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ABSTRACT

This third edition includes 136 annotations and abstracts on Professional Development Schools (PDSs). Most resources are published since 1997. Because earlier editions of this publication are now out of print, annotations of several works from the second edition were chosen for inclusion in the current edition. In many cases, the older entries still represent the most recent resources on topics that receive scarce coverage in the literature, for example, material on integrated services programs in PDS settings, PDSs in foreign countries, programs on family involvement, and technology use. In some cases, the format or type of document itself is fairly rare (e.g., manuals, handbooks, and electronic documents). Finally, certain topics have continuing significance, and good examples of older literature on these topics have been added or carried over from the second edition. Research reports and pieces that focus on PK-12 student learning in particular fall into this category. Annotations and abstracts appear alphabetically, many accompanied by icons to highlight certain topics or media. Four appendixes present Internet-based resources, newsletters, videos, and PDS publications from the American Association of Colleges for Teacher Education and the ERIC Clearinghouse on Teaching and Teacher Education. (SM)

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ED 460 079

RESOURCES

ON PROFESSIONAL DEVELOPMENT SCHOOLS

An Annotated Bibliography and Resource Guide

THIRD EDITION

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Resources on Professional Development Schools

An Annotated Bibliography and Resource Guide

THIRD EDITION

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ISMAT ABDAL-HAQQ



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Introduction

The professional development school (PDS) made its debut as a significant player in the continuing saga of school reform in the mid-1980s when the Holmes Group (1986) used the term in its first report, *Tomorrow's Teachers*.

Education reformers of that era recognized the necessary link between quality education for children and quality preparation of teachers and other school-based educators. Effective professional preparation requires a sound theoretical knowledge base integrated with coherent, systematic, authentic, and comprehensive practicum experiences. These components come together in the professional development school model.

Theoretically, PDSs provide the exemplary practicum sites needed to give educators-in-training meaningful clinical experiences. They are intended to be learner-centered schools where teaching and the learning experiences of children reflect the best available knowledge about educational practice. There, preservice educators learn to teach in an environment that reflects the best in teaching. As such, PDSs are frequently compared to teaching hospitals; they are functioning facilities serving clients as well as sites that train professionals. Preservice teachers in PDSs are often called *interns*, and novice teachers in some settings are referred to as *residents*. In fact, some PDSs conduct "rounds" as part of preservice field experiences (Neubert, 1997).

PDSs have a four-part mission: (a) preparation of teachers and other school-based educators, (b) professional development of practicing teachers and other school-based educators, (c) exemplary instruction and other educational experiences for students, and (d) applied inquiry designed to improve practice. PDSs are collaborative partnerships. Partners include one or more higher education institutions and one or more schools and/or school districts. Some partnerships include teachers' unions or health and human service agencies. Parity among partners is a significant PDS commitment. PDSs are "real world" schools that reflect the demographic and sociocultural environments in which today's and tomorrow's teachers will most likely practice. These schools are committed to equity in policy and practice for all participants.

The precise number of PDSs is uncertain. Survey and informal data collected by the Clinical Schools Clearinghouse

at the American Association of Colleges for Teacher Education in fall 1998 produced an estimate of more than 1,000 PK-12 schools that had been designated as professional development schools, professional practice schools, clinical schools, professional development centers, or partner schools.

Although the literature on PDSs remains modest when compared to some other topics in education, there has been notable growth in the number of books, articles, conference papers, and other resources. When the second edition of *Resources on Professional Development Schools* was published in 1997, searches of the ERIC database produced fewer than 500 abstracts having “professional development schools” as a descriptor or identifier. A mid-August 2001 search, however, produced more than 1,200.

This third edition of *Resources on Professional Development Schools* includes 136 annotations and abstracts. Most resources are published since 1997. Because earlier editions of *Resources on Professional Development Schools* are now out of print, annotations of several works from the second edition were again chosen for inclusion in the current edition. In many cases, the older entries still represent the most recent resources on topics that receive scarce coverage in the literature—for example, material on integrated services programs in PDS settings, PDSs in foreign countries, programs on family involvement, and technology use. In some cases, the format or type of document itself is fairly rare—for example, manuals, handbooks, and electronic documents. Finally, certain topics have continuing significance, and good examples of older literature on these topics have been added or carried over from the second edition. Research reports and pieces that focus on PK-12 student learning in particular fall into this category.

Annotations and abstracts appear alphabetically, many accompanied by icons to highlight certain topics or media.

References

Holmes Group. (1986). *Tomorrow's teachers: A report of the Holmes Group*. East Lansing, MI: Author. ED270454

Neubert, B. (1997). A professional development academy for the humanities—Towson State University Department of Secondary Education. In R. D. Benton (Ed.), *Partnerships for learning: Real issues and real solutions*, 2(2). Oshkosh, WI: Teacher Education Council of State Colleges and Universities.

Annotations

Annotations are alphabetized by author. When a resource's publication information is followed by an EJ number (journal articles) or ED number (documents), an abstract of the resource can be found in the Educational Resources Information Center (ERIC) database at <http://www.eric.ed.gov>. Full-text microfiche copies of most documents are available at more than 900 locations nationwide, including all ERIC clearinghouses and major university libraries. Ordering information for reprints of most documents and many journal articles abstracted for ERIC can be found following the on-line abstract or by contacting the ERIC Document Reproduction Service: 1-800-443-ERIC (3742).

Throughout this book, several abbreviations are used:

PDS professional development school
PK-12 prekindergarten through 12th grade
SCDE school, college, or department of education

The following icons appear in the margin to identify different entry types:



book or journal theme issue



electronic document



non-U.S. source or subject



research report or guide



computer & other technology subject



instrument included in research report or guide



- A.1 Abdal-Haqq, I. (1998). *Professional development schools: Weighing the evidence*. Thousand Oaks, CA: Corwin Press. (ED415226)

Recent literature related to the four major PDS goals—initial teacher preparation, inservice professional development, student learning, and applied inquiry—is reviewed. Topics include program features, evaluation and outcomes, PDS interface with three reform initiatives—integrated services, technology infusion, and parent involvement—equity, time, and financing. The review illuminates what takes place in PDSs, how programs deal with thorny issues, the extent to which existing programs fulfill the PDS mission, and the model's potential for bringing about meaningful improvements in schooling, particularly for marginalized and vulnerable groups.

- A.2 Abdal-Haqq, I. (1998, October). *Professional development schools: What do we know? What do we need to know? How do we find out? Who do we tell?* Paper presented at the national professional development school conference of the Maryland Professional Development School Network, Baltimore, MD. (ED425142)

Key issues of moral, ethical, and practical significance for the survival of PDSs include documenting positive PK-12 student outcomes, tracking the success of PDS preservice graduates, ensuring equity in policy and practice for all participants, broadening the base of participation, and disseminating the work of PDS implementers. This paper outlines the existing evidence of the level of PDS activity and effectiveness found in the literature and identifies critical areas where lack of evidence impedes the growth of the PDS movement.

- A.3 Abdal-Haqq, I. (1999, February). *The professional development school movement: Is there a clear destination? Purpose, responsibility, and accountability in PDS work*. Paper presented at the annual conference of the Kansas University Professional Development School Alliance, Kansas City, MO. (ED435593)

Unanswered questions about PDSs center on the long-term outcomes for PK-12 students, the communities from which they come, and teachers prepared in PDS settings. The limited data available on these questions are due in part to the lack of a clear destination for PDS work and failure to come to grips with fundamental issues of purpose, responsibility, and ac-

countability. Continued failure to address these issues and questions in a substantive way has both moral and practical implications for the survival of PDSs and for their potential to accomplish their declared mission.

- A.4 Alber, S. (1995, April). *Meeting the challenge for high level parental involvement in an urban professional development school*. Paper presented at the Association of Teacher Educators Summer Conference, Williamsburg, VA.

This paper focuses on how high-level parent involvement was used to promote equity for parents of students in an elementary Detroit, MI, PDS. Beginning with a discussion of theoretical and research considerations related to parent involvement in urban settings, the author proceeds to a description of a project that led to formation of a parent leadership team. Training, activities, problems, and outcomes are discussed.



- A.5 Alberta Teachers' Association. (1999). *Professional development schools*. (Research Monograph No. 38). Retrieved December 6, 2001, from <http://www.teachers.ab.ca/publications/monographs/pdschools/>

This monograph describes the Alberta Teachers' Association's model PDS program, which involves two schools and two universities in Canada. It includes a review of literature with a focus on what research says about PDSs; profiles of the two PDS partnerships, including descriptions of specific site projects; and a discussion of implications for professional practice of lessons learned from 2 years of program activity.



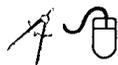
- A.6 American Association of Colleges for Teacher Education. (1995). *RATE VIII: Teaching teachers—Relationships with the world of practice*. Washington, DC: Author.

Utilizing data collected from a survey of a random sample of the 700-plus member institutions of the American Association of Colleges for Teacher Education, this report focuses on relationships that SCDEs have with PK-12 schools and other stakeholders in education and teacher education. Of the institutions surveyed, 46% had PDS or partner school arrangements with PK-12 schools. The report relates attributes of reported partner school relationships.

A

- A.7 Askins, B. E., Logan, N., & Nelson, J. (1999, April). *Collaborative efforts result in a successful field based program for the preparation of secondary teachers of social studies.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Collaborative efforts of Texas Tech University and Lubbock Independent School District resulted in an innovative program to prepare secondary social studies teachers whose course work and field studies are based at a professional development school. Innovative features of the curriculum include adapting textbooks for students with learning disabilities and utilizing museums as resources for teaching social studies. Key to the success of the program were the roles played by the school principal, the on-site preservice mentor, and the district's coordinator of secondary language arts and social studies.



- B.1 Ball State University, Teachers College. (n.d.) *Handbook: Professional Development Schools Network*. Retrieved December 6, 2001, from <http://www.bsu.edu/teachers/services/pds/htmlfiles/mainmenu.html#handbook>

Collected in this handbook are documents that provide the foundation for the work of the Ball State University Professional Development Schools Network (IN). The documents relate to governance structure and procedures for establishing PDS partnerships. Also included are a statement of interest form, proposal to establish a partnership form, scoring rubrics for proposals, and excerpts from documents produced by the National Council for Accreditation of Teacher Education's PDS Standards Project.



- B.2 Barksdale-Ladd, M. A., & Nedeff, A. R. (1997). The worlds of a reader's mind: Students as authors. *The Reading Teacher*, 50(7), 564-573. (EJ548790)

This article describes the genesis, implementation, and outcomes of a schoolwide literacy program at Central Elementary School in Morgantown, WV. Central is a PDS in collaboration with West Virginia University. The Students as Authors program provides authentic opportunities for reading, evaluating literature, writing, and publishing. The program has been especially powerful in promoting English language development in Central's large population of immigrant students. Many of the books published by the immigrant students include English text and translations in the students' native languages. Students and teachers created a publishing company, and proceeds from sales were divided between students who wrote and illustrated the books and the publishing company. Sales have been brisk, and purchasers include school districts, university faculty and education students, local bookstores, and educators in foreign countries. The article includes curriculum outlines for grades K-3 and 4-6.



- B.3 Belknap, N., & Mosca, F. J. (1999). *Preparing teachers for students with emotional or behavioral disabilities in professional development schools*. Washington, DC: George Washington University. (ED429039)

George Washington University's teacher preparation programs for children with emotional or behavioral disorders (EBD) utilize the PDS model to deepen understanding about the specific needs of children with EBD and to prepare outstanding classroom

teachers. Program goals address preservice and inservice development as well as enhanced service delivery to PK-12 students.



- B.4 Bell, N. M. (1995). *Professional development sites: Revitalizing preservice education in middle schools*. Charleston, SC: Charleston Southern University. (ED382583)

This case study reports on the experiences of teachers and student teachers enrolled at Charleston Southern University (SC) during the process of developing and implementing PDSs at one urban and two rural middle schools. The study examines the phases of development that teachers go through in the process of developing PDSs and how teachers' level of development affects the development of the overall PDS. It also examines the benefits to student teachers and to supervising teachers of PDS-based training of preservice teachers. The focus of PDS activity at the three sites was preservice teacher training. Student teachers at one of the PDSs responded positively to a 2-week orientation to the school, designed by a core group of six teachers at the site, which introduced five preservice teachers to teaming, the school advisement program, teaching strategies, management techniques, lesson planning, and media. Both student teachers and supervising teachers concurred on three primary benefits of the PDS program: (a) Support was available for both preservice and cooperating teachers; (b) student teachers became familiar with the school and its procedures, which gave them a framework for understanding school operations and made the supervising teachers' jobs easier; and (c) student teachers had the chance to observe various teaching styles.



- B.5 Benedum Collaborative, Teacher Education Research Group, West Virginia University. (1999, February). *Assessing the impact of simultaneous renewal: Furthering the agenda of school reform and teacher education*. Paper presented at the annual conference of the Kansas University Professional Development Schools Alliance, Kansas City, MO. (Available from the Teacher Education Research Group, Benedum Collaborative, College of Human Resources and Education, West Virginia University, Morgantown, WV 26506)

This paper reports results of a study of three data sets collected from teachers, students, and preservice teachers participating in the 13 PDSs of West Virginia University. Included

are (a) a description and examination of the concepts and beliefs that define PDSs in the Benedum Collaborative; (b) an analysis of planned and implemented reform activities, including aspects related to teacher professional development and changes in teaching practice, at each of the 13 PDS sites; (c) an analysis of the field placement experiences of teacher education students; and (d) an analysis of state achievement and other data, allowing comparison of school performance on standardized, statewide indicators. The paper includes a discussion of the construction and administration of data collection instruments, copies of survey and interview instruments, and a document outlining the collaborative's governance structure.



B.6 Benton, R. D. (Ed.). (1997). *Partnerships for learning: Real issues and real solutions*. Oshkosh, WI: Teacher Education Council of State Colleges and Universities. More than 25 case studies, descriptions, and related documents from PDSs and other partnerships among the members of the Teacher Education Council of State Colleges and Universities are featured in this volume.



B.7 Bland, S. J., & Hecht, J. B. (1997, October). *One year later: Follow-up on a professional development school*. Paper presented at the annual meeting of the Mid-Western Educational Research Association, Chicago. (ED430954)

A comparison of results from telephone interviews with 20 former preservice students who participated in a PDS partnership between Illinois State University and a local elementary school district and results of interviews with 23 former traditional students did not reveal many statistically significant differences between the two groups. However, as a group, the PDS students indicated that they felt as well prepared for their 1st year of teaching as their traditional program counterparts. The study examines ways in which the PDS experience might improve chances of securing professional teaching employment, how well the program prepared students for their first jobs, and ways in which the program might be improved. The appendix includes the PDS telephone interview questions and a table summarizing group means and t-test results.



- B.8 Blanton, L. P., Griffin, C. C., Winn, J. A., & Pugach, M. (Eds.). (1997). *Teacher education in transition: Collaborative programs to prepare general and special educators*. Denver, CO: Love.

Three of the 10 exemplary collaborative programs profiled in this volume incorporate professional development schools or professional practice schools in their efforts to bridge the traditional divide between special and general educator preparation. The colleges of education involved in these three programs are Syracuse University (NY), University of Cincinnati (OH), and University of Wisconsin-Milwaukee. The book discusses the struggles and successes in building scholarly bridges between special and general education, describes the different approaches to reform, and reveals why the programs are effective. Among the recommendations emerging from the discussion are joint planning of courses, team teaching, and sharing responsibility for a wide group of students. Ten postulates for change and successful collaboration are offered.

- B.9 Book, C. L. (1996). Professional development schools. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 194-210). New York: Simon & Shuster Macmillan. (ED400230)

This chapter reviews research literature on professional development schools, discusses definitions and research methods used to conduct most PDS research, articulates cautions for future research, and relates concerns and benefits of research in and about PDSs.

