to make students more successful.

KT: How will your position as a Board Member on the SCPDS impact Professional Development Schools?

LR: Examining PDSs and working with educational leaders, teachers, members of SCPDS, and SCPDS board, we can all cohesively better understand how to increase student achievement for all students. Placing students' needs at the center of PDS work is critical to achieving the integration of professional and student learning in addition to PDS partnerships meeting the diverse learning needs of students. Then, how can the disparity in achievement experienced by students in high-need urban schools. Finally, I would like to increase membership and spread the word of PDSs potential.

Interview conducted and prepared by Kimmie Tang, California State University Dominguez Hills

Partnering to Support the Success of a Unique Group of Students

David Rago, Assistant Professor and Academic Program Director
Department of Special Education, National University

Special Education faculty at National University in Henderson, Nevada and faculty from Advanced Technologies Academy (A-TECH), a magnet school within the Clark County School District (CCSD), in Las Vegas, Nevada, started a unique partnership during the 2017-18 school year.

Students with disabilities between the ages of 18 and 21, can participate in a post-secondary program to learn and practice employability skills. The Program Approach to Career Employment (PACE) curriculum focuses on teaching students' team-work, task-completion, interpersonal communication, goal-setting, and self - and peer-monitoring. Linda Dickson, with the assistance of Jennifer Akina, a Special Program Teacher's Assistant (SPTA), directs the PACE program at A-TECH.

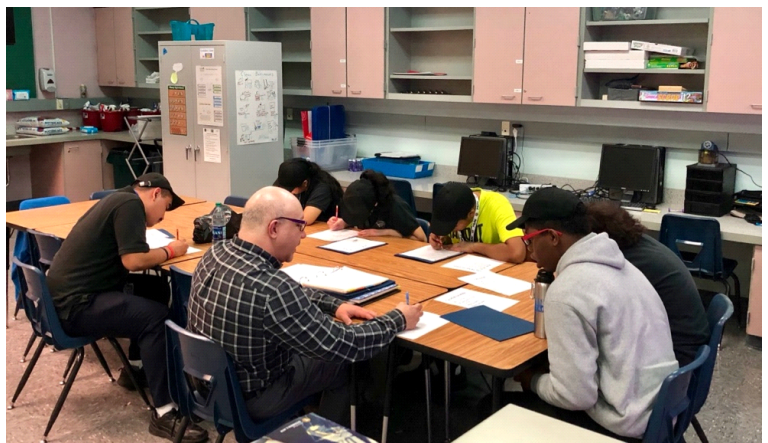
The students spend part of their day on their high school campus and part of their day working off-campus. On-campus, they engage in journal writing, science activities, art, and student store operations. Every second and fourth Wednesday, from 9:00 to 11:00, the students work on the university campus. The students vacuum the hallway, clean the computers, sanitize the touchpoints (e.g., door handles, table tops), and deep clean the faculty lounge. Additionally, the students learn how to operate office equipment (e.g., copy machine, shredder), and how to manage themselves and interact with adults in an office setting. Giving students this experience helps them apply what they learn in the classroom to a real-world work environment.

Additionally, Dr. David Rago gives the students direct instruction in writing. This instruction happens at the university and on the A-TECH campus. Writing is an important job skill. It is another form of interpersonal communication. Dr. Rago uses the *Fundamentals in Sentence Writing Strategy* with the students. It is part of the Learning Strategies Curriculum, a component of the Strategic Instruction Model (SIM). The curriculum was developed to support adolescents with learning disabilities so they could be successful in and outside of school. It is a product of the University of Kansas Center for Research on Learning. Researchers Don Deshler and Jean Schumaker contributed to the overall development of this curriculum. It is evidence-based, explicit, and structured. During instruction, the PACE students learn the five essential components of sentences (i.e., capitalization, punctuation, meaning, subject, verb) and how to use these components to write their own sentences. Also, inherent in this strategy and the other strategies that make up the Learning Strategies Curriculum, is the expectation that students will learn to self-manage, to set goals, and to follow directions, like the PACE program expectations.

