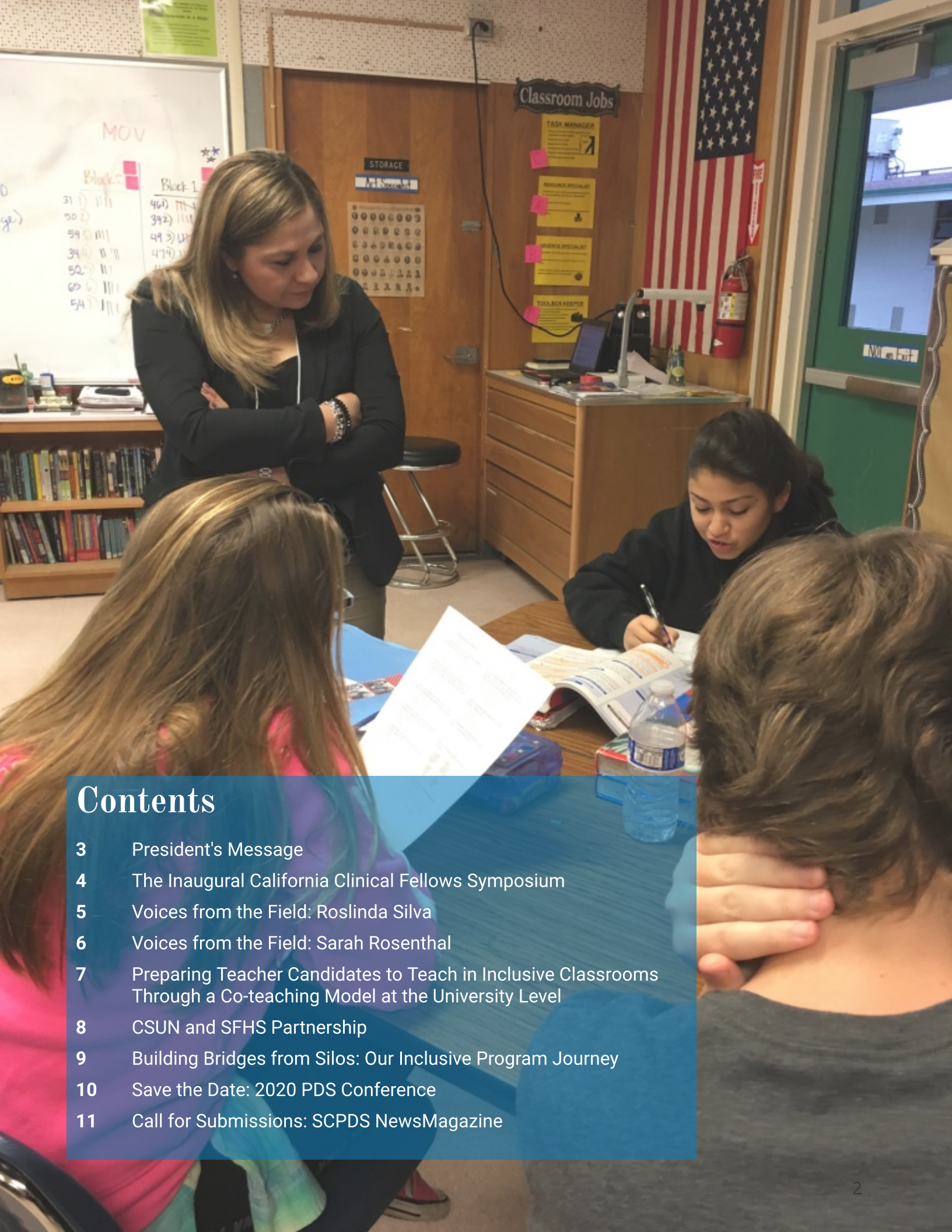




Southern California Professional Development Schools

NewsMagazine

Fall 2019, Volume 8, Issue 2



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President's Message

This fall has been a challenging time for us in California ... wildfires, Santa Ana & Diablo winds as well as unplanned utility outages have brought us together in unprecedented ways. The strength that comes from living in community and supporting one another is certainly evident in times like these. In a less dramatic but equally important way, partnerships between P-12 and higher education entities provide opportunities for mutual support, shared learning and collaboration in support of higher student achievement and growth in teaching practice and professional development.