- B.10 Bowers, R. S., & Evans, D. B. (1999, February). A *professional development school research agenda: Shaping future scholarship*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington, DC.

Representatives of the Old Dominion University/Norfolk Public Schools Partnership for Extraordinary Learning (VA) present a collaboratively developed research model for the two urban PDSs in the partnership. The major objective of the initiative is improved student achievement and classroom behavior. The paper includes data on improvements in both areas and discusses program activities related to teacher beliefs and restructuring educator preparation.

- B.11 Bromfield, M., Stokes, W., Corwin, R. B., & Malone, B. (1999, February). *School-college collaboration: One college, many partners*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington, DC. (ED429933)

To meet the needs of varied constituencies and promote educational renewal, Lesley College (MA) established a variety of college-school partnerships and collaborative models, including PDSs. The paper discusses the Hood Children's Literacy Project, which unifies and supports a number of literacy initiatives, fosters connections between school-based experiences and family literacy, and undertakes an investigation of early literacy learning and effective school practices. Also discussed are two collaborative preservice programs, which feature intensive, field-based immersion components.



- B.12 Bullough, R. V., Jr., Kauchak, D., Crow, N., Hobbs, S., & Stokes, D. (1997). Long-term PDS development in research universities and the clinicalization of teacher education. *Journal of Teacher Education*, 48(2), 85-95. (EJ483303)

In this article, the authors explore the clinicalization of teacher education, the result of increased use of clinical faculty in the PDSs affiliated with the University of Utah. The article presents a brief history of the PDS program and the staffing patterns that evolved, results of a descriptive case study focusing on the role of clinical faculty, and a discussion of the implications of findings for future PDS development. Financing, university faculty attitudes, and emerging conflicts are among the topics and issues examined.



- B.13 Bullough, R. V., Jr., Kauchak, D., Crow, N., Hobbs, S., & Stokes, D. (1997). Professional development schools: Catalysts for teacher and school change. *Teaching and Teacher Education*, 13(2), 153-171. (EJ545405)

Data from questionnaires and interviews with teachers and principals form the basis of this discussion of the impact of PDS involvement on teacher professional growth and school change in seven PDS sites that have existed for 5 or more years. Program results were mixed across sites, affected by context variables such as district support, principal role, school and university faculty stability, student body composition and grade level, school and faculty size, and the nature of teachers' involvement. The authors discuss implications for

PDS program development and research, and explore a range of policy issues. The seven sites discussed in the article form part of a partnership between University of Utah-Salt Lake City and two local districts.

- B.14 Burke, W. I., & Galassi, J. P. (1998). The Research Triangle Professional Development School Partnership: One response to the call for university-school education partnerships. *North Carolina Journal of Teacher Education*, 9(2), 18-42.

Following a review of historical predecessors of PDSs and a review of recent developments, the authors illustrate PDS concepts and issues through a discussion of the Research Triangle Professional Development School Partnership (RTPDSP). RTPDSP, a formal partnership between the University of North Carolina at Chapel Hill and four local districts, grew out of a call for university-school education partnerships by the Deans' Council of the state's University Board of Governors.



- B.15 Byrd, D. M., & McIntyre, D. J. (Eds.). (1999). *Research on professional development schools: Teacher education yearbook VII*. Thousand Oaks, CA: Corwin Press. (ED431755)

At the core of this book are descriptions of research on partnerships and professional development schools. Respondents introduce and set the stage for the research reports and provide summaries and reflections on emerging themes. The reports are presented in 12 chapters divided into four sections: "Collaboration: Building Bridges to Transform Institutional Cultures"; "Contexts for Professional Development Schools"; "Taking Measure of Our Work: Professional Development Schools and the Matter of Leadership"; and "Inquiry in Professional Development School Contexts."



- C.1 Cambone, J., Zambone, A., & Suarez, S. C. (1996, April). *Are they learning as we expected them to learn? An evaluation of the preparation of special education teachers using a professional development school model*. Paper presented at the annual meeting of the American Educational Research Association, New York. (ED394251)

This paper reports initial results from an evaluation of the first 2 years of implementation of a master's level teacher preparation program at Wheelock College (MA) for teachers of students with special needs. An overview of the program notes that the intensive 14-month experience leads to a master's degree in education and standard certification in both elementary and special education. The program is organized around three phase—fundamentals, teaching-to-learn and learning-to-teach, and knowledge integration—and four learning vehicles—course work, practice (a full-year, full-time internship), mentoring and supervision by both the cooperating teacher and the college supervisor, and utilizing prior experiences and self-examination. Evaluation involved extensive data collection (such as employer evaluation surveys and student surveys) during and following the program. Findings are detailed for each of the four learning vehicles. The evaluation concludes that the program design is coherent with the PDS model, and students are learning as expected; however, the mentoring and practice components seem less effective than expected.



- C.2 Campbell, T. A., Strawderman, C., & Reavis, C. A. (1996). Professional development schools: Collaboration and change. *Teacher Education Quarterly*, 3(2), 94. (EJ535039)

Case study methodology guided collection and portrayal of data on the development and implementation of a professional development school collaborative between Texas Tech University and the Lubbock Independent School District. Discussion of the collaborative's experiences is framed by three phases of the change process documented in the report: initiation, implementation, and continuation. Brief reports of positive outcomes, including student outcomes, are included.



- C.3 Castleman, J. B. (1996). *Improving field experiences for rural preservice teachers through the establishment of a professional development school*. Unpublished practicum

paper, Nova Southeastern University, Miami, FL.
(ED401067)

This practicum report focuses on the creation of a PDS designed to improve field experiences for early childhood education majors at a rural private college. The goal of the project was to increase the number of qualified teachers at a local primary school who would be willing to participate in the supervision of student teachers. The initial step in establishing the PDS was the formation of a steering committee composed of teachers, an administrator, and other school personnel. The steering committee met weekly and collaborated in writing the mission statement and goals, identified staff development needs, sponsored staff workshops, and addressed specific areas of teacher concern. Program evaluation revealed that most PDS participants were positive about the partnership between the college and the school, participation rates were high for steering committee meetings and functions, there was an increase in the number of teachers willing to supervise students teachers, and student teachers were able to be placed in a quality field experience in close proximity to the college campus. However, a majority of the teachers did not complete a state-recommended course for student teacher supervisors designed to improve their teaching skills as well as their proficiency as supervisors. The appendix includes the teacher survey, evaluation forms, and PDS mission statement and goals.



C.4 Clark, R. W. (1997). *Professional development schools: Policy and financing. A guide for policymakers.* Washington, DC: American Association of Colleges for Teacher Education. (ED422277)

Utilizing data collected from several of the National Network for Educational Renewal sites, as well as other sources, the author constructs two basic cost models for PDS financing, provides estimates of start-up and operating costs, and summarizes typical financing schemes. The document outlines the benefits to schools and colleges of education of PDS programs and suggests approaches to financing partnerships.



C.5 Clark, R. W. (1999). *Effective professional development schools.* San Francisco: Jossey-Bass. (ED429935)

This book explores the myths and realities of PDSs. It presents a theoretical framework and practical guidance for establishing, funding, and evaluating PDSs. A number of templates and sample documents from partnerships in the National Network

for Educational Renewal enhance the usefulness of the book for PDS planners and implementers.



- C.6 Clark, R. W. (Ed.). (1999). *Portraits of secondary partner schools in the National Network for Educational Renewal 1996-1999*. (Reflections on Practice Series No. 3). Seattle, WA: University of Washington.

Eighteen secondary schools within the National Network for Education Renewal (NNER) portray the struggles, achievements, and difficulties encountered during their evolution as partner schools. Portraits of the schools after the 1st and 2nd years of work include program features; evolving roles; reflections from secondary students, preservice students, and school and university faculty; organizational structures; and prospects for future development.



- C.7 Clarke, J. H., Sanborn, S. D., Aiken, J. A., Cornell, N. A., Goodman, J. B., & Hess, K. K. (1998). *Real questions, real answers: Focusing teacher leadership on school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development. (ED416202)

Local school districts and the University of Vermont established professional development schools in seven secondary schools to serve as administrative centers for Problem-Based School Development Institutes. At the core of the institutes are year-long courses that take participants through a cycle that includes identifying a teacher-defined problem, conducting background and action research, field-testing possible solutions, and recommending action. Activities, successes, and lessons learned are shared as well as policy principles that support problem-based school development.



- C.8 Cosgrove, M. S. (1998). *Distance education and teacher education at Armstrong Atlantic State University*. (Phi Delta Kappa Fastback No. 440). Bloomington, IN: Phi Delta Kappa Educational Foundation. (ED425137)

This monograph describes some of the key distance education technologies utilized by the teacher education program at Armstrong Atlantic State University (GA). These technologies permit ongoing communication between the college and its affiliated professional development schools and among the schools themselves. This volume discusses the use of distance education technologies that support cross-cultural communication among students from different cultural and geo-

graphic backgrounds within the area served by the university and beyond and includes a bibliography of books to enhance multicultural links.



- C.9 Crow, N., Stokes, D., Kauchak, D., Hobbs, S., & Bullough, R.V., Jr. (1996, April). *Masters cooperative program: An alternative model of teacher development in PDS sites*. Paper presented at the annual meeting of the American Educational Research Association, New York. (ED399223)

Findings are reported from a study that investigated the influence of a 2-year cooperative master of education program, based at University of Utah-Salt Lake City, as a vehicle for professional development and school renewal. Semistructured interviews and questionnaires were used to collect data from 25 experienced teachers based in three secondary and two elementary PDSs. The dominant theme to emerge from the data was the impact of the cooperative program on teachers as sustained change agents. This theme played itself out in four major areas of participants' lives: teachers' beliefs and roles, the classroom, the school, and the development of a community of learners. There was a continuous emphasis on inquiry throughout the program, during which teachers conducted yearlong research projects. Respondents linked their practice of sustained inquiry to increases in confidence levels, role changes, and increased activism. A majority of respondents indicated that the program changed their teaching practices, that change continued after they completed the program, and that these changes were also linked to the experience of conducting an action research inquiry project. The program also stimulated teachers to give more choice and voice to their own students. While individual action research projects and other aspects of the program positively impacted some schools and influenced school change efforts at several sites, some teachers reported little or no school change. The program's contribution to developing a community of learners at various sites is also discussed.

- D.1 Darling-Hammond, L. (1998). Teacher learning that supports student learning. *Educational Leadership*, 55(5), 6-11. (EJ560879)

Professional development schools are one element of a systematic approach to creating a continuum of preservice and inservice teacher learning that supports enhanced student learning. Other features include yearlong supervised internships for teacher candidates; graduate-level, school-based courses; planned collegiality and inquiry; and intensive mentoring.



- D.2 DeWitt, P., Birrell, J. R., Egan, M. W., Cook, P. F., Ostlund, M. F., & Young, J. R. (1998). Professional development schools and teacher educators' beliefs: Challenges and change. *Teacher Education Quarterly*, 25(2), 63-80. (EJ571123)

This study explores how the beliefs of five teacher educators about teaching, teacher education, and school renewal were influenced by their participation in an experimental school-based teacher preparation program designed by a school-university partnership and carried out in two elementary professional development schools.

E

- E.1 Edelfelt, R. (Ed.). (n.d.). *University-school teacher education partnerships: First year progress report*. Durham: The University of North Carolina, Deans' Council on Teacher Education.

Preliminary outcomes of the statewide University of North Carolina (UNC) University-School Teacher Education Partnership program are the focus of this report. Fifteen UNC institutions and local public schools entered partnership arrangements, including professional development schools, during 1997-1998. Included in the profile of each institutional partnership are highlights, program descriptions, key components and strategies, outcomes, lessons learned, and future directions.



- F1 Fischetti, J., Hovda, R. A., Kyle, D. W., & Stroble, B. (Eds.). (1999). Professional development schools: Historical context, changing practices, and emerging issues (Parts I & II) [Special issue]. *Peabody Journal of Education*, 74(3 & 4).

Articles in this theme issue include the following:

- ◆ Looking Toward the Future by Understanding the Past: The Historical Context of Professional Development Schools (Teitel)
- ◆ Lessons Learned from the Teaching Hospital and the Medical Education Model (Cooksey & York)
- ◆ Variable Definitions of Professional Development Schools: A Desire or a Dilemma? (Metcalf-Turner)
- ◆ A Partnership of Projects: Becoming an Elementary Professional Development School (Bondy)
- ◆ The Complexity of Partnering: A Case Study of Two Middle School Professional Development Schools (Walters & Pritchard)
- ◆ Ripples and Waves: The Growth of the Parkway South High School-Maryville University Partnership (Rasch)
- ◆ Working on a Public School Calendar: Personal Reflections on the Changing Role of a University Faculty Member in a Professional Development School (Hovda)
- ◆ Changing Roles of Teacher Education Students (Kimball)
- ◆ The Role of the Mentor Teacher: Insights, Challenges, and Implications (Kyle, Moore, & Sanders)
- ◆ It's My Life, Now: The Impact of Professional Development School Partnerships on University and School Administrators (Stroble & Luka)
- ◆ Professional Development Schools: What? So What? Now What? (Snyder)
- ◆ Unraveling the Professional Development School Equity Agenda (Abdal-Haqq)
- ◆ School-University Partnerships and Professional Development Schools (Clark)
- ◆ Designing Standards That Empower Professional Development Schools (Levine & Churins)
- ◆ Research from Professional Development Schools: Can We Live Up to the Potential? (Ross, Brownell, Sindelar, & Vandiver)
- ◆ Expecting the Best, Producing Success (Brown & Thomas)
- ◆ Emerging Results from a Middle School Professional Development School: The McDougal-University of North Carolina Collaborative Inquiry Partnership Groups

- (Galassi, Brader-Araje, Brooks, Dennison, Jones, Mebane, Parrish, Richer, White, & Vesilind)
- ◆ The Purpose of a Professional Development School Is to Make a Difference: 10 Years of a High School-University Partnership (Abma, Fischetti, & Larson)
 - ◆ Breathing the Professional Development School Spirit into All Schools (Parsons & Renyi)
 - ◆ How Professional Development Schools Can Destabilize the Work of University Faculty (Tom)
 - ◆ Mary Munford Model School and Virginia Commonwealth University: Unexpected Benefits in a Working Partnership (Fox & Branch)
 - ◆ Professional Development School Partnerships: Reflections and Perspectives (Ambrose, Natale, Murphey, & Schumacher)
 - ◆ Collaboration: 'The Faint of Heart Need Not Apply' (Walker)
 - ◆ Multiple Roles and Relationships of Professional Development School Liasons: The Struggle for Collegiality within Hierarchical Settings (Schack)
 - ◆ This Just Makes Sense: Yearlong Experiences in a High School Professional Development School (Fischetti, Garrett, Gilbert, Johnson, Larson, Kenealy, Mitchell, Schneider, & Streible)
 - ◆ Professional Development Schools: Riding the Roller Coaster of Change (Kochan)
 - ◆ Professional Development Schools: Looking Ahead (Howey)



F2 Fleener, C. (1999, February). *Teacher attrition: Do PDS programs make a difference?* Paper presented at the annual meeting of the Association of Teacher Educators, Chicago.

This study investigates the attrition and retention rates of elementary teachers who graduated from three Texas universities offering both PDS teacher preparation programs and traditional campus-based programs. Attrition and retention rates were examined in terms of gender, ethnicity, and academic performance (as measured by overall grade point average and scores from two state elementary certification proficiency exams). Findings indicate that (a) PDS graduates (n=871) had less attrition over a 3-year period (1993-1996) than traditional program graduates (n=1,088); (b) minority graduates of PDS programs stayed in the profession at higher rates; and (c) academic performance was not strongly correlated with

teacher retention in either type of program. This paper is based on the author's doctoral dissertation, which received the 1999 Association of Teacher Educators Distinguished Dissertation in Education Award.