The collaboration between secondary and university faculty supports the students in the PACE program so they may experience success in and outside of school. Two curriculums were employed for this purpose. Instruction in both contributes successfully to the students' ability to self-manage, to set personal goals, to follow directions, and to communicate with peers and adults in different forms and contexts.



L-R: Lizeth Garcia, Michelle Camacho, Alfredo Sustaita, Leslie Camacho, Huey Brown, Torrence Everett, Carlos Torres-Oaxaca.



Back-Front: Lizeth Garcia, Leslie Camacho, Torrence Everett, Michelle Camacho, Carlos Torres-Oaxacs, Dr. Rago, Huey Brown

Partnering to Prepare the Next Generation of Teachers

Dennis Eastman, Associate Professor
Joyce Yang, Assistant Professor
School of Education, Biola University

The Clinical Model Partnership between public Norwalk-La Mirada Unified School District (NLMUSD) and local private schools with Biola University School of Education was initiated in the fall of 2012. The partnership provides an environment for an authentic teacher preparation process that matches pre-service teachers with cooperating teacher mentors at NLMUSD's Gardenhill Elementary (Sarah Gilbert, Principal), La Mirada High School (Lisa Reed, Principal), Benton Middle School (Ben Webster, Principal), and Hutchinson Middle School (Robin Padget, Principal) as well as Whittier Christian High School (Carl Martinez, Principal, Bob Brown, Assistant Principal) and Valley Christian Elementary School (Rhonda Van Kampen, Principal). The clinical experience combines educational theory with classroom-based observation and practice as the foundation for equipping teaching candidates to become effective classroom practitioners.

The clinical model is intended to be as authentic to the profession as possible beginning with the vetting of each teacher candidate by the School of Education and Department of Justice prior to participation in the course. Teacher candidates enroll in the Introduction to Teaching (Elementary or Secondary) course at Biola University, with Dr. Luciano Cid (Elem.), Dr. Joyce Yang (Elem.), or Dr. Dennis Eastman (Sec.). The three-hour long class sessions meet at the respective school sites, and on the first day of class, teacher candidates review school expectations, tour the campus, are introduced to school administrators, and assigned to a cooperating teacher.

Throughout the semester, each class session provides the teacher candidate the opportunity to explore a variety of content specific learning experiences: lesson planning, classroom management, and an introduction to topics such as differentiation and student needs which are prevalent in K-12 classrooms. During a portion of each on-site class time, teacher candidates observe the skills and topics executed in a classroom setting. In addition, teacher candidates are required to become participants in the teaching / learning process in the classroom by serving as an assistant to the cooperating teacher for 25 hours of independently arranged fieldwork.

Cooperating teachers are essential to the clinical model as they demonstrate best practices for those who are just beginning the training processes of the profession. As the course work and clinical preparation model are woven together throughout the program, students are able to observe and participate in the translation of knowledge into practice in a much more fluid and authentic context than if they were sitting in a traditional college classroom talking about the teaching profession.

Engaging in K-12 classrooms through the clinical model from day one offers teacher candidates a more genuine view into the teaching profession as they weigh the realities of teaching as a profession. Many Biola teachers have communicated that the clinical experience made a significant difference to their preparation and entry into the teaching profession, as they have often cited the daily dedication and commitment of their cooperating teachers as a model for becoming excellent practitioners in the classroom.



Karen Flores assists science students at Hutchinson Middle School

Strengthening the Bonds Between Master Teachers, Teacher Candidates, and University Faculty Through Book Talks

Jordan Morton, Dean / Faculty

Cindy Hallman, Lead Faculty, Multiple Subject Credential Program

Matthew Brown, Lead Faculty - Single Subject Credential Program

Pearl C. Shaffer School of Education, The Master's University

In 2014, faculty in The Master's University teaching credential programs recognized the need to transition our programs from what Yendol-Hoppey and Hoppey (2018) refer to as "clinically accompanied" teacher preparation, with field experiences not systematically linked or integrated with coursework, to "clinically intensive" teacher preparation, with high quality field experiences systematically integrated throughout the programs, allowing candidates to receive "high quality mentoring from school-based teacher educators coupled with coaching from university-based teacher educators" (Yendol-Hoppey & Hoppey, 2018, p. 3). We realized that to do this successfully we needed to take concrete steps to ensure strong working relationships between candidates, master teachers, and university faculty. Data showed our candidates and master teachers were generally satisfied with the programs, but we wanted to be sure all constituents formed strong professional bonds.