Earlier this fall, in conjunction with the CTE conference in San Diego, CA, the inaugural Clinical Fellows Symposium took place. Co-sponsored by CTE and SCPDS, the Saturday event brought together professionals from the university setting, P12 schools and districts as well as educational consultants and non-profit foundation members – all focused on the issue of improving teacher preparation and readiness for the classrooms of the 21st century. I encourage you to read the article on this exciting collaboration included in this issue of the NewsMagazine.

Looking forward to the new year, please be sure and mark your calendars for our annual SCPDS conference, taking place on March 20-21, 2020. March 20th provides an opportunity to tour our two 2019 exemplary award winning PDS partner schools – Flory Academy and Campus Canyon College Preparatory – and to dialogue with the site principals, cooperating teachers and candidates as well as engage in collaborative conversations on exemplary practices in teacher preparation. Saturday, March 21st is a full day conference at California Lutheran University, focused on the theme of Leading Through Partnerships: A Vision for 2020 and Beyond.

I hope that your homes, school and university campuses and communities have emerged safely from the winds and fires, and that your fall semester is drawing to a successful close.

Elizabeth Brown

President, SCPDS

The Inaugural California Clinical Fellows Symposium

Cynthia Coler, SCPDS and NAPDS Board Member



California Council of Teacher Educators (CCTE), along with the Southern California Professional Development Schools Consortium (SCPDS) hosted the inaugural California Clinical Fellows Symposium, Saturday, October 19, 2019. The symposium was led by Dr. Michael Cosenza and a team of facilitators on the last day of the CCTE fall conference. The Clinical Fellows Symposium was originally developed by the Association of Teacher Educators (ATE) of which CCTE serves as the state affiliate. ATE provided the model, resources and support to help bring this national model to the state level.

Forty people were selected through an application process to participate in the symposium. As the date approached, all participants were provided articles to read that would serve as the source for conversation and group activities. The reading materials included, Clinical Practice Commission Report, (AACTE, 2018) and Clinical Pedagogy and Pathways of Clinical Pedagogical Practice: A Conceptual Framework for Teaching about Teaching in Clinical Experiences (Burns and Badiali, 2018).

The day began with a warm welcome from Dr. Virginia Kennedy, President of CCTE and was followed by a brief video on the history of Clinical Fellows that was produced by ATE. This video was narrated by, Dr. Nancy Fichtman Dana, one of the founding Chairs of the Clinical Fellows program. Dr. Christie McIntyre, President of ATE, was in attendance and welcomed all participants to this historical day for both ATE and CCTE; the first state level Clinical Fellows Symposium. Dr. McIntyre also shared some of the history of Clinical Fellows and the importance of connecting educators across the country through the work of national organizations such as ATE, AACTE and NAPDS, as well as, their state level affiliates such as CCTE and SCPDS.



Clinical Fellows Symposium provides necessary time and practice to work through and address problems of practice using a variety of protocols. At each table group there was one facilitator to help with monitoring time, guiding conversation, and keeping focus on the required steps of the protocol used. As a partner of the event, we were fortunate that we had participation from Southern California Professional Development Schools' president, Elizabeth Brown, vice-president, Dr. Cynthia Coler, board member Dr. Carrie Birmingham, and member Jan Zoller.

A common thread emerged throughout the table groups. The vast majority of participants had not seen The Clinical Practice Commission Report (AACTE, 2018) prior to the symposium. Most participants stated that several components mentioned in the report were in place in their programs at varied stages and levels. The time the participants spent working together in small groups and pairs, listening, and using protocols allowed for all voices to be heard.