- F3 Fullan, M., Galluzzo, G., Morris, P., & Watson, N. (1998). *The rise and stall of teacher education reform*. Washington, DC: American Association of Colleges for Teacher Education. (ED415201)

Using multiple data sources, the authors investigate the work of the Holmes Group and its accomplishments related to teacher education reform. They examine the appropriateness of goals and principles for meeting the needs of teacher education, progress in achieving the Holmes Group agenda, and the impact of the group's work on teacher education in general. One focus of the investigation is progress in meeting equity goals for teacher development and PK-12 schooling and the accomplishments of professional development schools in this regard.

- G.1 Galassi, J. P. (2000, April). *PDS site selection: Implications for educational reform and restructuring*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (ED444984)

The influence of PDSs on school reform and the preparation of educators may be attenuated by the way in which they are typically defined and implemented. Definitions and implementation patterns that are limited in scope generally do not incorporate preservice preparation of educators who are not teachers; establish sites in troubled, resource-poor schools; give priority to inservice educator development; or involve parents and community partners in substantive ways. Nontraditional PDS sites, which serve atypical constituencies and include uncommon partners, can not only broaden the definition of PDSs, but also enlarge our vision of what is possible in a PDS and provide greater potential for renewing schools of education and restructuring PK-12 schools.



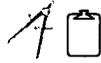
- G.2 Galassi, J. P., Thornton, B., Sheffield, A., Bryan, M., & Oliver, J. (1998). Reaching agreement on advisory goals using a card sorting and goal ranking approach: A professional development school inquiry. *Research in Middle Level Education Quarterly*, 22(1), 1-15. (EJ575996)

A collaborative inquiry group consisting of a university counselor educator and middle school teachers and counselors conducted a study that sought to develop a procedure and consensus-building process for reviewing the goals of an advisory program that had been in existence for 2 years at a new middle school. The school was involved in a professional development school partnership with the University of North Carolina at Chapel Hill. Results indicated that (a) students and teachers envisioned different program goals; (b) developmental differences in goals existed across grade levels; and (c) both student and teacher priorities could be accommodated in revised program goals.



- G.3 Gardner, W. E., & Libde, A. A. (1995). Professional development schools: How well do they travel? *Journal of Education for Teaching*, 21, 303-316. (EJ535092)

To successfully implement in the United Arab Emirates the generally accepted principles of operation for PDSs, pragmatic modifications are needed to four major aspects of PDSs: the decision-making process, the need to build autonomous institutions, equity and reciprocity between school and university, and the preferred classroom teaching methodology.



- G.4 Garland, K. (1995). The information search process: A study of elements associated with meaningful research tasks. *School Library Media Annual*, 13, 171-183. (EJ516594)

This study investigated research projects at a secondary PDS to determine successful task factors. Results show that student choice of topic, group work, relationship to course content, clear communication by teachers of goals and evaluation methods, and process instruction influenced student satisfaction. The article includes instruments used in the study.



- G.5 Gonzales, S., & Lambert, L. (n.d.). *Emerging teacher leadership in professional development schools*. Retrieved December 7, 2001, from <http://www.edschool.csuhayward.edu/services/cel/recent.html>

This study examines emerging teacher leadership in PDSs affiliated with the Center for Educational Leadership at California State University at Hayward. Findings indicate that the 12 elementary, middle, and high school teachers became a compelling force for school improvement within the PDSs.

- G.6 Goodlad, J. I. (1998). Teacher education: For what? *Teacher Education Quarterly*, 25(4), 16-23. (EJ576407)

The mission of teacher education arises out of a social, community context, and professional development or partner schools are established to support that mission. The shared mission of the partnership for teacher education is to sustain and extend the commitment to public purpose and the development of democratic character in young citizens.



- G.7 Grau, I., IV. (1996, January). *Teacher development in technology instruction: Does computer coursework transfer into actual teaching practice?* Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas, TX. (ED394949)

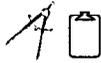
This study examines the technology preparation component of two University of Houston-Clear Lake (UHCL) preservice teacher education programs: the traditional teacher education program and the Teacher Education Advancing Academic Achievement Model (TEAM) collaborative teacher education program. Some characteristics of TEAM were a yearlong site-based internship, university and site-based mentor teams, professional development of public school teachers and university faculty, higher education and public school collaboration in professional development schools, and infusion of

technology into the public school and education curricula. The traditional program and TEAM were compared by measuring the extent to which graduates transferred their newly acquired computer technology skills and knowledge into their 1st year of actual teaching practice. Responses to a technology use questionnaire indicated that a greater mean percentage of the 15 1st-year TEAM graduates (a) acquired more knowledge of the functions and features of computer software and hardware, (b) learned how to use a variety of computer software and hardware tools to enhance their performance, and (c) developed skills and knowledge necessary to integrate computer software and hardware with instruction when compared with 15 traditional UHCL education graduates. Six recommendations to help preservice and inservice programs, school districts, and local schools ensure commitment to the long-term use of computer software and hardware are suggested.



G.8 Griffin, G. A., & Associates. (Eds.). (in press). *Rethinking standards through teacher preparation partnerships*. New York: State University of New York Press.

The case studies found in this book document the work of the Leading Edge Professional Development School Network, a research and development project that looked at the approaches, content, and processes used by six teacher preparation programs to meet new teacher performance standards, utilize new assessments, and support preservice and inservice teacher development through PDS models. The institutions are Teachers College (NY), University of California at Santa Barbara, University of Louisville (KY), University of Southern Maine, University of Wisconsin at Milwaukee, and Wheelock College (MA). The network is coordinated by the National Center for Restructuring Education, Schools, and Teaching.



- H.1 Hecht, J. B., Bland, S. J., Schoon, P. L., & Boschert, K. (1996). *Professional development school 1995-96. A research report*. Normal: Illinois State University, College of Education, Technological Innovations in Educational Research Laboratory. (ED404306)

Results are reported from a study designed to gauge the effect of the PDS program at Illinois State University (ISU) on participating teacher education students, ISU faculty, and district teachers. PDS participants were compared with traditional program participants using a 150-item questionnaire covering eight different areas of teaching and teacher preparation and an open-ended survey that included several more general questions. The report discusses several statistically significant differences between the two groups that suggest the PDS effort has had a positive influence on the perceptions of both teacher education students and mentor teachers. Results from the questionnaire also suggest the ISU faculty were satisfied with the students and the program. Critical issues related to program continuation and stability are also discussed.



- H.2 Hill, N. (1999). *A beacon for partnership: The Teachers College-Beacon High School professional development partnership. Final report to the Arthur Vining Davis Foundations*. Unpublished report. (Available from National Center for Restructuring Education, Schools, and Teaching, Box 110, Teachers College, Columbia University, New York, NY 10027)

This report describes the activities of the professional development school partnership between Beacon High School and Teachers College, Columbia University (NY), 1997-1999. It presents progress on the major project goals: (a) Strengthen professional development by deepening relationships between faculties of both institutions and encouraging school- and college-based educators to span role boundaries; (b) through a full-year internship, prepare teacher candidates to work successfully in restructured schools; and (c) engage interns, school and college faculty, and administrators in inquiry projects that enhance practice, raise student achievement, and impact the high school and teacher preparation curricula. The report also includes "Portfolios in Progress: A Study of Portfolio Assessment at the Beacon School." This study was conducted by interns, mentors, and facilitators participating in the partnership. Its focus is the student portfolios used to assess graduating Beacon seniors and students in lower grades.



- H.3 Hoffman, N. E., Reed, W. M., & Rosenbluth, G. S. (Eds.). (1997). *Lessons from restructuring experiences: Stories of change in professional development schools*. Albany: State University of New York Press.

The chapters in this volume focus on the experiences of PDSs in the Benedum Collaborative in West Virginia:

- ◆ The Nature of Professionalism in the Context of School Reform (Dempsey)
- ◆ Collaboration Between K-12 Schools and Universities (Shive)
- ◆ The Benedum Collaborative: The Story of an Educational Reform Effort (Steel & Hoffman)
- ◆ The Story of Two Changing Teachers (Steel, Jenkins, & Colebank)
- ◆ The Story of Two Principals: Constructing Leadership, Balancing Tensions, and Creating Relationships (Dempsey, Hart, & Lynch)
- ◆ The Story of Changing Practices: Classroom Based Collaboration as a Model for a Communications Program (Borsch, Oaks, & Prichard)
- ◆ The Story of a Changing Program: West Virginia's First Science, Math, and Technology Center (Gaston, Francis, Crescenzi, & Phillips)
- ◆ The Story of a Changing School (Field & Barksdale-Ladd)
- ◆ The Story of Changing School-University Relationships (Hoffman, Rosenbluth, & McCory)
- ◆ Teachers' Perspectives on School Change: Lessons from the Classroom (Saab, Steel, & Shive)
- ◆ Reconsidering Assessment to Be Reflective of School Reform (Webb-Dempsey)
- ◆ Impact on Colleges of Education (Hawthorne)



- H.4 Hollingsworth, S., & Whitenack, D. (1999, February). *Looking for evidence of equity in student achievement: An example of image-based research in an NCATE PDS field-test site*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington. (Available from Washington PDS/San Jose State University, College of Education, One Washington Square, San Jose, CA 95192)

Washington Professional Development School's partnership with San Jose State University (CA) focuses on (a) developing and documenting an elementary bilingual language arts program to improve the reading and writing proficiency of its largely Latino, urban student population; (b) preparing

preservice, beginning, and veteran teachers to teach literacy successfully in urban schools similar to Washington; and (c) preparing elementary teachers to help all urban students, with due attention to race, class, gender, gang activity, parent participation, and political activism. This paper outlines the professional development school's inquiry plan, details problem statements and research questions, summarizes data collection methods and indicators, and shares several survey and interview instruments used by researchers. Also included are sample transcripts and images captured by the audiovisual media used in the research project.



H.5 Holmes Group. (1995). *Tomorrow's schools of education*. East Lansing, MI: Author. (ED399220)

This report contains nine chapters:

- ◆ A New Beginning
- ◆ The Heart of the Matter: Three Kinds of Development
- ◆ Special Knowledge for Educators
- ◆ Participating in Policy Development
- ◆ Commitment to Diversity
- ◆ Human Resources: Making People Matter
- ◆ The Core of Learning: What All Educators Must Know
- ◆ The Professional Development School: Integral to Tomorrow's School of Education
- ◆ New Commitments and New Kinds of Accountability for the TSE

To correct the problem of uneven quality in the education and screening of educators for U.S. schools, the report proposes an altered mission for schools of education. Knowledge development, professional development, and policy development lie at the heart of the mission. To fulfill this mission, Holmes Group member institutions are challenged to raise their quality standards and make important changes in curriculum, faculty, location of work, and student body. Specific challenges include the following: The education school's curriculum should focus on the learning needs of the young and development of educators at various stages of their careers; university faculties should include teachers, practitioners, and other individuals who are "at home" working in public schools; programs that prepare school personnel and teacher educators need to actively recruit, retain, and graduate a more ethnically diverse student body; faculty and students in schools of education should work predominantly in professional development schools rather than on college campuses; and education schools should join together to form an inter-

connecting set of networks at local, state, regional, and national levels to ensure better work and accountability.



- H.6 Hopkins, W. S., Hoffman, S. Q., & Moss, V. D. (1997). Professional development schools and preservice teacher stress. *Action in Teacher Education*, 18(4), 36-46. (EJ545417)

The authors describe a research project that compared the changes in stress scores of preservice teachers in a pilot PDS with scores of preservice teachers in a traditional teacher preparation program. The study found statistically significant increases in stress during the culminating field experience for the PDS preservice teachers. The authors suggest that total immersion in intense PDS field experiences may require a different type of support system for preservice teachers and caution against assuming that these teachers will automatically develop adequate stress-coping abilities without such support.



- H.7 Houston, W. R., Clay, D., Hollis, L. Y., Ligon, C., Roff, L., & Lopez, N. (1995). *Strength through diversity: Houston Consortium for Professional Development and Technology Centers*. Houston, TX: University of Houston, College of Education. (ED404303)

This report includes three elements: (a) background on the Houston Consortium for Professional Development and Technology Centers including an overview of program goals, features, and outcomes for both school and university teacher education students; (b) a 1996 conference paper, presented at the Association of Teacher Educators annual meeting when the consortium received the association's annual distinguished teacher education award; and (c) a set of profiles of the consortium's 16 PDSs. Positive results on state-mandated teacher licensure exams and student achievement tests support the efficacy of the program's approach to preservice education and professional development. The report describes technology infusion, performance assessment, and school and university faculty development activities. Descriptive statistics related to program outcomes and characteristics are included as well as benchmarks and other details about the program's implementation strategy. The consortium includes nine partners—five school districts and regional service centers and four universities—in the Houston, TX, area.



- I.1 Implementing the agenda of simultaneously renewing schools and the education of educators: National Network for Educational Renewal [Special issue]. (1995). *Record in Educational Leadership*, 15(2).

Nineteen articles, including an introduction by John Goodlad, are included in this issue. Organized in three sections—"Some Critical Issues," "Implementing the Postulates: Putting the Necessary Conditions in Place," and "Resources"—the features focus on the work of partnerships in the National Network for Educational Renewal (NNER). The resources section includes a directory of NNER settings, a list of the 19 Goodlad postulates, and a discussion of references related to the NNER and other PDSs.



- I.2 Ishler, R., & Edens, K. (1995). *Professional development schools: What are they? What are the issues and challenges? How are they funded? How should they be evaluated?* Kingston, RI: Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges and Affiliated Private Universities.

Findings from the work of the Task Force on Professional Development Schools, appointed by the leadership of the Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges and Affiliated Private Universities, are reported in this collection of essays.

Chapters include

- ◆ Understanding Professional Development Schools
- ◆ Professional Development Schools and Interprofessional Collaboration
- ◆ Funding Sources for Professional Development Schools
- ◆ Financial Issues and Professional Development Schools
- ◆ Funding Professional Development Schools: Opportunities for Federal Support
- ◆ Dilemmas, Barriers, and Challenges to Sustaining Professional Development Schools
- ◆ Evaluating Professional Development Schools
- ◆ Promoting Professional Development Schools

Two appendixes include criteria for funding PDSs by the Texas Education Agency and the South Carolina Commission on Higher Education.



- J.1 Johnston, M. (with the Educators for Collaborative Change). (1997). *Contradictions in collaboration: New thinking on school/university partnerships*. New York: Teachers College Press. (ED416176)

Based on a 6-year longitudinal study of collaboration in a professional development school project at The Ohio State University, this collection of case studies looks at the issues, challenges, and problems related to cross-institutional collaboration. Results of a research project that studied collaboration as it evolved are also included. A number of theoretical, procedural, and implementation issues are addressed. The appendix includes a bibliography of papers and articles produced by participants in the collaborative.



- J.2 Judge, H., Carriedo, R., & Johnson, S. M. (1995). *Professional development schools and MSU: The report of the 1995 review*. Retrieved December 10, 2001, from <http://ed-web3.educ.msu.edu/pds/archive.htm>

The authors report findings from their review of the nine PDS partners of Michigan State University as well as other aspects of the university's involvement with the Michigan partnership. The report describes the principal benefits derived by various partners in the PDS initiative, including several positive benefits related to student outcomes. Also discussed are constraints and strains that have marked the history of the PDS initiative, background to the initiative, the balance between benefits and problems, and recommendations for future action. The report concludes that both the university and the public would suffer from the demise of the university's involvement in PDSs, a likely occurrence if problems are not adequately addressed. A key factor in shaping future policies is the collective will of the faculty. The online document archive at <http://ed-web3.educ.msu.edu/pds/archive.htm> contains links to this report and supporting documents, such as *Collateral Evidence in Support of the Report of the 1995 Review*, and to publications prepared by and for current and former PDS sites in the partnership. The report is also available from Professional Development Schools, 513 Erickson Hall, East Lansing, MI 48824.