To aid in reaching that end, three years ago we launched an annual series of professional book talks on the university campus targeted to those three constituent groups. To prepare, university faculty collaborate to choose a professional book to be the focus for the school year. (We let master teachers know we are open to their ideas for books, but have found they appreciate that we take the lead.) Past titles have included "Teach Like a Pirate" by Dave Burgess, "Visible Learning for Literacy: Implementing Practices That Work Best to Accelerate Student Learning" by Douglas Fisher, Nancy Frey, and John Hattie, and "Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It" by Eric Jensen. We distribute complimentary copies of the book to master teachers, and include the book in the required reading of a key course (Practicum) which all program candidates take. In that course, candidates analyze and discuss the book in a series of in-class discussions prior to the book talk sessions. Depending on the length of the book, candidates participate in about five or six hours of faculty-guided class discussion.

We then gather candidates, master teachers, and university faculty together to discuss the book in a relaxed but professional atmosphere, usually twice per year (typically in October and February) at an after-school time (typically 4:00pm). After a short time for refreshments, candidates sit with their master teachers at tables of four to six, with university faculty mixing in. One of the university faculty moderates the discussion for the whole group, which typically last from an hour and a half to two hours.

Over the past three years, we have collected various data from master teachers, faculty, and candidates regarding the perceived effects of the book talks. Examples include comments made by master teachers on clinical practice evaluation forms and in person to faculty, faculty observations in courses and in the book talks, candidate responses in weekly class discussions in Practicum, and candidate and master teacher comments in a shared dialogue journal in clinical practice. An informal faculty review of data collected to date indicates the following:

1. Master teachers, candidates, and university faculty develop a shared language of practice as a result of the book talks. This shared language enabled rich discussion during the book talks and enabled participation from all attendees. Further, candidates were able to use the shared language of practice beyond the book talk. Faculty report candidates using the shared language during weekly class discussions in Practicum, even when they are not specifically discussing the book. In addition, master teachers reported candidates using the shared language in conversation during clinical practice placements, and in journal responses.
2. Master teachers and university faculty recognize candidate ability to engage in professional talk. Master teachers report they can engage candidates in professional conversation in the clinical practice setting. University faculty report they can include professional talk in their courses, and also during informal talks with candidates outside of class.
3. Candidate identity as teacher is strengthened as a result of collegial participation in a professional activity with master teachers and university faculty. Candidates report that they perceive themselves as colleagues with master teachers and university faculty in the book talk setting. Candidates contribute to the book talk discussion equally with (or sometimes more than) master teachers and university faculty.

Our goal is to build on these important foundations as we work toward making mentoring and clinical practice an even more effective component in our teaching credential programs.

References

Yendol-Hoppey, D. & Hoppey, D. (2018). Defining high quality clinical practice in teacher education. In D. Hoppey & D Yendol-Hoppey (Eds.), *Outcomes of high-quality clinical practice in teacher education* (pp. 1-14). Charlotte, NC: Information Age Publishing.

Voices from the Field

Learning to Co-Teach

Diana Maiorca, Cooperating Teacher with California Lutheran University at Los Cerritos Middle School

One of the concerns I often hear from tenured teachers about hosting teacher candidates is that they don't know how to support them. Many potential mentor teachers shy away from the commitment of guiding a pre-service teacher because their experience of teacher training was, "Here's the book. You start teaching Monday." We all know this model doesn't work well, and today's best practices are supportive and inclusive, but those who have been teaching 20 years or more usually lack a natural model of how to "co-teach." As one who has mentored more than ten pre-service teachers, here are some tips to help the first few weeks go smoothly.