A key component of the symposium was for participants to identify a problem of practice. Table discussions followed using a protocol to facilitate listening and followed up with finding solutions to take back to share with colleagues. It was a rich experience as participants and facilitators worked through different problems of practice. Those in attendance received a certificate of completion and are lifetime California Clinical Fellows. We hope that CCTE and SCPDS will continue to offer this symposium to build on the foundation that has been established.

Voices from the Field



Roslinda Silva, Elementary Principal

Flory Academy of Sciences and Technology

Rosalinda Silva is currently an elementary principal at Flory Academy of Sciences and Technology in Moorpark, California. She has a passion for supporting new teachers and contributing to the greater educational platform. She believes that with the right set up, all teachers can be designed and mentored into stellar teachers that connect with their students every day.

Interview

1. Tell us about your experience with Professional Development Schools.

The partnership [with California Lutheran University] has been a positive and impactful experience in that it allows us to contribute to the educational platform on a much larger scale. Through a collaborative model of reciprocal learning, our Teacher Candidates were considered to be equal partners and are directly involved in every aspects of the teachers' daily duties and responsibilities. They were able to learn side by side with our regular teaching staff, and contributed to staff buy-ins and excitement in implementing new programs at Flory. Recently, our Teacher Candidates helped to create some of our PBIS incentives, intervention documents, and helped set up the STEM Lab. What makes this Cal Lutheran partnership even more special is that we have a classroom that is set aside specifically for use by the University and its staff to promote application learning and relevant support.

2. What are the benefits to future teachers who partake in PDS?

Our candidates not only benefit from direct hands-on experience being a teacher on a daily basis, but also learn how to make application and sound decisions. For example, by placing our Teacher Candidates before the beginning of the school year, it allows them not only to see what all is entailed in preparing for a new school year but allows them to actively partake in that process. They are in the classroom, setting it up, organizing materials, prepping name tags and first day of school activities as well as thinking through the procedures that will be taught starting on day one. As the year progresses, they are part of all of the instructional decision making, assessment administration, behavioral supports, emotional support, parent communication, collaboration with colleagues, staff meetings, as well as IEPs, 504s, and the SST process. Our Teacher Candidates experience, firsthand, what it takes to be a successful teacher before they enter the profession on their own. Because the relationship they develop is so strong with their supporting teacher and their own team of teacher candidates, they also get a lifelong mentor they know they can count on even after the residency is complete.

3. What difficulties might be faced by future teachers?

I think one of the challenges future teachers might be facing is learning how to effectively support students with disabilities in their classroom especially if they are fully included and mainstreamed. As you know, this notion is not new, but is becoming a more common practice than it was even 10 years ago. It is an area where I think all teachers need support in. By giving future teachers this knowledge, exposure and preparation on how to better support students with disabilities, they will be better equipped when they enter the teaching world.

4. How do PDS benefit the school community?

I believe PDS benefits everyone. For one, PDS brings in the latest researched strategies for effective teaching, the excitement of being a new teacher, a passion for making a difference, and experts on the ever developing world of technology. As a result, it keeps our veteran teachers engaged in new instructional strategies, encourages them to continue developing as educators, and reinforces the belief that we never stop learning how to improve our practice. Second, our students benefit from having a "second" teacher in the classroom, one that gets to know them and build relationships with them as well as their teacher on record. The teacher candidate makes the occasional sub day seamless for students because they still have someone in the room with them that knows the smallest procedural detail and helps the day run smoothly. Lastly, our parents benefit from having a teacher candidate in their child's classroom because it ensures that their child will be exposed to high quality instruction every day through the modeling of the supporting teacher. At Flory, we are a "teaching school." We teach teachers how to become an effective and reflective professional, and provide opportunities for them to learn and grow as an apprentice. Most importantly, we teach them how to be engaged in the their own learning and become life-long learners themselves.