- K.1 Kimball, W., & Harriman, N. (1999). Improving assessment through a school-university partnership. *International Electronic Journal for Leadership in Learning*, 3(8), 1-11. Retrieved December 10, 2001, from <http://www.ucalgary.ca/~iejll/volume3/kimball.htm>

A partnership between the University of Southern Maine and local school districts has served as a catalyst for improving PK-12 education in Maine for more than a decade. This article examines the ways in which complementary efforts within several partnership structures (including PDSs) contributed to the effort to improve PK-12 and preservice teacher assessment. Teaching portfolios are highlighted as an example of evolving assessment practice for documenting change at multiple levels.



- K.2 King, N. R. (1996). Opening a professional development school: Do children notice? *School Community Journal*, 6(1), 29-37. (EJ527468)

Results are reported from a survey of teachers and elementary students after 1 year of PDS implementation. Results indicate that teachers' enthusiasm for the program did not appear to have spread to students.



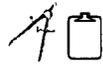
- K.3 Kjelgaard, P. A., & Norris, C. A. (1994). Teacher training in the professional development model: Implications for students at risk. *Computing Teacher*, 21(7), 12-14. (EJ483709)

At-risk students are the focus of this article, which highlights professional development schools, restructuring teacher training programs, and integrating modern technology. Topics discussed include university-school collaboration that integrates theory and practice using fieldwork, telecommunication networks, distance-learning labs, and integrated learning systems and multimedia.



- K.4 Kleinsasser, A. M., & Paradis, E. E. (1997). Changing teacher education in the context of a school-university partnership: Disrupting temporal organizational arrangements. *Teacher Education Quarterly*, 24(2), 63-73. (EJ548312)

The authors discuss changes in temporal arrangements—i.e., the time spent in interaction in a teacher education program, including student, teacher, professor, and partnership school learning time—in the partnership between the University of



Wyoming and its 16 partner schools. Interactive compressed video is employed in the program to deliver some graduate-level courses and conduct some meetings.

- K.5 Kyle, R. M. J. (1993). *Transforming our schools: Lessons from the Jefferson County Public Schools/Gheens Professional Development Academy, 1983-1991*. Louisville, KY: Jefferson County Public Schools, Gheens Foundation. (ED358176)

This report describes a school-community partnership in Louisville, KY: the Jefferson County Public Schools-Gheens Professional Development Academy. It provides a framework for assessing the school system's reforms designed to enhance student success in learning during the preceding 8 years or more. A spiral of assessment was used to evaluate student success and school role, in which four sets of indicators were combined in the following ways: (a) Resource indicators reflect major inputs into the educational process, (b) "kaizen" indicators (continuing incremental improvement) reflect continuing growth, (c) milestone indicators reflect progress of students at various intermediate points, and (d) commencement indicators measure outcomes of a cohort of students on completion of their education. The Jefferson County experience is compared with other programs. Schools are transformed through the dynamic interaction among five essential resources that must be mobilized in communities seeking educational improvement: partnerships, leadership, systemic change, development activities, and time. They work as follows: (a) Partnerships involve businesses, community organizations, labor organizations with schools, community, and parents; (b) leadership is requisite in the school system and does not reside in a single office or person; (c) systemic changes require various points of intervention; (d) professional development of teachers and administrators can catalyze innovations and continuing incremental improvements; and (e) changes require time. Systemic, long-term approaches can make a difference, whereas short-term, marginal interventions fail.

- L.1 Labaree, D. F. (1995). Disabling vision: Rhetoric and reality in *Tomorrow's Schools of Education*. *Teachers College Record*, 97(2), 166-205. (EJ523874)

The author criticizes the Holmes Group's third report, *Tomorrow's Schools of Education*, as counterproductive and contradictory. He suggests that it presents an anti-intellectual vision of schools of education that, if implemented, would radically narrow the broad range of instructional and intellectual functions of schools of education.

- L.2 Lambert, L., & Blackford, E. (2000, April). *Atypical collaborations within the Center for Educational Leadership*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

The partnership described in this paper originated in the Center for Educational Leadership at California State University at Hayward and incorporates two forms of atypical collaboration between the university and the four elementary and secondary professional development schools included in the partnership. First, interdisciplinary teams of faculty from three departments (teacher education, educational leadership, and educational psychology) work with the schools. Second, instead of one-to-one relationships between a school and the university, there is partnering among schools. The inter-school partnership is facilitated by study groups, networking, professional development activities, governance structures, and annual retreats and institutes.



- L.3 Lauter, N. J. (Ed.). (1998). *Professional development schools: Confronting realities*. New York: Columbia University, Teachers College, National Center for Restructuring Education, Schools, and Teaching. (ED446086)

The papers collected in this volume emerged from the work of the Professional Development Schools Network based at the National Center for Restructuring Education, Schools, and Teaching. The collection includes

- ◆ Institutionalizing Professional Development Schools: Successes, Challenges, and Continuing Tensions (Teitel, Reed, & O'Conner with Boles, Lauter, Troen, & Williams)
- ◆ The Cultural and Community Politics of Educational Equity: Toward a New Framework of Professional Development Schools (Murrell & Borunda)

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- ◆ Setting Standards for Professional Development Schools (Snyder, Whitford, & Williams)
- ◆ Inquiry and Professional Development Schools (Berry & Boles with Edens, Nissenholtz, & Trachtman)
- ◆ Financing Professional Development Schools (Clark)

L.4 Lawson, H. A. (1996). Expanding the Goodlad agenda: Interprofessional education and community collaboration in service of vulnerable children, youth, and families. *Holistic Education Review*, 9(1), 20-34.

Current conceptualizations of school-college partnerships, as exemplified in the partner schools of the National Network for Educational Renewal (NNER), generally are inadequate to meet the needs of vulnerable children and families. The author offers four ways to advance the John Goodlad/NNER agenda to incorporate and accommodate work on behalf of vulnerable children and families: extend the moral dimensions of teaching and schooling to all of the helping professions; implement "second generation" partnerships that feature interprofessional collaboration among education and human services agencies; expand the "center of pedagogy" concept so that it incorporates families and health and human service agencies and their related college departments; and amend the postulates to reflect greater interprofessional practice and community collaboration.

L.5 LeCompe, K., Irby, B. J., & Lara-Alecio, R. (1995). *Community learning: A field-based education model*. Unpublished manuscript, Sam Houston State University and Texas A&M University, Houston. (ED399222)

This paper describes aspects of a program at Sammons Elementary School (Houston, TX) designed to create a learning community that includes preservice teacher education students, practicing teachers, university faculty, and Sammons students and parents. The school has been designated as an urban professional development site for the Sam Houston State University Center for Professional Development. The site receives federal Title VII Transitional Bilingual Education funds. These funds help to support the community education focus of the program, which includes a major effort to engage parents of linguistically diverse students in encouraging and supporting their children's learning environment. University and school personnel collaborate on two major goals: improving student performance and preparing preservice stu-

dents for authentic teaching. The paper includes an overview of several elements of the preservice program: curriculum, technology-based activities, field experience, and bilingual and multicultural education. The Saturday School at Sammons (SSS), a 10-week Saturday program for parents and children, is the central component of the overall program's parent support services. Parents receive English as a Second Language classes and computer training. In addition to Sam Houston University, Texas A&M University is a partner in SSS, and preservice teachers and university professors from both institutions plan and prepare SSS lessons.



- L.6 Lenski, S. D. (1998). Mentoring teachers in professional development school learn from student interns. In B. Sturtevant, J. Dugan, P. Linder, & W. M. Linek (Eds.), *Literacy and community: The twentieth yearbook of the College Reading Association* (pp. 177-187). Commerce: Texas A&M University-Commerce.

This article reports findings from a study that investigated the impact of student interns in the Illinois State University/Wheeling PDS partnership on the knowledge and use of reading strategies of mentoring teachers. Results of a paired t-test and written and interview descriptive data indicated that mentoring teachers were influenced by the knowledge student interns brought to the K-8 classrooms.



- L.7 Levine, M. (Ed.). (1998). *Designing standards that work for professional development schools*. Washington, DC: National Council for Accreditation of Teacher Education. (ED426052)

Collected in this volume are papers that reflect the work of the Professional Development Schools Standards Project at the National Council for Accreditation of Teacher Education.

The papers include

- ◆ Designing Standards That Work for Professional Development Schools (Levine)
- ◆ Worthy of the Name: Standards for the Professional Development School (Sykes)
- ◆ Professional Development Schools: A Literature Review (Teitel)
- ◆ The NCATE Professional Development School Study (Trachtman)
- ◆ From Here: A Synthesis of the Chicago Discussions on PDS Standards (Freeman)

- ◆ Accreditation Standards and School Improvement: Putting Methodology in Its Proper Place (Wilson)
- ◆ Finance and Policy Structures That Support the Sustainance of Professional Development Schools (Snyder)

The appendix contains the "Draft Standards for Professional Development Schools," which emerged from the 2-year project.



- L.8 Levine, M., & Trachtman, R. (Eds.). (1997). *Making professional development schools work: Politics, practices, and policy*. New York: Teachers College Press. (ED411222)

Contents:

- ◆ Learning to Teach in Professional Development Schools (Zeichner & Miller)
- ◆ Making It Happen: Creating a Subculture of Mentoring in a Professional Development School (Beasley, Corbin, Feiman-Nemser, & Shank)
- ◆ How the Emergence of Teacher Leadership Helped Build a Professional Development School (Boles & Troen)
- ◆ Reinventing Leadership in Professional Development Schools (Trachtman & Levine)
- ◆ The Idea of the University in an Age of School Reform: The Shaping Force of Professional Development Schools (Lyons, Stroble, & Fischetti)
- ◆ The Organization and Governance of Professional Development Schools (Teitel)
- ◆ Professional Development Schools: Their Costs and Financing (Clark & Plecki)
- ◆ Worthy of the Name: Standards for Professional Development Schools (Sykes)
- ◆ The Stories of Insiders (Trachtman)
- ◆ The Thomas Paine Professional Development Schools (King)
- ◆ The Thomas Jefferson Professional Development School (Lancy)
- ◆ The Oak Street Professional Development School (Snyder & Goldman)

- L.9 Long, J. (1995, February). *Research analysis of professional development school graduates and traditional phase I and phase II graduates*. Paper presented at the annual meeting of the Association of Teacher Educators, Detroit, MI. (ED382570)

Elementary education majors at Emporia State University (ESU), Kansas, were subjects in a research project designed to administer, analyze, and interpret a variety of quantitative and qualitative measures of two groups. An experimental group consisted of 16 interns placed at one of two PDSs that ESU operates in partnership with local school districts. A control group consisted of 16 student teachers who completed the traditional teacher preparation model at ESU. Results indicated (a) no significant differences in National Teacher Examination scores between PDS interns and student teachers in the control group; (b) no major difference between the two groups' responses to the Teacher Education Questionnaire, which measures beliefs about teaching, learning, and subject matter; (c) the experimental (PDS) group was significantly more positive toward inclusion of children with disabilities in mainstream classrooms; and (d) PDS graduates are better prepared for the 1st year of teaching than graduates from traditional student teaching experiences. The appendixes include statistical summaries of findings; "Attitudes Toward Mainstreaming Survey, ESU Adaptation"; a summary of professional development school outcomes that focuses on competencies of PDS graduates; "Intern Feedback on the PDS Program re: Preparation for Teaching"; and "Sample Questions from the Teacher Education Questionnaire."



- M.1 Macy, D. J., Macy, S. J., & Kjelgaard, P. (1996). *Centers for Professional Development and Technology (CPDT) State-wide evaluation study. Final summary report.* Wills Point, TX: Macy Research Associates. (ED409287)

Results are reported from an evaluative study of 21 Centers for Professional Development and Technology (CPDTs) funded by the Texas legislature over a 4-year period, 1992-93 through 1995-96. Included among the CPDTs are 35 universities, 113 school districts, and 412 PDSs. The purpose of the study was to gather evaluative data related to the progress and contributions of the centers toward the goals of systematic change in teacher preparation and student learning. Major findings related to CPDT graduate performance, student outcomes, redesign of teacher preparation, institutionalization, professional development outcomes, level of collaboration, financial support, minority recruitment, and technology infusion are reported.



- M.2 Malloy, W. (2000, April). *Principals as a learning community: A case study.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Results of a case study of a small group of building administrators suggest that the learning community approach to learning and growth within organizations holds promise for professional development among principals in a rural district undergoing system wide restructuring. The principals were involved in professional development school partnerships with the University of North Carolina at Chapel Hill. The study focused on five conditions of a learning community: shared norms and values, reflective dialogue, deprivitization of practice, collective focus on student learning, and collaboration.

- M.3 Mantle-Bromley, C. (1998). A "day in the life" at a professional development school. *Educational Leadership*, 55(5), 48-51. (EJ560890)

This article offers a glimpse into the daily activities of the Rocky Mountain High School/Colorado State University Professional Development School to illustrate how the PDS is becoming a way of thinking about teaching and learning and a way of involving all participants (preservice teachers, practicing teachers and administrators, and university faculty) in the process of improving teaching and learning.



- M.4 Mantle-Bromley, C. (1998). *The status of early theories of professional development school potential in four settings across the United States*. Unpublished manuscript. (Available from Corinne Mantle-Bromley, Institute for Educational Inquiry, 124 East Edgar St., Seattle, WA 98102)

The overall purpose of this study was to determine the degree to which the early theories regarding the potential of PDSs have been realized and the conditions that affected their success. Nine PDSs in four school-university collaboratives were investigated. The four theories about PDS potential related to (a) improved teacher preparation, (b) increased professionalization of teaching, (c) improved regularities of schooling, and (d) improved regularities of teacher education. The data suggest that (a) while significant changes in new teacher preparation have occurred in a relatively short period of time, overall, school-based work has had little impact on university-based teaching; and (b) major changes in teaching practice and ongoing innovation and experimentation in schools were not evident.



- M.5 Martin, D. (1996). *Project Achieve: 24-month progress report*. Washington, DC: Gallaudet University, Department of Education.

Project Achieve is a collaborative activity involving Gallaudet University's deaf education teacher preparation program and five partner schools serving deaf and hard-of-hearing learners. The professional development school model provides the framework for project activities and approach. A major focus is recruitment and preparation of new teachers from underrepresented groups (i.e., deaf and/or ethnic minority individuals).



- M.6 Maryland State Department of Education, State Teacher Education Council. (1998). *A review of professional development schools in Maryland, 1995-1997 report*. Baltimore, MD: Author.

Maryland's State Teacher Education Council conducted a 3-year study of the state-supported network of PDSs. Site visits and interviews provided data for the study. This report of findings contains an overview of the collaborative network, describing each PDS site; a summary of findings; and conclusions and recommendations. A copy of the interview protocol is included in the appendixes.



M.7 Masaaki, H. (1993). Clinical education and the role of attached schools in preservice teacher education.

Peabody Journal of Education, 68(3), 53-57. EJ490239

The "attached schools" of national universities in Japan are comparable to U.S. laboratory schools. This article discusses the history of attached schools, their present condition, and restructuring the role of these schools to make them clinical schools, compatible with overall reform of clinical education for beginning teachers.

M.8 Mayes, I. (Ed.). (n.d.). *Teaching tips. A booklet of ideas for the experienced and inexperienced teacher*. Loveland, CO: Thompson Valley High School.

This handbook is given to all preservice teachers and beginning teachers at Thompson Valley High School, a PDS partner of Colorado State University-Fort Collins. The booklet offers practical guidelines for a range of instructional and noninstructional tasks and situations as well as time management strategies and tips for interpersonal relations. Staff members contributed to the guide, which was edited by the school-based PDS coordinator. The handbook is available from I. Mayes, Language Arts Department, Thompson Valley High School, Loveland, CO, tvhsweb@thompson.k12.co.us



M.9 McDevitt, M. A. (1996). A virtual view: Classroom observation at a distance. *Journal of Teacher Education*, 47(3), 191-195. (EJ536909)

The author describes a technology-mediated early field experience, which incorporates an emerging PDS network and a two-way television system. Technology is used to provide more opportunities for preservice students to observe exemplary teaching as well as to facilitate meaningful dialogue with teachers and other students. Analysis of qualitative and quantitative data on 49 elementary teacher certification candidates suggests that technology-mediated observations, linked with in-person observations, can stimulate enthusiasm in preservice and inservice teachers about the possibilities for improving schooling through education technology.