1. Give them assignments and goals. "This week I want you to..."
2. Give supportive and constructive feedback.
3. Give them more responsibility.

Watch and Learn (3-5 days)

- Make observations of the physical classroom environment and reflect on why it is set up that way: arrangement of desks, locations of student materials, trash cans, turn in trays, computers, pencil sharpeners, etc.
- Read the room. What are the school policies for inclusion, emergency drills, grading, discipline, dress code, phones...?
- Learn the school culture and the specifics of the teacher with whom you are placed.
- Learning materials: Look at the books, lesson plans or other learning resources being used
- Observe veteran teacher posture, tone of voice and volume, sentence structure, topics for casual interaction with students
- Observe routines: start of class, end of class, assigning and collecting work, bathroom, etc.

Structural Support

- Assist with daily classroom clean-up
- Sign agenda/planners for students who need assistance (or everyone for the first week or two!)
- Update web page with correct homework or write a class newsletter for parents
- Help students solve technology issues
- Research new apps and teach us how to use them

Learning about Learning

- Prep and distribute materials for lessons. Redirect students as needed.
- Sort completed work and find examples of quality work and poorly done work. Discuss with mentor teacher.

Eyes on the Kids

- Greet students with a smile. Make photo flash cards to learn their names.
- Check school records to find out about student health concerns/allergies, IEPs, etc.
- Keep anecdotal records or mark a chart for the lead teacher (on/off task behaviors, group skills, science and engineering practices...).
- Monitor small groups and model thinking aloud, respectful communication with all.
- Engage English learners in brief conversations to practice oral sentence skills.

Small Groups

- Reteach a misunderstood concept to a small group of 2-3 students
- Enrich a small group (4-5) of quick learners with discussion of relevant current events in subject area OR discussion of advanced vocabulary.

Easing a new teacher into the classroom using these activities allows identification of strengths and areas for growth. Gradually, the teacher candidate and veteran teacher transition their roles. Both co-teachers should reflect and communicate on their effectiveness as a team, and congratulate one another for trying something new!



Voices from the Field

When Your Dream Becomes A Reality

Kristina Albarian, Teacher

George Washington Elementary School, Burbank, CA

Life is exciting and fast paced. When you add students to the mix, you never know what will happen next. It is part of why I love teaching. I have been given the opportunity to create, imagine, inspire, and explore with them. Everyday, I head into work excited and grateful that I have been given this amazing vocation. Sometimes I pinch myself to make sure it is not a dream. Like any teacher it is easy to remember all the good days, rather than the difficult ones.

I am forever grateful to be able to say my first year in my very own classroom feels like my second. I watch other new teachers around me significantly more stressed than myself (not that it's a walk in the park). I know there is always something new to learn, but after spending the last year co-teaching in the Professional Development Program at California Lutheran University, there are a lot less surprises. The residency program provided me with the experience of a full year teacher. For the lack of a better comparison, the program allowed me to "test drive the car," that is teaching. Thankfully, I was not thrown into the fire without a way out; rather, I was guided through the storm. My experience included IEP meetings, parent conferences, back to school night, creating and applying multiple different management plans, and the little surprises that occur that you could not plan for even if you tried.

California Lutheran matched each of us up with mentors who we worked alongside with all year. I will never be able to thank my amazing mentor enough! She opened her classroom, heart, and mind to me. Her classroom became my second home. This was a place where I was able to learn, to ask questions, and to teach. Together we became a well-oiled machine. We taught in unison making use of different teaching models such as parallel teaching, team teaching, and one teach-one assist. These models helped us discover what worked best for our students and us. We reflected and collaborated together, I felt supported, and was given the ability to flourish. I was respected and welcomed by staff and students alike. Creating and following a schedule that matched my cooperating teacher gave me a front row seat to the highs and lows of teaching. Instead of reading and hearing about what to expect, I lived it!