Voices from the Field

Sarah Rosenthal, English Teacher, SLC , PLC & PDS Coordinator

Sarah Rosenthal is an English teacher at Pacific Palisades Charter High School and also a coordinator of Smaller Learning Communities, Professional Learning Communities, and the Professional Development School partnership with Pepperdine University. Her recent focus has been on teacher preparation, mental health, and a commitment to social justice. She graduated with dual degrees in Business Administration and Rhetoric from the University of California, Berkeley. She also has a Master of Arts in Educational Administration from California State University, Northridge. She can be contacted at srosenthal@palihigh.org.

Interview

1. Tell us about your experience with Professional Development Schools.

I am the coordinator of a PDS between Palisades Charter High School and Pepperdine University. The PDS is in its second year. The PDS was the result of a routine meeting I had as a mentor with my teacher candidate's professor, one of the most amazing women I have ever had the pleasure of meeting, Elizabeth Yomantas.

2. What are the benefits to future teachers who partake in PDS?

In my humble opinion, teaching is a solitary occupation, and excellence goes unnoticed. A PDS allows future teachers to start in a community of fellow students and mentors. Rather than being the only teacher candidate, these young educators have peers to turn to. They can also call on a community of mentors, administrators, and myself while they are on the job. Together, we have created a network of support and care. We ensure that hope and optimism remain the norm.

3. What difficulties might be faced by future teachers?

The reality of teaching is complicated. Modern teachers must learn how to create magic in a classroom despite the realities of student addiction to technology and social media, vaping, school shootings, and a wide range of mental health issues. This is entirely possible, but the existence of a PDS becomes much more important in order to help new educators learn how to create an environment of positivity and optimism despite the difficulties in the modern world. It takes a strong and experienced mentor to teach these skills to a new educator.

4. How do PDS benefit the school community?

A PDS is a win-win. Mentors are honored and appreciated; their expertise lives on every time their teacher candidate learns from them. As they continue to participate in the PDS, they become better mentors. Teacher candidates receive more experienced mentors, and more than just a mentor; they become part of an existing network of support.

Interview conducted and prepared by Sarah M. Graham-Jouganatos, California State University, Sacramento



Preparing Teacher Candidates to Teach in Inclusive Classrooms Through a Co-teaching Model at the University Level

Lauren W. Collins
Reka C. Barton
Estella Chizhik
Regina R. Brandon
San Diego State University

Co-teaching is undoubtedly on the rise in public education. However, teacher candidates are rarely exposed to models of effective co-teaching at the university level. A partnership between San Diego State University and La Mesa Spring Valley School District provides opportunities for general- and special-education teacher candidates to complete their student teaching at the same schools. This partnership aims for teacher candidates to learn the importance of collaboration in inclusive classrooms that serve students with mild to moderate disabilities (Ashton, 2014; Brownell et al., 2005; Pugach & Blanton, 2009).

To support that effort, one of the teacher-preparation courses is co-taught by general- and special-education instructors. This course provides teacher candidates an opportunity to see best co-teaching practices in preparation of their co-teaching in the following semester. In this reading methods course, two former elementary school teachers bring their experiences and expertise in literacy instruction and interventions to the university classroom. The instructors model the implementation of effective co-teaching structures, reading methods, and the integration of evidence-based practices for students with disabilities.

During the joint preparation for this course, the instructors prioritized making an explicit connection between the co-teaching structures and the rationale for the implementation. For example, when using the one-teach, one-assist framework, instructors explain to candidates that the lead instructor was selected because of her specific expertise on the topic. When modeling station teaching, instructors explain how small group instruction is connected to the content that was shared during whole group instruction. Teacher candidates learn how to plan stations that are connected to one another, but unique in terms of content and execution. Station teaching is used to model reading instruction, rather than simply providing students with an overview of instructional steps. The instructors highlight considerations for classroom management by incorporating the use of timers, clear and explicit directions for stations, thoughtful and intentional grouping strategies, and suggested activities for students who finish independent assignments early.