- M.10 Mebane, D. J., & Galassi, J. (2000). Responses of first-year participants in a middle school professional development school. *Journal of Educational Research*, 93(5), 287-293. (EJ607399)

Sources of satisfaction and dissatisfaction among university and public school participants in a middle school PDS were the focus of this investigation. At the end of the 1st year of PDS participation, 66 of 86 participants in 12 collaborative inquiry partnership groups completed a questionnaire. Results indicated that satisfaction appeared to outweigh dissatisfaction and that members of co-led (a university and a school leader) groups were more satisfied with group leadership and with the PDS experience overall than members of groups with a single leader. Sources of satisfaction and dissatisfaction are identified, and implications of the results for long-term viability of the PDS model are discussed.

- M.11 Menchaca, V. D., & Battle, J. (1997). Addressing diversity through a field-based center for professional development and technology. *Teacher Education and Practice*, 13(1), 14-21. (EJ556291)

This article presents approaches taken by Southwest Texas State University's Center for Professional Development and Technology (SWT-CPDT) to prepare preservice teachers for the issues of diversity they are likely to encounter in contemporary public schools. SWT-CPDT has formed a school-family-community partnership with local urban schools to provide opportunities for preservice teachers to work closely with minority students and parents. The program's field experiences are based in the elementary and secondary schools included in the partnership.

- M.12 Menchaca, V. D., Peterson, C. L., & Nicholson, S. (1999). *Supporting action research in a field-based professional development school*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ED429040)

Action research is a useful tool for teachers to ask questions, gather data, and make sound decisions. Unfortunately, teachers working alone do not often have the necessary support to conduct this type of research well. A collaborative project between a field-based PDS and a public school not only supported teachers' investigations but also initiated preservice students into the theory and practice of action research. This paper describes one team's action research project in an inclusion classroom located



in high school PDS, which is a partnership between Southwest Texas State University and a local school district.

- M.13 Metcalf-Turner, P. (1994, November). *School-university collaborations: An examination of faculty perceptions and attitudes*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, TN. (ED389250)

This study investigated faculty perceptions and attitudes toward organizational change in SCDEs with regard to building collaborative partnerships with public school professionals. The purpose of the study was to confirm the existence of and describe the collaboration formation process within the conceptual framework of PDSs. An inquiry-based, qualitative research design was employed. The basic unit of analysis was the College of Education. Seven research institutions were chosen using purposeful sampling. Sixty-two individual interviews were conducted with selected deans, faculty members, teachers, and relevant stakeholders. A prescribed set of open-ended questions was used to conduct the interviews. Questions focused on the structural, procedural, and political dimensions of creating collaborative relationships. Results of the study revealed that there is a clearly defined process that is virtually identical across all seven institutions of higher education involved in establishing PDSs. Collaboration appeared to involve several distinct phases of development: formalization and conceptualization; centralization in terms of who governs what, when, and how; and implementation of a mutually agreed-upon event to initiate the collaboration process. Equally important were the issues of administrative support and politics, which were perceived to be influential in the collaboration process.

- M.14 Metcalf-Turner, P., & Fischetti, J. (1996). Professional development schools: Practices, problems and responsibilities. *Metropolitan Universities: An International Forum*, 6(4), 123-138. (EJ524654)

The experiences of teacher educators and PK-12 practitioners affiliated with the University of Louisville (KY) form the basis of a critical analysis of planning and implementation of collaborative PDS partnerships. Similar undertakings in other locales are included in the analysis.

- M.15 Miller, L., & O'Shea, C. (1994). *Partnership: Getting broader, getting deeper*. NCREST reprint series. New York: Columbia University, Teachers College, National Center for Restructuring Education, Schools, and Teaching.

Experiences in the Southern Maine Partnership are used to frame a discussion of the tension between depth and breadth in partnership implementation. The authors identify issues related to the nature of partnerships as organizations and as vehicles for collaboration and change.



- M.16 Minnesota State Board of Teaching. (1994). *Developing a residency program as part of teacher licensure. A report in accordance with Minnesota Statutes*. [1993 Supplement. Section 125.230, SUBD. 7.(b)]. St. Paul, MN: Author. (ED381488)

In 1993, the Minnesota state legislature established a Teacher Residency Program, and it directed the Minnesota Board of Teaching to report to the education committees of the legislature on developing a residency program as part of teacher licensure. The residency program proposed in this report is one of three components of a restructured teacher licensure program that includes preparation in an approved teacher education institution, supervised residency in a professional development school, and multiple assessments of teaching knowledge and skills. The yearlong residency is a transition for the beginning teacher who has completed preservice preparation but is not yet licensed to teach without supervision. The residency will differ from current beginning teacher programs in several ways. This report addresses a number of issues related to implementation of a residency program, including finance, equity, curriculum, employment, ratio of residents to PDSs, and impact on teachers licensed in other states. A proposed timeline projects full implementation of the restructured licensure system by 2001. In addition to a historical background on the residency program, the report includes two appendixes: "Minnesota Statutes 1993 Supplement" and "Recommendations of Internship Task Force to Minnesota Board of Teaching Regarding Standards for Internship Programs."



- M.17 Moore, K. D., & Looper, S. (1997). Teacher preparation: A collaborative model. *Teacher Educator*, 32(3), 152-164. (EJ553065)

This article describes an innovative competency curriculum model for elementary teacher preparation developed at East Central University (OK). The professional development school is the core component of the model. Results of a perceptions survey and workplace competencies measure administered to preservice students and mentors/administrators reveal that program goals are being attained and an overall positive attitude toward the program prevails.



- M.18 Morris, V., & Taylor, I. (1995). *Parent efficacy, teacher efficacy, and parent involvement in professional development schools. Research report for Frayser Elementary School*. Memphis, TN: University of Memphis, College of Education, Center for Research in Educational Policy. (ED399219)

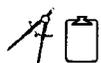
The purpose of this study was to examine the relationship between parent efficacy, teacher efficacy, and parental involvement in selected activities at Frayser Elementary School, a professional development school in Memphis, TN, and to present those results in the context of data from eight other schools. Questionnaires and interviews were used to solicit information from Frayser's principal, teachers, and 100 randomly selected parents. The majority of the 21 parents who responded lived in relatively low-income households where both parents worked outside of the home. Most of the 15 teaching faculty who responded were experienced, female primary teachers. Parents and teachers agreed that parental participation in volunteer work at school, telephone calls with teachers, and teacher-parent conferences was low. However, Frayser parents, unlike teachers, reported high levels of parental involvement in helping with homework and spending time on other educational activities. Examination of data from all nine schools (n=221 parents and 196 teachers) participating in the study revealed that neither parent self-efficacy nor parents' perceptions of teacher efficacy were significantly correlated with parent involvement. However, two demographic variables—family structure and family income—seemed to be moderately and consistently related to parents' and teachers' perceptions of teacher efficacy, parent efficacy, and parental involvement. Teacher self-efficacy scores were significantly and negatively correlated with several indicators of parent involvement. Results suggested a weak negative relationship be-

tween teacher self-efficacy and parental involvement and a weak positive relationship between teacher perceptions of parent efficacy and parental involvement. Summaries of data from surveys and copies of the questionnaires are included.



- M.19 Morris, V. G., & Nunnery, J. A. (1993). *Teacher empowerment in a professional development school collaborative: Pilot assessment* (Tech. Rep. No. 931101). Memphis, TN: Memphis State University, College of Education, Center for Research in Educational Policy. (ED368678)

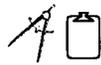
The Memphis State University PDS model was designed to enhance teacher empowerment along certain dimensions: mentoring self-efficacy, teaching self-efficacy, professional knowledge, and collegiality. This PDS model contains three components: supervision of practice teachers, school improvement planning, and clinical professor training. A modified version of the "Teacher Empowerment Inventory" was administered to 140 of the 190 teachers in six elementary schools participating in the PDS program in 1992-1993. Data analysis indicated that teachers in the PDSs felt that the PDS experience enhanced their sense of empowerment across all four dimensions. Despite these findings, teachers also felt that they had very limited power to make changes that might positively affect teaching and learning within their own schools. Included in this paper is an appendix with scale items and reliability estimates.



- M.20 Morse, S., Daniels, T., & Flieg, F. (1995, February). *An early childhood professional development school: Triumphs and troubles*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Washington, DC. (ED382565)

This paper presents a case study of a collaboration between the St. Louis Public Schools and Maryville University (MO) to develop an early childhood magnet center and PDS, the Wilkinson Early Childhood Magnet School. This school serves a diverse population of children from age 3 through second grade. The purpose of the magnet school/PDS is to provide an exemplary education for students and their families; to function as a center for inservice and preservice teacher development; and to inquire into curriculum and practice appropriate for children in the school's age range. Strategies to develop exemplary practice have focused on developing and implementing a constructivist curriculum. Successes that

have been achieved can be attributed largely to the sense of shared ownership among school and university staff. Obstacles to implementation have come from a variety of sources, including resistance to the constructivist approach from teachers and conflict between the constructivist curriculum and assessment framework and the requirements and policies of the school district. Shared decision making has produced both ownership (and thus support) of the program and strains on personal relationships and staff schedules. Communication has been the greatest challenge to the collaboration. Although efforts are being made to advance institutionalization of the PDS concept, obstacles from the state, district, university, and school must be overcome.



M.21 Murphy, C. (1996). *The professional development school: Linking the university and the public school. Action research project*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. (ED400226)

Utilizing a consensus decision-making strategy, teachers and an administrator from Parkway Central Middle School (MO) selected a two-part mission: (a) to establish an atmosphere where students demonstrate respect for themselves, their peers, and all adults and (b) to evaluate, revise, develop, and implement a new discipline plan that would be more proactive than reactive. To achieve the mission, the Responsibility and Respect Program/Plan was implemented during 1993-1994. Proactive activities, disciplinary management techniques designed to foster responsibility and respect, and new programs were added to existing disciplinary programs. Activities included (a) Respect Week, during which the theme of respect for self, others, and the environment was integrated into various classes; (b) incentive programs to reward good behavior; (c) relevant extracurricular activities; (d) re-vamping behavioral management techniques; and (e) improving citizenship through parent involvement, case management, and better tracking of conduct. Two additional program elements (after-school tutorials and data collection to document the program's outcomes) were facilitated by the school's PDS collaborative agreement with University of Missouri-Saint Louis. Data collected on six disciplinary indicators showed an overall decrease in the number of students involved in disciplinary actions from 1993-1994 to 1994-1995. Findings from surveys of students, teachers, and administrators indicated that respondents considered the Responsibility and Respect Plan's proactive approach and the consensus pro-



cess effective. Recommendations for improvement in the plan are noted. Two survey questionnaires are included.

M.22 Murrell, P. C., Jr. (1998). *Like stone soup: The role of the professional development school in the renewal of urban schools*. Washington, DC: American Association of Colleges for Teacher Education. (ED420652)

True reform of urban schools cannot be achieved without attending to the sociopolitical context of urban schooling. PDSs, as they are typically conceptualized and implemented, are unlikely to bring about renewal of urban schools if they do not make student learning, social justice, and equity priorities. PDSs have largely neglected these issues, in part because of apolitical conceptualizations of equity and limiting partners to the professionals in schools and colleges.



N.1 National Council for Accreditation of Teacher Education. (1997). *Technology and the new professional teacher*. Washington, DC: Author. (ED412201)

This report from the National Council for Accreditation of Teacher Education (NCATE) Task Force on Technology and Teacher Education recommends that NCATE emphasize technology as central to the teacher preparation process. It presents the task force's vision of what teachers should be able to do in order to take advantage of technology for instruction and student learning, identifies current deficiencies in teacher education programs, and suggests strategies to correct the deficiencies and realize the vision. Throughout the discussion there are brief case illustrations of innovative technology use in a variety of programs. Among the case illustrations are programs that incorporate professional development schools.



N.2 National Council for Accreditation of Teacher Education. (2001). *Handbook for the assessment of professional development schools*. Washington, DC: Author.

From the pilot test phase of the National Council for Accreditation of Teacher Education (NCATE) PDS Standards Project, an assessment process emerged. This handbook addresses the two key components of the process: the partnership self-study and the site visit by an outside team. The assessment process described in the handbook is not, at present, an accreditation process. It is a collegial assessment process for which the handbook provides step-by-step guidance. The guide includes instructions for preparing and implementing both self-studies and site visits, suggested time lines and schedules, report templates, and guiding questions to help participants navigate the process. (See also N.3, T.4.)



N.3 National Council for Accreditation of Teacher Education. (2001). *Standards for assessing professional development schools*. Washington, DC: Author.

The standards for PDSs included in this book are the result of 5 years of activities of the National Council for Accreditation of Teacher Education (NCATE) PDS Standards Project. Draft standards emerged from the data gathering and consultation of the first phase of the project, and these standards were later pilot-tested with 18 partnerships using a process designed to authenticate and refine the draft standards. The introduction outlines the development process, the conceptual framework for the standards, and how they can be used. A narrative de-

scription of the five interconnected standards is followed by a table that elaborates developmental guidelines for each standard. Also included are a glossary and list of the partnerships involved in the pilot test.



- N.4 National Partnership for Excellence and Accountability in Teaching. (2000). *Teacher educator survey, teacher survey, principal survey: Professional development schools and experienced teacher learning*. NPEAT Project 2.3.1. Retrieved December 10, 2001, from [http://www .tc.columbia.edu/~ncrest/](http://www.tc.columbia.edu/~ncrest/)

Professional development school partnerships were the focus of the National Partnership for Excellence and Accountability in Teaching Project 2.3.1: Professional Development Schools and Experienced Teacher Learning. Over several years, three surveys (a teacher survey, teacher educator survey, and principal survey) were designed for data collection segments of the project. This report is also available from the National Center for Restructuring Education, Schools, and Teaching, Box 110, Teachers College, Columbia University, New York, NY 10027.



- N.5 Neubert, G. A., & Binko, J. B. (1998). Professional development schools—The proof is in performance. *Educational Leadership*, 55(5), 44-46. (EJ560889)

This article reports results from an investigation of the performance of secondary teacher candidates (n=11) in a pilot high school PDS established by Towson University (MD) and a Baltimore high school. Quantitative and qualitative data on PDS teacher candidates were compared with a group of non-PDS candidates (n=10). The performance indicators that were examined include classroom discipline, technology, and reflection. Quantitative data indicated that PDS candidates were performing at a higher level, and qualitative data confirmed that the PDS experience was positive.



- N.6 Newman, C., Moss, B., Lenarz, M., & Newman, I. (1998, October). *The impact of a PDS internship/student teaching program on the self-efficacy, stages of concern and role perceptions of preservice teachers: The evaluation of a Goals 2000 project*. Paper presented at the annual meeting of the Midwestern Educational Research Association, Chicago. (ED425164)

In 1996, the University of Akron (OH) embarked upon development of a field-based school-university partnership that

incorporated a PDS model, a yearlong preservice internship, and a funded teacher mentoring program. This paper reports results of a study that compared and contrasted preservice intern/student teacher views at the beginning and end of the PDS project in terms of their teacher efficacy, stages of concern about teaching, understanding and implementation of integrated curriculum, and implementation of technology into instruction. The study also compared the PDS student teachers with traditionally prepared student teachers in three areas: understanding integrated curriculum, understanding appropriate use of technology in instruction, and understanding of the importance of relevant, engaging instruction. Quantitative and qualitative data were collected. Overall results indicate that preservice teachers prepared in the professional development school sites conveyed higher levels of confidence and competence than the comparison group.