California Lutheran has created this residency model with multiple schools at this point and as I look back I can see why it was so successful. As teachers we all want to continually grow and learn. California Lutheran modeled this through the use of a Steering Committee; and to my good fortune, I was one of the students' voices on this committee. At the beginning of each school year a steering committee is created comprised of students, teachers, mentors, and supervisors. This committee allows the university to constantly improve their professional development program. I am so happy that I was a part of this committee and a program that strived to be open-minded to feedback in regards to changing different aspects. This is what made the California Lutheran Professional Development Program exceptional. They always tried to improve and reflect on what was working and what was not. Not a day that goes by that I regret being a part of this amazing program.

Announcements

The Clinical Fellows Symposium is Coming to California

The idea that gave birth to the Clinical Fellows program began with the publication of the NCATE Blue Ribbon Report back in 2010 which focused on the importance of clinical practice in teacher preparation. NCATE suggested that the Association of Teacher Educators (ATE) could play a critical role in promoting high quality clinical practice in teacher preparation programs. ATE responded to this call by developing a national program called the Clinical Fellows Symposium. Now in its fourth year and co-sponsored by the National Association of Professional Development Schools (NAPDS), the Clinical Fellows Symposium is a way of creating a time and space for University and P-12 partners to come together to engage about issues of practice, seek advice and share best practices. The symposium serves as a place to network, and creatively advance ideas that reflect deeply about what it means to provide high quality clinical experience with University and P-12 partners.

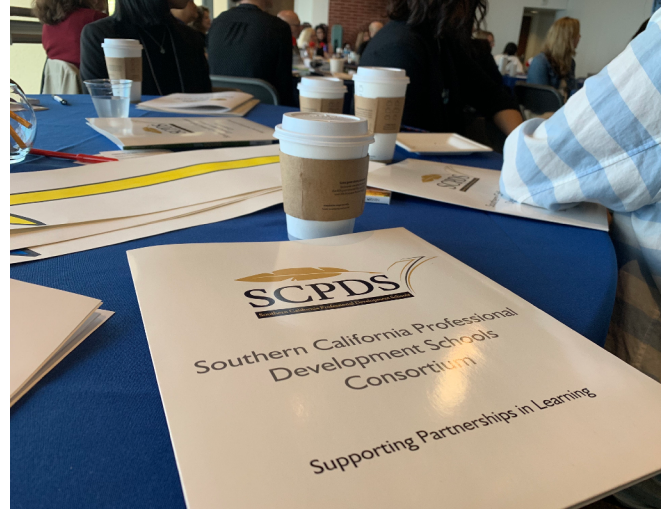
The success of this program at the national level has sparked interested in holding similar symposia regionally. The California Council for Teacher Educators (CTE), which is the state affiliate of ATE, and the Southern California Professional Development Schools Consortium (SCPDS), which is the state affiliate of NAPDS, will be joining forces to host the first Clinical Fellows Symposium in California. The event will take place on October 19, during CTE's Fall 2019 conference in San Diego. If you are interested in discussing real issues and challenges related to developing strong P-12 school – university partnerships, the Clinical Fellows Symposium will provide the opportunity to dialogue about putting clinical practice at the center of teacher education. View this [DOWNLOADABLE FLYER](#) for more information. Applications are now being accepted and are due no later than July 1, 2019. [CLICK HERE TO APPLY](#). For questions, please contact Dr. Michael Cosenza at mcosenza@callutheran.edu

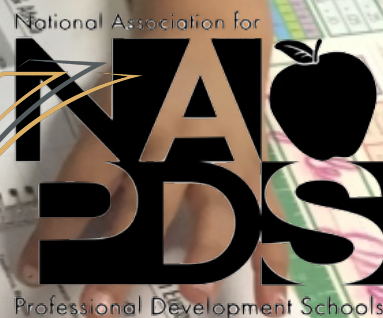
Call for NewsMagazine Submissions

The editors of SCPDS Network News are seeking submissions for the Fall 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
- Focus on teacher education

Articles should be 400 words in length and must be received by October 1, 2019. 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 or by clicking the following link: [Photo Release Form](#). Items for submission should be sent via email to: 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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