Similar to the planning that occurs in K-12 co-teaching, the instructors meet several times a week to plan content, grade, and adjust instruction. A planning template was developed to identify weekly topics, co-teaching structures, and person responsible for preparing materials. Moreover, the template is used to ensure the demonstration of co-teaching and classroom management strategies and the use of graphic organizers, assessment, and technology. At the end of each class, there is time to discuss the rationale for the demonstrated co-teaching strategies; candidates record what was modeled, share major takeaways, and ask questions about co-teaching and reading instruction. In the following semester, candidates employ what they have learned to design and implement two co-taught lessons.

Few examples exist of teacher education programs promoting co-teaching opportunities for general and special education teacher candidates. The programs that do demonstrate positive effects on teacher candidates, such as fostering positive attitudes toward inclusive classrooms (e.g., Project ACCEPT; van Laarhoven et al., 2007). We believe school partnerships like SDSU and LMSV enable teacher candidates to be better prepared for and have more positive attitudes toward diverse students.



CSUN and SFHS Partnership

Jack Bagwell
Steve Holle

California State University Northridge

Professional development schools are special schools where there are unique university-school collaborations that can change a school culture and add value to students and the community (Teitel, 2003).

Initiated in the 2017-2018 school year, California State University Northridge (CSUN) has provided a wide variety of supportive programs and services to San Fernando High School (SFHS) based upon the school's identified needs. For example, CSUN undergraduate mentors have interacted with SFHS students in tutoring to promote academic preparation, as well as imparting information and guidance aligned with college readiness. Additionally, CSUN has provided SFHS students opportunities for university visitations of the campus facilities designed to deliver firsthand experiential learning and immerse SFHS students in a "college life" atmosphere.

Here, 125 AP Calculus students from SFHS came to CSUN for a day of tours, interaction with CSUN students, ate lunch at the campus food court and then adjourned to four classrooms to study for their upcoming calculus exam.

According to Teitel (2003), professional development of educators is a key component of a successful PDS model. Collaborating with the Michael D. Eisner College of Education's Center for Teaching and Learning, CSUN faculty have assisted SFHS classroom teachers by providing professional development on numerous school recognized necessities. Content experts partnered with SFHS teachers to reinforce best practices in math, strategies for writing across the curriculum and promoting academic conversations, Co-Teaching, Differentiation, and Social Emotional Learning. In a constructive effort to strengthen the bridge between what Stoddard (1993) terms "the theory-practice dichotomy" all of the professional development has been jointly planned with SFHS instructional leaders and delivered on the SFHS campus.

Dr. Jenn Wolfe, Assistant Professor of Secondary Education and Director of the CSUN Writing Project, works in collaboration with two members of the Social Studies department at SFHS to explore methods and strategies to facilitate a variety of approaches to using writing as a tool for thinking and learning.

Another essential element of a PDS university/school partnership is the enhancement of the pre-service teacher experience or as Goodlad (1984) refers to the concept of simultaneous educational renewal. CSUN had two teacher candidates in English and one in Social Studies this past spring at SFHS.

Additionally, Omar Velasco (radio personality and SFHS & CSUN alumnus) has established a scholarship that provides two \$2,500 annual awards exclusively for CSUN freshman who have graduated from SFHS and are AB 540, Deferred Action for Childhood Arrivals (DACA), or other undocumented status.

Finally, two CSUN faculty members have teamed up with SFHS through grants. Dr. Sue Sears working with The Literate Adolescents Intervention Project (LAIP) aimed to improve the reading outcomes and academic success of SFHS students with disabilities. Dr. Brian Foley has submitted an Education Innovation and Research (EIR) grant through the U.S. Department of Education

The main lesson we learned from our active partnership with SFHS is that it takes a lot of dedicated work, perseverance, and trust where partners from the district and the university are investing in the collective mission of the partnership, can effectively communicate the mission of that partnership, and are willing to be transparent about the challenges and successes the partnership creates for both institutions.