- O.1 Osguthorpe, R. T., Harris, R. C., Harris, M. F., & Black, S. (Eds.). (1995). *Partner schools: Centers for educational renewal*. San Francisco: Jossey-Bass. (ED382569)

Contents of this volume focus on sites within the National Network for Educational Renewal and include

- ◆ Introduction: Understanding School-University Partnerships (Osguthorpe, Harris, Black, Cutler, & Fox Harris)
- ◆ Improving Student Learning (Kimball, Swap, LaRosa, & Howick)
- ◆ Strengthening Teacher Education (Barnhart, Cole, Hansell, Mathies, Smith, & Black)
- ◆ Promoting Professional Development (Pines, Michel, & Michelli)
- ◆ Supporting Collaborative Inquiry (Hunkins, Wiseman, & Williams)
- ◆ Launching and Sustaining a Partner School (Harris & Fox Harris)
- ◆ Initiating District-Wide Change (Beglau & Granger)
- ◆ Promoting Statewide Collaboration (Little-Gottesman, Nogy, & Graham)
- ◆ Building Links with Families and Communities (Lawson, Flora, Lloyd, Briar, Ziegler, & Kettlewell)
- ◆ Evaluating Partner Schools (Clark)
- ◆ Conclusion: The Promise of Partner Schools (Osguthorpe, Harris, Black, & Fox Harris)



- P.1 Patterson, R. S., Michelli, N. M., & Pacheco, A. (1999). *Centers of pedagogy: New structures for educational renewal*. San Francisco: Jossey-Bass. (ED429934)

Centers of pedagogy are one strategy for breaking down barriers among faculty in colleges of education, university arts and sciences departments, and PK-12 schools. The concept emerged from the work of John Goodlad and the National Network for Educational Renewal (NNER) as a way to promote systemic change in SCDEs. The partner schools at many NNER sites are affiliated with local centers of pedagogy, and this volume features case examples from three successful partnerships: Montclair State University (NJ), Brigham Young University (UT), and University of Texas at El Paso. The discussion of policies, organizational structures, and other key conditions is organized into three sections: "The Case for Centers of Pedagogy," "Centers of Pedagogy in Practice," and "Developing Successful Centers of Pedagogy." Also discussed are results of a survey of movement toward centers of pedagogy, which collected data from the 34 institutions of higher education affiliated with the NNER and member institutions in the American Association of Colleges for Teacher Education. Brief profiles of 12 promising efforts to establish centers of pedagogy or similar structures are included, and the appendix contains the survey questionnaire used in the investigation.



- P.2 Pepper, K., Hamilton-Thomas, L., Cross, C., & Spencer, A. (2001, April). *Creating an environment of educational excellence: The University of Mississippi-PDS partnership—A twenty-year evolution*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Results from professional development schools in the university's partnership with nine local school districts and a regional service center for special needs students have impacted the University of Mississippi's teacher education program. This paper describes the evolution of the partnership, presents results from the longitudinal study, and summarizes suggestions for improving the program.

- P3 Peters, W. H., & Dossey, G. (1998, February). *Developing successful teacher education collaboration in research universities*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, New Orleans, LA. (ED418945)

This paper describes the motivation and process that led Texas A&M University to develop a secondary professional development school in partnership with a large urban high school in Houston. The university, located in a somewhat rural community and having mostly Anglo teacher education students, wanted to move to a field-based program that would provide its preservice students an opportunity to work with an economically and ethnically diverse student population. The high school looked for ways to improve the instruction of its students and proficiency of its teachers in the face of an increasingly diverse student population.



- P4 Petrie, H. G. (Ed.). (1995). *Professionalization, partnership, and power: Building professional development schools*. Albany: State University of New York Press. (ED388628)

Contents:

- ◆ School-University Partnership and Partner Schools (Goodlad)
- ◆ Design Principles and Criteria for Professional Development Schools (Murray)
- ◆ The Professional Development School: Building Bridges Between Cultures (Stoddart)
- ◆ The Dialectics of Creating Professional Development Schools: Reflections on Work in Progress (Henderson & Hawthorne)
- ◆ Listening But Not Hearing: Patterns of Communication in an Urban School-University Partnership (Collins)
- ◆ Why Do Schools Cooperate With University-Based Reforms? The Case of Professional Development Schools (Labaree)
- ◆ Cultural Transformation in an Urban Professional Development Center: Policy Implications for School-University Collaboration (Case, Norlander, & Reagan)
- ◆ Professional Development Schools: A New Generation of School-University Partnerships (Stallings, Wiseman, & Knight)
- ◆ Creating a Common Ground: The Facilitator's Role in Initiating School-University Partnerships (Collay)

- ◆ Tradition and Authority in Teacher Education Reform (Ellsworth & Albers)
- ◆ Professional Development Schools in the Inner City: Policy Implications for School-University Collaboration (Sewell, Shapiro, Duccette, & Sanford)
- ◆ Critically Reflective Inquiry and Administrator Preparation: Problems and Possibilities (Stevenson)
- ◆ The State Role in Jump-Starting School-University Collaboration: A Case Study (Teitel)
- ◆ The Professional Development School: Tomorrow's School or Today's Fantasy (Creek)
- ◆ Professional Development Schools: Restructuring Teacher Education Programs and Hierarchies (Wilder)
- ◆ Transforming the Discourse: Gender Equity and Professional Development Schools (Burstyn)
- ◆ A New Paradigm for Practical Research (Petrie)



- P.5 Pine, G. J. (2000, April). *Making a difference: A professional development school's impact on student learning*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

This paper reports results of a longitudinal study of the impact of teaching and learning in a Michigan professional development school on the academic achievement of historically low-achieving students. Students not only progressed dramatically, they outperformed their peers in more affluent communities.



- P.6 Pritchard, F., & Ancess, J. (1999). *The effects of professional development schools: A literature review*. Washington, DC: National Partnership for Excellence and Accountability in Education. (ED448155)
Retrieved December 10, 2001 from <http://www.ericsp.org/pages/digests/EffectsofProfDev.htm>

The focus of this review of literature on PDSs is the impact of the PDS model on various stakeholders: SCDEs, preservice and inservice teachers, and PK-12 students. It also discusses the school reform literature as a lens through which to examine the potential impact of the PDS model of school organization. More than 60 references are cited.

- P.7 *The professional development community: A model for interdisciplinary teaching, service and research to promote student success through wellness for urban children and families.* (1994, May). Unpublished project description. (Available from the Center for Collaborative Advancement of the Teaching Profession, School of Education, University of Louisville, Louisville, KY 40292)

The Wellness Project represents an interprofessional approach to the well-being of children—an approach that attempts to provide a coordinated network of school-based or school-linked educational, health, and social services to children and families. Various components of the project are based at PDSs affiliated with the University of Louisville (KY).



- P.8 Professional development schools [Television series episode #307]. (1995, May 5). In Michigan State University and the Michigan Partnership for New Education, *Michigan Gateways*. East Lansing: Michigan State University. Program transcript retrieved December 10, 2001, from <http://www.gateways.msu/programs.html>

PDS teachers and university faculty are interviewed for *Michigan Gateways*, a television program for math and science teachers, about the relation of the PDSs to math and science reform. Other topics include prospects for institutionalization, dissemination, and impact of the PDS model. The transcript includes a resource review that features publications by and about educators in professional development schools. In addition to on-line access, a transcript and videocassette of this program are available from Michigan Gateways, 212 Communication Arts, Michigan State University, East Lansing, MI 48824-1212, e-mail: MichGate@msu.edu.



- P.9 Professional development schools. (1998). *Teaching and Change*, 6(1). (EJ584879 - EJ584887)

Contents:

- ◆ Professional Development Schools: More Than a Good Idea (Levine)
- ◆ Revitalizing Teacher Preparation Through Shared Assessment Practices (Harriman)
- ◆ An Urban Professional Development School (Proctor, Wagstaff, & Ochoa)
- ◆ Building Education Partnerships: A Program in Transition (Quatroche, Duff, Anderson, & Herring)

- ◆ Building a Collaborative That Will Last (Cooper)
- ◆ Teachers Leading the Way (Carnes & Boutte)
- ◆ Walking the Fault Line: Boundary Spanning in Professional Development Schools (Walters)
- ◆ The National Education Association-Teacher Education Initiative (Pines, Seidel, & DiTrani)
- ◆ In My Opinion: What Students Say About Professional Development Schools (Cowart & Rademacher)

A

- P.10 *Professional development schools manual 1998-99.* (n.d.). Fairfax, VA: George Mason University, Office of Teacher Education. (Available from George Mason University, Office of Teacher Education, Robinson A307, Fairfax, VA 22030-4444)

Designed to provide guidance for the school and university team about their responsibilities during the summer and academic year for the early childhood and middle school internship, this handbook includes a comprehensive collection of documents, forms, and resources related to the PDS partnerships between George Mason University and the public schools of Fairfax and Prince William counties in Virginia. Materials include a brief history of the partnership; information on admission, retention, placements, and grading of interns; roles and responsibilities; documentation; the professional development portfolio; and various observation and evaluation forms.



- P.11 Professional development schools revisited. (1996). *Contemporary Education*, 67(4). (EJ542009 - EJ542026)

This theme issue contains 15 articles grouped in four sections: "The Promise and Purpose of Professional Development Schools," "Deepening Relationships Through PDS Brings Change in Practice," "Reflection: What We Have Learned," and "Aspects of Evaluation of PDS."



- P.12 Putnam, J., Peeke, P., & Narusis, E. M. (1993). *Rethinking educational reform: The inclusion of counseling psychologists on the professional development school (PDS) leadership teams in the PDS schools.* Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education (ED370892)

Counseling psychologists have a place on PDS leadership teams at local schools working with universities to train teachers and improve schools. They can help team members to create healthy relationships, function more effectively, and

develop a healthy educational environment. Two critical functions that counseling psychologists can perform in a PDS are remediation and development. Semistructured, open-ended interviews were conducted with administrators, teachers, graduate students, and teacher educators who worked in PDSs. These interviews were designed to capture perceptions of the actual and potential role of counseling psychologists in PDSs in three areas: remediation, prevention, and development. Examples of remediation activities that were cited included changing negative stereotyping, easing anxiety generated by change, and intervening in dysfunctional professional relationships. Responses from interviewees indicated that a valuable developmental function of counseling psychologists was the counselors' ability to model, facilitate, and promote better communication. The preventive function is demonstrated when counseling psychologists' explore, in advance, such issues as shifts in power and participatory decision making so that PDS faculty are more prepared to understand and function in an evolving school environment.



- R.1 Reed, C. J., Kochan, F. K., Ross, M. E., & Kunkel, R. C. (2001). Designing evaluation systems to inform, reform, and transform professional development schools. *Journal of Curriculum and Supervision*, 16(3) 188-205. (EJ626325)

Coordinated by Auburn University (AL), the West Alabama Learning Coalition was established in 1993 and consists of seven school-college partnerships. This paper presents insights gained in designing and implementing an evaluation system for the PDSs in the coalition. Following a brief overview of the history of PDSs and the issues related to establishing quality indicators and judging effectiveness, the authors present a detailed description of the context and how the evaluation system has been used to reform, inform, and transform both institutions and professional relationships. The article concludes with a set of assumptions to consider when designing a PDS evaluation system. Tables summarizing a three-phase evaluation system detail questions, methods and strategies, data sources, and roles.



- R.2 Resta, V. K. (1998). *Professional development schools as a catalyst for reform*. (Restructuring Texas Teacher Education Series No. 2). Austin: Texas State Board for Educator Certification. (ED420662)

In the early 1990s, Texas initiated a large-scale program, Centers for Professional Development of Teachers (CPDT), to help transform traditional teacher education programs using the PDS model. The CPDT approach to the PDS emphasizes working in schools with diverse populations and large numbers of students who are not achieving at desired levels and infusing and integrating technology into the professional development of teachers. This report focuses on the first generation of CPDT-sponsored PDSs and provides an overview of experiences, challenges, issues, and lessons learned. It also includes a discussion of the role of technology in achieving PDS goals.



- R.3 Ross, S. M., & Howze, S. (1995). *NEA Teacher Education Initiative: A seven site replication study of teacher preparation: Evaluation manual*. Washington, DC: National Education Association. (Available from the National Center for Innovation, National Education Association, 1201 16th Street NW, Washington, DC 20036)

This manual provides a procedural framework and basic instrumentation for conducting program evaluation for sites participating in the National Education Association's Teacher Education Initiative. The manual contains three sections: descriptions of the four main research questions and associated data sources used to address each question; descriptions of each instrument and related administration and data collection procedures; and copies of core instruments that can be used intact or adapted by sites.

- S.1 Schwartz, W. (2000). *The impact of professional development schools on the education of urban students*. ERIC Digest No. 156. New York: ERIC Clearinghouse on Urban Education. (ED446179)

This digest outlines benefits, challenges, and issues related to urban professional development schools. Topics include preservice and inservice education of teachers, integrated services programs, multicultural education, instructional strategies, and parent and community involvement.



- S.2 Sharpe, T., Lounsbery, M. F., Golden, C., & Deibler, C. (1999). Analysis of an ongoing, district-wide collaborative approach to teacher education. *Journal of Teaching in Physical Education*, 19, 79-96. (EJ598285)

Two matched undergraduate physical education teacher cohorts, one prepared in a PDS collaborative, were tracked over a 5-year period to determine the benefits of the collaborative model. Qualitative data were collected from the students, cooperating teachers, school administrators, and university faculty. Observational data were also collected from undergraduates during the practicum, student teaching, and inservice teaching phases. For all collaborative participants, findings indicated a trend from apprehension to receptivity and recommitment to the teacher education process. Undergraduates in the PDS program also demonstrated marked changes, over time, in select daily practices correlated with effective instruction.



- S.3 Shen, J. (1994, February). *A study in contrast: Visions of preservice teacher education in the context of a professional development school*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago. (ED368677)

This study began with a thorough review of the literature on the PDS and developed a conceptual framework underlying the rhetoric for the PDS movement. It then constructed, by employing a case study approach, the school-based PDS faculty's vision of preservice teacher education in the PDS context and the individual and institutional difficulties in realizing their ideal roles. This study also contrasted the expectations in the literature and voices from the field and explored the discrepancies among them. The practically oriented vision held by the school-based faculty lacked some of the most important ideas expressed in the theoretical conceptual model. The PDS sampled for this case study was a

middle school associated with the Puget Sound Professional Development Center in Washington state. Interviews, which supplied some of the data collected for the study, were conducted with seven people: the principal, the teacher leadership coordinator, the site supervisor, three cooperating teachers, and one noncooperating teacher. Findings from the study indicate three significant differences between the vision of the PDS found in the literature and that revealed by the voices from the field. In contrast to the literature, the school-based faculty members' visions did not include (a) the concept of student teacher cohort groups, (b) an awareness that the PDS model is supposed to supply an exemplary setting for student teaching, or (c) the concept of inquiry as part of the PDS mission. The study's findings suggest that successful implementation of the PDS model requires more interaction between school faculty and university faculty to develop a shared vision.



- S.4 Silva, D. Y. (1999, February). *Cultivating an inquiry-oriented professional development school: The mentor teachers' experience at Mountainside Elementary School*. Paper presented at the annual meeting of the Association of Teacher Educators, Chicago. (ED428073)

Six mentor teachers in a newly formed K-2 PDS were the subjects of this qualitative study. Data sources included journal entries written by mentors and interns, field notes, interviews, e-mail, meeting minutes, and transcripts from PDS meetings. The study presents an analysis of mentor teacher experience as it evolved through three overlapping phases of teacher work: conceptualization, teacher as teacher educator, and teacher as researcher.