One may ask how might I establish a similar partnership? It starts with "boots on the ground." Sitting down with school administrators to explore identified needs, explore and identify the mission and purpose of the partnership, and going to the school's planning meetings to listen and to learn about their institutional goals. The symbiotic partnership and collaboration between CSUN and SFHS clearly demonstrates that they are walking the walk of the PDS model.

Building Bridges from Silos: Our Inclusive Program Journey

Amber Bechard
Shana Matamala
University of La Verne

How do we train beginning teachers and administrators in inclusive education and co-teaching practices when large silos dominate our college of education? In 2017, a group of faculty from the University of La Verne tackled these issues. New California state standards for general and special education provided the perfect opportunity to break down these silos and build a program that mirrored inclusive practices happening in the field.



Our small team, which included special education members, general education faculty, and administrative credential faculty, met to set goals and define roles. We secured a CEEDAR (Collaboration for Effective Educator Development, Accountability and Reform) grant. We were determined to do the work regardless, but the grant provided incentive and institutional capital in navigating the integration of the historical silos.

We focused on collaborative and individual goals and met regularly. One of the most visible steps was co-teaching ourselves. We wanted to demonstrate a co-teaching model with special education and general education faculty sharing the responsibility of planning, instructing and building on the strengths of all students. We faced logistical problems of scheduling, classroom space, and faculty load, and even unexpected push back from the students themselves.

Another focus was finding exemplars of co-teaching in P-12 settings. Foothill Knolls Academy in Upland and Camino Grove Elementary in Arcadia sought support with their inclusion efforts. We spent the 2018-2019 school year strengthening these partnerships by observing the co-teaching classrooms and placing our students for clinical fieldwork at these sites. Mid-year, we invited both schools' administrators and co-teaching pairs to provide advice for our candidates and faculty. This proved to be an impactful event for all involved as teachers and administrators shared the challenges, joys, and logistics of co-teaching. The panel helped our once hesitant candidates realize the importance of being prepared to co-teach and appreciate the messiness of the process.

We continued to broaden our scope by analyzing syllabi for inclusive practices, leading faculty professional development, and adding modules on co-teaching principles to courses. In fall 2019, we successfully brought our Inclusive Education MAT and a dual special education and general education program through curriculum committee for a fall 2020 launch. We continue to have challenges as we look to expand our pilot program to the larger community and regional campuses, but we no longer feel the constraints of being in completely different silos.

Our journey through this process contained many bumps, but we gained valuable knowledge for others going through similar processes of building an inclusive teacher preparation program. Find allies across programs that support the initiative. With these allies, you can take small, but measurable steps. Evolving professional relationships can shift paradigms as the program gains momentum. Support from leadership also plays a key role, not as a top down administrative dictate, but as a supportive voice. Finding K-12 exemplar schools as partners provides a place for clinical fieldwork and allies who are doing the work. Facilitating interactions between candidates, teachers and administrators emphasizes the reality of the field and provides valuable feedback to the program.



Register Today

www.scpds.org

Ninth Annual
Southern California PDS Consortium
Professional Development Schools Conference

California Lutheran University

Graduate School of Education
Department of Learning and Teaching

60 W. Olsen Rd.
Thousand Oaks, CA 91360

Friday and Saturday, March 20-21, 2020

Friday 3/20/20 (8:30am-3:00pm) will consist of visits to last year's Exemplary PDS Award winning schools ending with a debrief session and networking meeting. Light breakfast in morning and lunch provided during the debrief session (you will need your own transportation).

Saturday 3/21/20 (8:30am-3:30pm) will be a full day conference sponsored by the Graduate School of Education of California Lutheran University with breakout sessions and speakers. Focus will be on high quality partnerships between universities and P-12 schools, providing ongoing professional development to veteran teachers, using inquiry to improve practice and increasing P-12 student achievement. Light breakfast and luncheon included.