- S.5 Simmons, J. M., Konecki, L. R., Crowell, R. A., & Gates-Duffield, P. (1998, April). *Emerging roles of PDS university coordinators in education reform: Dream-keepers, weavers, and shape-shifters*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

This study reports on grounded theory investigation of the implicit theories of action, reflective decision making, and subsequent actions of four teacher education professor coordinators working in seven diverse urban, small city, or suburban PDS collaborative reform sites. The study extends earlier investigations of teachers' reflective decision making and

provides a qualitative view of collaborative change efforts that are intended to impact both PK-12 education and teacher preparation programs. Three metaphors emerge from content analysis of the critical incident journal data produced by the three PDS professors: *dream-keepers*, *weavers*, and *shape-shifters*. Other findings reveal how PDS coordinators' work is vision-driven in a complex, multidimensional manner and requires professors to skillfully and credibly operate in a wide range of complex roles and use knowledge, skills, beliefs, and dispositions that are somewhat at variance with those used in their other university campus-based work. The paper includes the critical incident journaling questions and data analysis coding sheet used in the study.



S.6 Stewart, H. (1996). Extended teacher education programs: Collaboration as a tool of implementation. *Journal of Professional Studies*, 3(2), 3-14.

Prospects for PDS implementation in Ontario are considered within the context of recommendations of Ontario's 1994 Report of the Royal Commission on Learning. The commission recommended partnering school reform and teacher education reform and highlighted collaboration as the central tool in implementing its recommendations. Responses to the report and major themes in collaboration, teacher education reform, and implementation challenges and processes are discussed.



S.7 Swanson, J. (1995). *Systemic reform in the professionalism of educators. Volume I: Findings and conclusions. Studies of education reform*. Washington, DC: U.S. Department of Education, Office of Educational Research and Information. (ED397556)

Results are reported from in-depth case studies of three school-university partnerships that have undertaken comprehensive reform initiatives focusing on redesign of the teaching and learning process for professional educators. The overall study examines preservice and inservice training and the working conditions of educators. The three sites are the Learning Consortium at the University of Toronto, the Southern Maine Partnership, and the Benedum Project at West Virginia University. Individual case studies, cross-site analysis, and assessment of outcomes are included.



T.1 Teitel, L. (1996) *The transformation of school leadership in professional development schools*. New York: Columbia University, Teachers College, National Center for Restructuring Education, Schools, and Teaching.

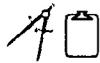
Connecting parallel efforts to launch professional development schools and improve the preparation of educational administrators, this paper discusses the development of administrators for learner-centered schools. Four sections are included:

- ◆ Leadership and Professional Development Schools: Critical Pieces of School/University Reform
- ◆ Changing Roles for Teachers and Principals in Professional Development Schools
- ◆ The Preparation and Support of School Leaders in Professional Development Schools
- ◆ Emerging Themes about Leadership and Learning in Professional Development Schools



T.2 Teitel, L. (1998). *Designing professional development school governance structures*. Washington, DC: American Association of Colleges for Teacher Education. (ED417155)

Practical guidance and illustrations from functioning PDSs distinguish this handbook. The author outlines key principles that ideally characterize PDS governance structures and processes; discusses the advantages and disadvantages of various decision-making structures and processes; provides a user-friendly self-assessment tool for evaluating individual partnerships; and illustrates, through actual agreements, how some existing partnerships have crafted formal arrangements.



T.3 Teitel, L. (1998, April). *Going beyond the leap of faith: Developing an assessment framework for professional development schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

In this paper, the author examines the challenges inherent in thinking about assessing PDS impacts, outlines a conceptual framework for assessing those impacts, describes the use of the framework by a Massachusetts consortium of PDS partnerships, and makes specific recommendations for procedures to conduct impact assessment. The paper includes a grid that outlines areas to assess and sources of data for each area.



- T.4 Teitel, L. (2001). *How professional development schools make a difference: A review of research*. Washington, DC: National Council for Accreditation of Teacher Education.

This review considers some of the reasons for difficulties researchers have encountered in conducting quality PDS assessments and lays out a framework and lens with which to examine PDS impact studies. It summarizes findings from a number of recent studies that explore the evidence of PDS effectiveness and concludes with suggestions for next steps, in particular building connections between further research and the PDS standards developed by the National Council for Accreditation of Teacher Education. (See also N.2, N.3)



- T.5 Teitel, L. (with Abdal-Haqq, I.). (2000). *Assessing the impacts of professional development schools*. Washington, DC: American Association of Colleges for Teacher Education. (ED443805)

This book offers a conceptual framework for conducting impact documentation, a user-friendly checklist for assessing existing documentation efforts or guiding those in the planning stages, and descriptions of impact documentation activity at a number of professional development school sites. A key component is the collection of instruments, protocols, and analytical approaches developed by several partnerships.



- T.6 Teitel, L., Abdal-Haqq, I., Dempsey, V., Mantle-Bromley, C., Reed, C., Whitenack, D., et al. (2000, April). *Documenting the impacts of professional development schools*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

This paper profiles five professional development school documentation efforts and includes three papers that describe in more detail site-specific assessment documentation. The sites represented are the Benedum Collaborative (WV), the Massachusetts Consortium for Initial Teacher Professional Development, the Colorado Partnership for Educational Renewal, the National Education Association's Teacher Education Initiative, Washington PDS/San Jose State University (CA), and West Alabama Learning Coalition.

- T.7 Torres-Karma, H., & Krustchinsky, R. (1998). The early entry program: An innovative program for recruiting and training new bilingual teachers. *Teacher Education and Practice*, 14(1), 10-19.

The Teacher Early Entry Paraprofessional training program was designed as a collaborative effort between the University of St. Thomas in Houston, TX, and several local school districts to address the severe teacher shortage in programs serving students with limited English proficiency. This article describes the essential program components, benefits, and challenges.

- V.1 Valli, L. (1994, April). *Professional development schools: An opportunity to reconceptualize schools and teacher education as empowering learning communities*. Paper presented at the annual meeting of the International Seminar on Teacher Education, Maastricht, The Netherlands. (ED381484)

Presented in this paper are personal reflections on the nature of learning, the purpose of schooling, and their implications for defining the work of PDSs. The paper examines the implications of intuitive learning, differences in learning, and political aspects of learning theory for professional development schools. This examination of learning theory suggests that (a) it is unnecessary to conceptualize totally different types of learning environments for child and adult learners; (b) constructivism offers a powerful theory of child and teacher development; (c) learning should be self-directed, inquiry oriented, and based on life experience; and (d) learning is both a cultural and a developmental process. Also discussed is a vision of a PDS as an empowering, emancipating learning community that frees people from ignorance and knowledge that is trivial, subjugating, or hegemonic. The paper describes four characteristics of empowering learning communities (constructivist, problem-focused, multicultural and inclusive, and social reconstructionist) and outlines how they can guide PDS work. An example of a learning activity useful for both teachers and students that embodies these characteristics in an integrated fashion is provided. In addition, a brief discussion of how PDSs as learning communities would differ from traditional schools and teacher preparation focuses on textbooks, teacher talk, traditional modes of grouping, and the dominant culture.

- V.2 Valli, L., Cooper, D., & Frakes, L. (1997). *Professional development schools and equity: A critical analysis of rhetoric and research*. In M. W. Apple (Ed.), *Review of research in education* 22 (pp. 251-304). Washington, DC: American Educational Research Association.

In reviewing the research literature on professional development schools, the authors attempt to (a) match goals identified by PDS proponents with research-documented changes, (b) determine whether the identified changes represent first or second-order change, and (c) relate stated PDS goals and reported changes to equity goals. The chapter begins with a definition of PDSs, an explanation of first- and second-order

change, and an overview of the concept of equity as articulated in the education literature. The authors also review the PDS advocacy and research literature within the framework of six themes and discuss relevant equity implications.

- V.3 Vaughns, A. J. (1996). *School renewal and non-instructional time for teachers: Profiles from the National Network for Educational Renewal*. (Reflections on Practice Series No. 1). Seattle: University of Washington, Center for Educational Renewal. (ED404305)

This monograph focuses on how partner schools in the National Network for Educational Renewal have addressed the need to create noninstructional time for educators engaged in school renewal activities. The author outlines basic methods employed by schools nationwide to create noninstructional time and profiles seven partner schools. The profiles describe the school context, approach to providing noninstructional time, and lessons learned from such efforts.



- W.1 Wallace, D., & Linn, D. (2000). *Integrating professional development schools into state education reforms*. (Issue Brief). Washington, DC: National Governors Association, Center for Best Practices. Retrieved December 11, 2001, from <http://www.nga.org/cda/files/000125PDS.pdf>

This issue brief defines PDSs and their role in state education reform efforts. It discusses ways that PDSs can address state policy makers' concerns about improving teacher quality and issues related to PDS impact on student achievement. Recommendations are given for state actions that can help to reduce the disconnect among policy makers, education professionals, and members of the school community about the role of PDSs in education.



- W.2 Warner, A. R. (1996). Funding field-based, technology-intensive professional preparation. *Teacher Education and Practice*, 12(1), 41-46. (EJ541986)

This article examines the PDS concept from the perspective of the resources needed to institutionalize field-based, technology-intensive teacher education programs based on the PDS model. The discussion focuses on the needs of the Centers for Professional Development and Technology funded by the Texas legislature.



- W.3 Webb-Dempsey, J. (n.d.). *Benedum Collaborative professional development schools. Impact assessment study. Initial findings from student data collection pilot in the five original PDS sites*. Unpublished manuscript, West Virginia University, College of Human Resources and Education, Center for the Renewal of Professional Preparation and Practice, Morgantown.

This paper provides an overview of the PDS initiative of the Benedum Collaborative at West Virginia University and discusses the limitations of traditional measures to assess the impact of PDS programming on students. Selected student performance data are presented, and overall, the data reveal positive results in the five original PDS sites. Key lessons that emerged from the study of PDS impact on student experiences are reported within the framework of PDS program belief statements. A more expansive treatment of the impact study's findings can be found in a chapter by the author in a 1997 volume of papers on the Benedum Collaborative. (See also H.3)



- W.4 White, W. B. (1998, March). *Teachers (for) Elementary And Middle Schools (TEAMS): A conceptual framework and program description of LAC: TEAMS*. Unpublished manuscript. (Available from W. Bumper White, LAC: TEAMS Coordinator, 51 Westminster St., Lewiston-Auburn College, Lewiston, ME 04241)

This project description relates the history, components, and operations of a pilot project in teacher education at Lewiston-Auburn College (ME). In 1998, the University of Southern Maine Teacher Education Council approved a new undergraduate elementary education program: Teachers for Elementary And Middle Schools (TEAMS), in which students could enroll at either the Gorham campus or the Lewiston-Auburn campus. Students in the Lewiston-Auburn College program are primarily part-time, nontraditional students who receive a bachelor's degree in general studies at the end of 4 years and teacher certification at the end of 5 years. Yearlong internships take place in partner schools.

- W.5 Wiener, W. K. (2000, April). *The MSCD Lab School at Lookout Mountain: Juvenile corrections/higher education collaboration to develop a professional development school*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. (Available from William K. Wiener, MSCD Lab School at Lookout Mountain, 2901 Ford Street, Golden, CO 80401)

This paper describes a unique collaboration between Metropolitan State College of Denver (MSCD) and the Colorado Division of Youth Corrections. The college has taken over the educational, vocational, and transition programs in a maximum security facility for juvenile offenders ages 12 to 20. The MSCD Lab School at Lookout Mountain functions as a year-round professional development school for preservice professionals from the college's departments of secondary education, special education, criminal justice, human services, and human performance, sport, and leisure. The paper discusses motivations for the partnership, benefits and barriers to implementing the PDS concept in a correctional facility, extending the PDS concept from education to other disciplines, generating resources, and the effectiveness of the PDS effort in terms of student change data, recidivism rates, and level of preservice professional preparedness.

W.6 Wiseman, D. L., & Cooner, D. (1996). Discovering the power of collaboration: The impact of a school-university partnership on teaching. *Teacher Education and Practice*, 12(1), 18-28. (EJ541985)

This article describes the history, process, and challenges associated with developing a collaboratively designed language arts methods course for preservice students at Texas A&M University. One innovative feature of the course was the "writing buddies" program, which deployed 100-125 university students to provide one-to-one and small-group writing assistance to elementary students. Writing scores on state achievement tests increased from a school pass rate of 69% to 92% after the 3rd year of the program. That the collaboration produced professional growth in veteran teachers as well led to a similar course design at several other schools and experimentation by the original site with the format in a collaboratively taught technology course.

Appendix 1

Selected Internet-Based Resources

Like many other sectors of the education community, PDSs have benefited from the expansion of telecommunications and other electronic technologies. PDS-related Web sites provide a cost-effective way for partnerships to share information about activities, resources, and accomplishments. The proliferation of such sites makes it easier for PDS participants throughout the nation, and indeed the world, to learn from the work of others. These electronic media facilitate sharing of information and easier, more timely dissemination of PDS information than was common in the early years of the movement.

The following selection of electronic resources offers a possible starting place for PDS planners and implementers who want to develop or expand their own Internet presence.

Listserve

Listserve allow subscribers to pose questions and offer advice to colleagues; announce conferences, new publications, and even job openings; and post full-text documents.

- ◆ PDS_DEVEL

Sponsored by the National Institute for Community Innovations, PDS_DEVEL is a listserve for sharing practical strategies that enable educators to create new PDS partnerships and strengthen existing ones. Contact <http://www.nici-mc2.org/pgs/joinleavelist.html>

World Wide Web Sites

Among the scores of PDS-related Web-based resources now in existence, there are many informative and well-designed sites. This is not intended to be a comprehensive list. The sites that are highlighted illustrate the range of Web resources and provide access to documents, services, or resources that partnerships can use as templates and guidelines. The addresses included in the listings are current at the time of publication.

- ◆ Ball State University, Teachers College, Professional Development Schools

Sponsored by Ball State University, Teachers College (IN). The PDS Web site maintained by Ball State University illustrates the contribution that a site rich in resources can make to the field, in addition to helping its own participants. The site provides access to the full-text versions of program handbooks and newsletters. The research section includes not only bibliographies of presentations and publications by partnership participants but also summaries of ongoing research at the sites.

<http://www.bsu.edu/teachers/services/pds/htmlfiles/mainmenu.html>

- ◆ Clinical Schools Clearinghouse /Adjunct ERIC Clearinghouse on Clinical Schools

Sponsored by the American Association of Colleges for Teacher Education and the ERIC Clearinghouse on Teaching and Teacher Education. Information includes PDS publications, statistics, Internet resources, announcements, sample partnership agreements, the PDS database data collection form, links to other PDS-related sites, Internet addresses, and full-text ERIC digests on PDS issues.

http://www.aacte.org/eric/pro_dev_schools.htm

- ◆ Collaborative Futures: Professional Development Schools with Loyola College in Maryland

Sponsored by Loyola College (MD). This Web site is a good example of how informative PDS Web sites can be for partnership participants and colleagues outside of the partnership. Loyola's PDS Web site offers access to governance documents, procedures for site selection, information on various school-based projects, description of roles and responsibilities, and more.

<http://www.loyola.edu/education/PDS/index.html>

- ◆ Holmes Partnership

Sponsored by the Holmes Partnership. This site has information on various aspects of the work of the Holmes Partnership, announcements, and a planned documentation section, which provides information on PDSs in the partnership.

<http://www.holmespartnership.org>

- ◆ Indiana State University Professional Development School Program

Sponsored by Indiana State University-Terre Haute. Indiana State University's PDS site provides very clear mission and goal statements and descriptions of program history and funding. Like many PDS sites, Indiana gives links to individual school Web sites. A very useful resource for PDS planners and implementers is the collection of bylaws, contracts, and policy guidelines.

<http://web.indstate.edu/soe/pds/>

- ◆ Massachusetts Professional Development School Network

Sponsored by the Massachusetts Field Center for Teaching and Learning. The Massachusetts Professional Development School Network is one of the older state-supported PDS networks. The network has undertaken a number of research activities designed to assess the impact of various PDS stakeholders.