KEYNOTE SPEAKER

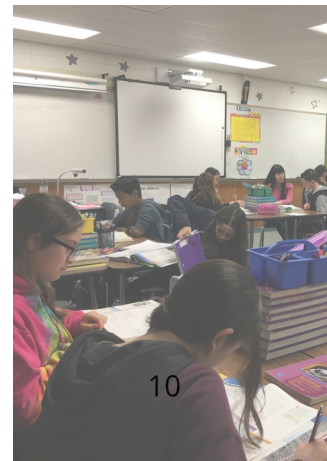
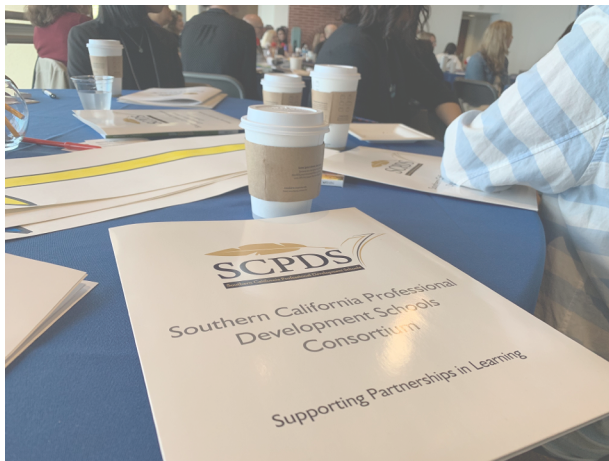


Edlyn Peña, PhD

Dr. Peña is the Chair, Director, and Associate Professor of the Education Leadership doctoral program at Cal Lutheran. She is an award-winning researcher who studies ways to support autistic students in the preschool through higher education pipeline. Her edited book, "Communication Alternatives in Autism" (2019), features ten prominent autistic individuals who advocate for communication and inclusion rights. As a scholar and director of the Autism and Communication Center, Dr. Peña's service to the autism community has reached international audiences.



SCPDS is a regional affiliate of the National Association for Professional Development Schools



Praise for the 2019 Conference!

I have attended the school visits for the past 4 years and always enjoy them. However, I personally look forward every year to the "lunch" feedback and discussion time. Having the different perspectives on PDS partnerships is always interesting and very informative. I really enjoyed hearing Pepperdine's perspective in their first year. Time to dialogue with colleagues is a highlight of the conference for me.

Dr. [Trudy] Arriaga's examples from the field blew the breath of life into her talk and helped me to identify with what she was saying.

I thoroughly enjoyed Dr. [Trudy] Arriaga's views and information about how to gain cultural proficiency. I have chosen to use this book within my educational culture course this summer as a resource for prospective teachers!

Trudy [Arriaga] is an exemplary speaker! She intertwines great stories with practical ideas. She hooks the audience with the stories and it is easy to connect. Everyone had a story! I look forward to reading her book.

Dr. Chizhik and Dr. Brandon did an excellent job sharing about their efforts to bring together General Ed and SPED candidates to co-plan, co-learn, and co-teach in their field placements. This session was especially helpful as I consider ways for us to create these same opportunities for our candidates...

Call for Submissions: SCPDS NewsMagazine

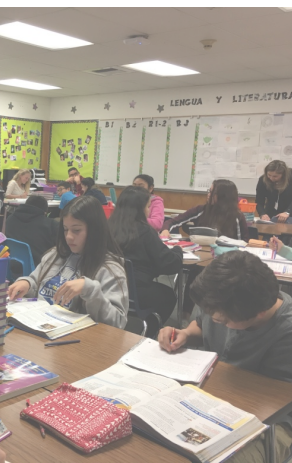
The editors of SCPDS Network News are seeking submissions for the Spring 2020 issue. Sent to over 1700 members of the school-university community nationwide, this electronic NewsMagazine is an excellent way to share your stories about your P-12 school-university partnerships.

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 April 1, 2020. 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](#).

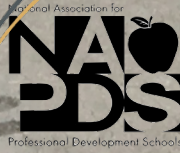
Items for submission should be sent via email to: scpds.pubs@gmail.com.





SCPDS

Southern California Professional Development Schools



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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