<http://omega.cc.umb.edu/~mafldctr/>

- ◆ National Center for Restructuring Education, Schools, and Teaching

Sponsored by Teachers College, Columbia University (NY). This site has information on the PDSs affiliated with Teachers College and publications, videos, and other resources produced by PDS participants. It also provides access to information, research, survey forms, and reports from the National Partnership for Excellence and Accountability in Teaching and the Leading Edge Professional Development School Network.

<http://www.tc.columbia.edu/ncrest/>

◆ National Network for Educational Renewal (NNER)
Sponsored by the Center for Educational Renewal, University of Washington, Seattle. The NNER consists of 17 settings in 15 states and is often referred to as the *Goodlad Network*. The settings involve 41 colleges and universities, more than 100 school districts, and close to 500 partner schools. Contact information and links to the settings can be found on the site, as well as descriptions of NNER programs, publications, and activities. This site is a good starting point for those seeking to pinpoint where PDSs can be found.

<http://depts.washington.edu/cedren/NNER.htm>

◆ New Jersey Network for Educational Renewal (NJNER), Center of Pedagogy

Sponsored by Montclair State University (NJ). Centers of pedagogy (COP) are structures designed to unite university faculty in education, university faculty in the arts and sciences, and public school faculty under one umbrella. From this Web site, users can access the NJNER-COP newsletter, information on various COP programs, and links to the PDSs in the network.

<http://www.montclair.edu/Pages/CRC/CPO/Pedagogy.html>

◆ Professional Development School Research Special Interest Group

Sponsored by the American Educational Research Association (AERA). This special interest group sponsors AERA sessions, examines PDSs, supports educators who work in PDSs, and helps those interested in initiating PDSs. A membership application, list of members, newsletter, and a forthcoming listserv can be accessed from the site's home page.

http://www2.gasou.edu/facstaff/mkostin/PDS_SIG/home.html

◆ Professional Development School Standards Project
Sponsored by the National Council for Accreditation of Teacher Education. In addition to the PDS standards document (in PDF format), this site provides information on the history of the PDS Standards Project, its activities, and a list of sites involved in the 3-year pilot tests.

http://www.ncate.org/accred/projects/pds/m_pds.htm

- ◆ The Virtual Professional Development School Consortium

Sponsored by the National Institute for Community Innovations (NICI). Funded by the U.S. Department of Education, NICI and a national coalition of partners assist 30 professional development school partnerships to continuously improve PK-12 student learning results by simultaneously strengthening the abilities of current and future teachers to use technology effectively in PK-12 classrooms. Many resources, such as online seminars and listserves related to PDS development and implementation, are available to all educators, while others are open only to consortium members.
<http://www.nici-mc2.org/pgs/info/info.htm>

Appendix 2

Newsletters

Partnership newsletters can be excellent sources of information about the day-to-day activities of PDS participants. Most are limited circulation documents, intended primarily for members of the partnership and the university and school communities in which they are based. Others are circulated more widely to members of consortia or networks, funders, state and local officials, and selected external entities such as professional associations.

An appealing feature of many newsletters is the reporting of school-based research and innovative practices. Often, full research reports, essays, project descriptions, journal article reprints, samples of student and student teacher work, and conference papers can be found.

Currently, many partnerships distribute their newsletters via e-mail or their Web sites. For example, several of the PDS Web sites listed in Appendix 1 archive back issues of their newsletters. The newsletters listed here represent a sampling of those available. Addresses and other contact information are current at the time of publication.

Center Correspondent

Center for Educational Renewal
University of Washington
Miller Hall DQ-12
University of Washington
Seattle, WA 98195
206-543-6230

CPDT Network News

Texas Centers for Professional Development and Teaching
School of Education (EDB 3048)
Southwest Texas State University
601 University Drive
San Marcos, TX 78666
512-245-2150

Four Cities Urban PDS Network !!!

Four Cities Urban Professional Development School Network
Center for Teacher Education
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201

From the Inside: Perspectives on PDS Work

The Eisenhower Regional Alliance for Mathematics and
Science Education
235 Main Street
Montpelier, VT 05602-2410
802-223-0463
bob_mclaughlin@terc.edu

Network News

Teachers College
Ball State University
Muncie, IN 47306
[http://www.bsu.edu/teachers/services/pds/htmlfiles/
pdsnews.html](http://www.bsu.edu/teachers/services/pds/htmlfiles/pdsnews.html)

PDS Happenings

Thompson Valley High School
Imo Jean Mayes, PDS Coordinator
1669 Eagle Drive
Loveland, CO 80537
970-669-0801, Ext. 128

PDS News Notes

Professional Development School Partnership
Teachers College, Columbia University
525 West 120th Street, Box 155
New York, NY 10027
212-678-3166
<http://www.tc.columbia.edu/centers/pds>

PDS Proceedings

University of South Carolina Professional Development
Schools Network
102 Wardlaw
University of South Carolina
Columbia, SC 29208

Newsletters

The PDSN Post
The Professional Development School Network
of The College of New Jersey School of Education
P.O. Box 7718
Ewing, NJ 08628-0718

Appendix 3

Videos

- ◆ Century Communications. (1996). *The students as authors project. Education showcase: Cover story* [videocassette]. Morgantown, WV: Author. (Available from Central Elementary School, Morgantown, WV)

The *Students as Authors* project is a literacy development program based at an elementary PDS that participates in the Benedum Collaborative affiliated with West Virginia University.

- ◆ National Center for Restructuring Education, Schools, and Teaching. (1995). *Preparing teachers for learner-centered practice: The professional development school at PS 87* [Videocassette]. New York: Columbia University, Teachers College, National Center for Restructuring Education, Schools, and Teaching.

This documentary of the partnership between Columbia University's Teachers College and a New York City elementary school captures a new kind of collaboration for preservice teacher preparation and inservice professional development.

- ◆ National Center for Restructuring Education, Schools, and Teaching. (1996). *The lightning post-office* [Videocassette]. New York: Columbia University, Teachers College, National Center for Restructuring Education, Schools, and Teaching.

At PS 87 in New York City, first graders create a school-wide post office—transforming their research about their neighborhood post office into a real-life work place. Students use skills from a variety of disciplines as they organize and design the project, discuss and solve problems related to their jobs, and explore their school environment.

Appendix 4

PDS Publications from the American Association of Colleges for Teacher Education and the ERIC Clearinghouse on Teaching and Teacher Education

For more information or to purchase these publications, contact the American Association of Colleges for Teacher Education at 1307 New York Avenue, NW, Suite 300, Washington, DC 20005; tel: 202/293-2450 x596; Web: www.aacte.org/Publications.

- ◆ *Assessing the Impacts of Professional Development Schools.* Lee Teitel with Ismat Abdal-Haqq. 2000. \$10

This book offers a conceptual framework for conducting impact documentation, a user-friendly checklist for assessing existing documentation efforts or guiding those in the planning stages, and descriptions of existing impact documentation activity at a number of PDS sites. A key component is the collection of instruments, protocols, and analytical approaches developed by several partnerships.

- ◆ *Designing Professional Development School Governance Structures.* Lee Teitel. 1998. \$8

Practical guidance and illustrations from functioning PDSs distinguish this handbook. The author outlines key principles that ideally characterize PDS governance structures and processes; discusses the advantages and disadvantages of various decision-making structures and processes; provides a user-friendly self-assessment tool for evaluating individual partnerships; and illustrates, through actual agreements, how some existing partnerships have crafted formal arrangements.

- ◆ *Like Stone Soup: The Role of the Professional Development School in the Renewal of Urban Schools.* Peter Murrell, Jr. 1998. \$19.95 (AACTE members) / \$24.95 (nonmembers)

True reform of urban schools cannot be achieved without attending to the sociopolitical context of urban schooling. PDSs as they are typically conceptualized and implemented are unlikely to bring about renewal of urban education if they do not make student learning, social justice, and equity priorities. PDSs have largely neglected these issues, in part because of apolitical conceptualizations of equity and limiting partners to the professionals in schools and colleges.

- ◆ *Professional Development Schools: Policy and Financing. A Guide for Policymakers.* Richard W. Clark. 1997. \$7

Utilizing data collected from several of the National Network for Educational Renewal sites as well as other sources, the author constructs two basic cost models for PDS financing, provides estimates of start-up and operating costs, and summarizes typical financing schemes. The document outlines the benefits of PDS programs to schools and colleges of education and suggests approaches to financing partnerships. This booklet provides practical guidelines and models for policy makers, K-16 faculty, and administrators involved in policy and practice in PDSs.

- ◆ *Professional Development Schools: Weighing the Evidence.* Ismat Abdal-Haqq. 1997. \$14.95

The author reviews recent literature related to the four major PDS goals: initial teacher preparation, inservice professional development, student learning, and applied inquiry. Topics include program features, evaluation and outcomes, PDS interface with three reform initiatives (integrated services, technology infusion, and parent involvement), equity, time, and financing. The review illuminates what actually goes on in PDSs, how programs deal with thorny issues, the extent to which existing programs fulfill the PDS mission, and the model's potential for bringing about meaningful improvements in schooling, particularly for marginalized and vulnerable groups.

- ◆ *RATE VIII: Teaching teachers—Relationships with the world of practice.* American Association of Colleges for Teacher Education. 1995. \$8

Utilizing data collected from a survey of a random sample of the 700-plus member institutions of the American Association of Colleges for Teacher Education, this report focuses on relationships that SCDEs have with PK-12 schools and other stakeholders in education and teacher education. Of the institutions surveyed, 46% had PDS or partner school arrangements with PK-12 schools. The report relates attributes of reported partner school relationships.

- ◆ *The rise and stall of teacher education reform.* Michael Fullan, Gary Galluzzo, Patricia Morris, and Nancy Watson. 1998. \$15 (AACTE members) / \$18 (nonmembers)

Using multiple data sources, the authors investigate the work of the Holmes Group and its accomplishments related to teacher education reform. They examine the appropriateness of goals and principles for meeting the needs of teacher education, progress in achieving the Holmes Group agenda, and the impact of the group's work on teacher education in general. One focus of the investigation is progress in meeting equity goals for teacher development and PK-12 schooling and the accomplishments of professional development schools in this regard.

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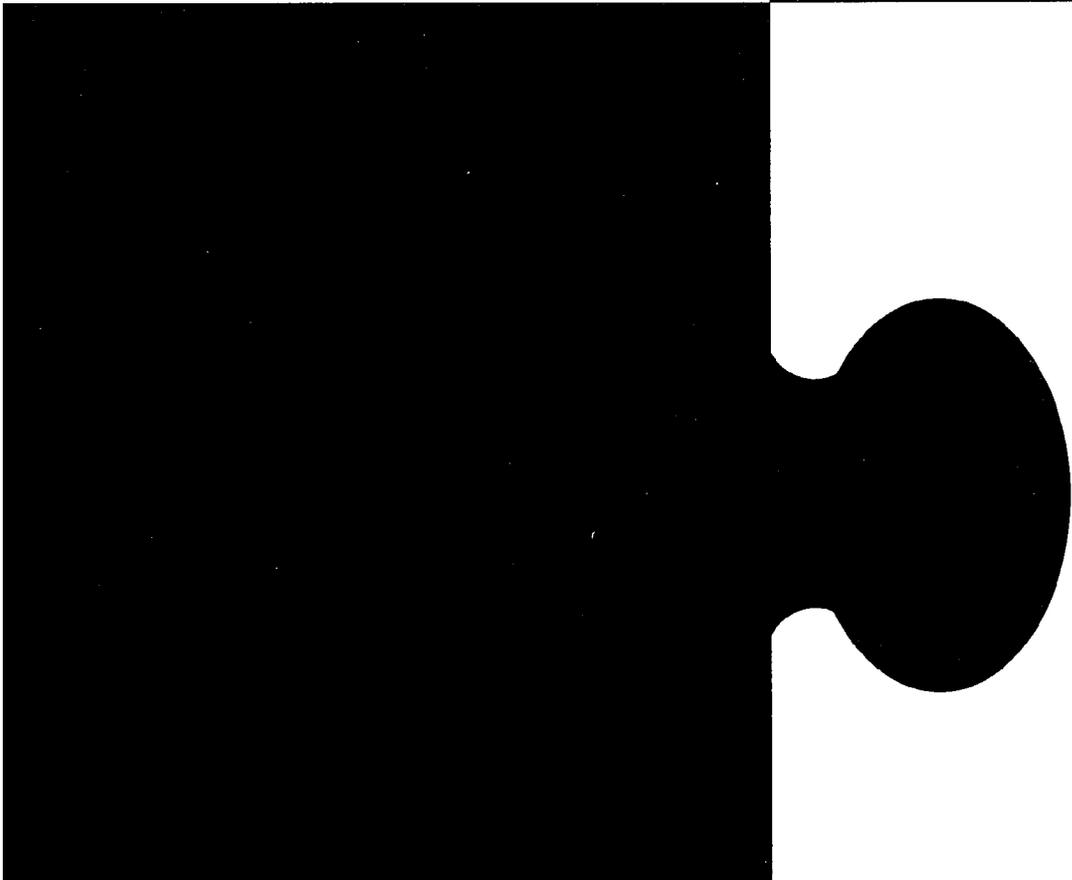
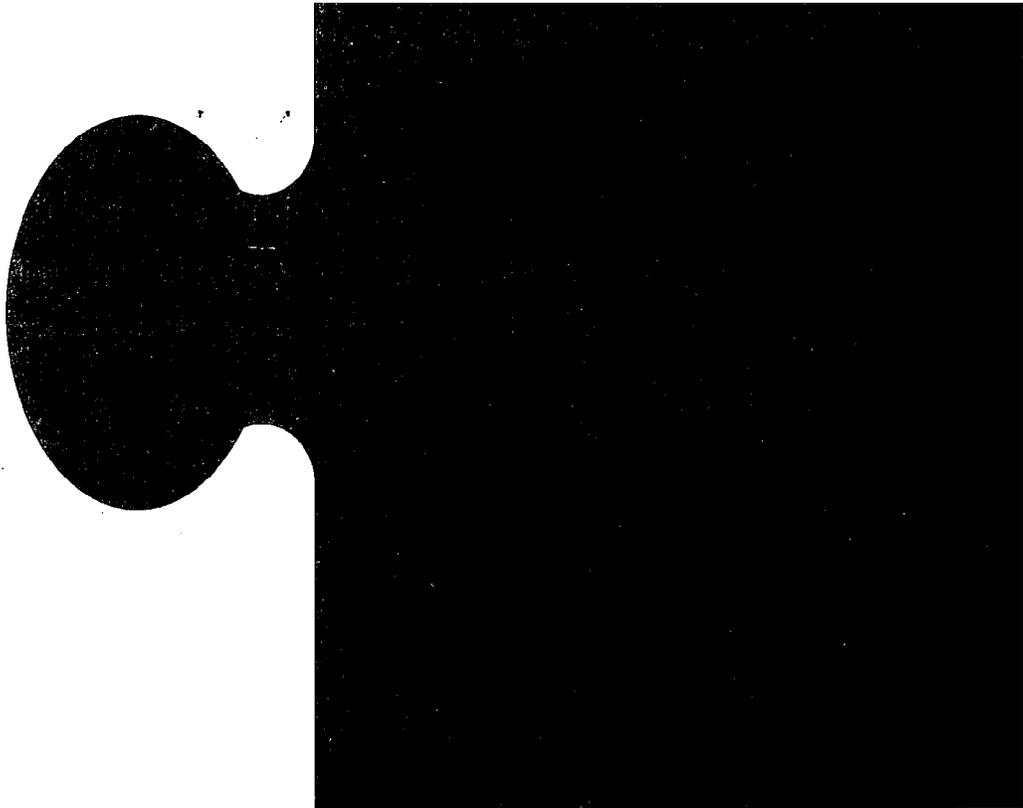
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