

It Took Decades to Build: How Four Non-Negotiables Helped Guide a PDS Network to Launch and Sustain Partnerships for Close to 30 Years

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ABSTRACT: The College of Education at Rowan University has held a sustained commitment to the tenets of the National Association for Professional Development Schools' Nine Essentials. Using the essentials to guide the work of the Rowan PDS Network, each PDS partner focuses on the four cornerstones of teacher preparation and ongoing professional development. Designated by Dr. Stacey Leftwich as the "non-negotiables" of PDS work, the authors present the four cornerstones in this article to help create a framework of consistency that provides meaningful experiences to all partners involved in the Rowan PDS Network. The authors also describe how Rowan University has used the non-negotiables to consistently launch and sustain the Rowan PDS Network for almost 30 years.

Emerging PDS literature shows that PDS programs produce better teachers (Neapolitan et al., 2008), that P12 students in a PDS environment achieve higher academically (Heafner & Spooner, 2008), and that PDS experiences improve the quality of university teacher preparation courses (Damore, Kapustka, & McDevitt, 2011). Despite this, there remains a noted absence of research that shows how existing university PDS partnerships can be used to develop consistent expectations and structural supports to help launch and sustain school-university partnerships.

To address this gap in literature, the Rowan University PDS Network (the Network) applied for and was awarded the 2020 *Exemplary PDS Achievement Award*, which illustrates their framework of consistency. In this article, the authors describe the non-negotiables of PDS work that helped establish this framework of consistency, and also share their approach to launching and sustaining multiple P12 school-university partnerships.

The Context and History of Rowan's PDS Network

The College of Education (CED) at Rowan University is housed within a four-year public research university in southern New Jersey. In alignment with the mission of the college, the CED established a partnership in 1991 at Cooper's Poynt Family School in Camden, New Jersey. The success of this partnership eventually led to others with 13 P12 schools. However, in 2013, the CED restructured the requirements of the partnership, resulting in the creation of the Network, and the requirement

that partner schools align their work with the NAPDS (2008) Nine Essentials. This new alignment, and the expectations that came with it, represented such an impactful shift that the partnerships declined from 13 schools to two.

In 2016, the dean of CED created a new position to oversee the Network. The new Executive Director for the Office of Educator Support and Partnerships (OESP), Dr. Stacey Leftwich was charged with rebuilding the Network and is currently the main point of contact for all schools and their respective academic staff. In the years since, the CED has partnered with 11 P12 schools that are currently partners in the Network, including two early childhood schools, eight elementary/middle schools, and one high school.

Establishing a Partnership

Becoming a PDS partner begins with a formal application of interest, which potential partners complete on the Rowan PDS webpage. Next, an initial meeting takes place between the Executive Director of OESP and the P12 district's administrators. The meeting is an opportunity to discuss what a PDS can be if the school were to become a formal partner in the Network, explain how to use the Nine Essentials to guide PDS work and identify the goals, benefits, and expectations of school partners in PDS work. The initial meeting is also the time to determine the shared commitment by aligning the district's goals with the expected PDS work.

Following this discussion, current Professors-in-Residence (PIRs) and the university faculty assigned as a liaison to a PDS in the network will join the Executive Director and visit the school.

Together, they present information about PDS to the school's faculty and staff. Then, the faculty and staff vote whether or not to become a PDS. Only when there is a majority of "yes" votes will the university move forward in signing the PDS Memorandum of Understanding (MOU), making the partnership official. See Appendix A for an MOU template.

The Executive Director, selected PIRs, and school partners work together to conduct a formal search for a PIR whose background aligns with the school's PDS focus. Once hired, the PIR and school administrator identify a PDS Site Coordinator, who is traditionally a P12 teacher at the school. Together, the PIR and Site Coordinator develop and then work with a PDS Steering Committee to host a banner unveiling event. A 50-foot PDS banner is gifted to each new PDS and the Steering Committee coordinates with the PIR to hold a ceremony to reveal the banner. The banner serves to formally welcome the new PDS into the Network.

Following the banner unveiling, in conjunction with the Steering committee and Site Coordinator, the PIR completes an initial PDS School Report. This report outlines the PDS goals and objectives for the year, promotes scholarship through local and national presentations and publications by Rowan faculty and PDS partners, and develops a shared vision and mission that encompasses a steadfast dedication to nurturing and sustaining close connections between P12 schools and higher education.

Establishing a Consistent Framework

The Network does not operate in a top-down model, but rather with the input and full participation of the greater educational and school community. Typically, the demographics of each P12 site represent a diverse student population within school settings that offer a rich variety of cultures and experiences. Thus, meeting the needs of these diverse students is the core of the important PDS work, and is the foundation of the nine essentials.

A Rowan CED requirement is that each PDS partnership in the Network focuses on four cornerstones of teacher preparation, and ongoing professional development. Coined by Dr. Stacey Leftwich (Author One) as the "non-negotiables" of PDS work, these cornerstones help guide activities that address: (a) pre-service professional development, (b) in-service professional development, (c) research, and (d) student learning.

The Non-Negotiables

The first non-negotiable is the professional development of pre-service teachers. This includes varied forms of initial teacher preparation, such as field experience placements and courses that are taught on-site at the PDS. The second non-negotiable is the professional development of in-service teachers. This includes multiple opportunities for teachers and staff to engage in continuous improvement by working with Rowan faculty members. The third non-negotiable is research. This includes engaging in scholarship that focuses on teaching and learning through a PDS partnership. The final non-negotiable is student

achievement. All PDS-related activities connect to and grow out of a commitment to impacting student achievement. These four non-negotiables provide a framework of consistency through which to address the nine NAPDS essentials, and used as a guide to describe the Network activities in the remaining sections of this article.

The Nine Essentials of PDS Work

Essential 1 – A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community.

Professional Development Schools in the Network are innovative institutions formed through partnerships between professional education programs and P12 schools. The mission of the Network aligns with the vision of the CED, which is to be "a leading force in preparing and supporting reflective practitioners who use education to transform our global society" (Rowan, 2020b). The CED's tagline is "Access, success and equity, turning research into practice" (Rowan, 2020a). To ensure this commitment is attained, the work conducted with PDS partners is collaborative in nature to promote learning and the mental and physical well-being of diverse learners in all settings.

The mission of the Network also hinges on goals to: raise student achievement, professionally prepare teacher candidates, facilitate faculty development, and foster inquiry directed at the improvement of practice and enhanced student learning. Like teaching hospitals in the medical field, PDSs provide clinical sites for innovative practice; they are organized to foster training for new professionals, extend the professional development of veteran teachers, and sponsor collaborative research and inquiry. Per the college's vision statement, the CED prepares and supports professionals both pre-service and in-service, while fostering a commitment to social justice through the development of knowledge, skills, and dispositions. All involved in the Network recognize that the work should be driven by the four non-negotiables of PDS and informed by the CED vision.

Essential 2 – A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community.

Based on the capacity of mentor teachers, each school partner in the Network agrees to accept and support a minimum of 10 educator preparation clinical candidates during the academic year. P12 partners also work to coordinate onsite courses before or after school hours. These courses are taught by university faculty (preferably the PIR) and typically include a field

component, which allows candidates to implement coursework and learn directly from an assigned classroom setting.

Clinical Interns have opportunities to work in PDSs in multiple ways. Candidates may be selected to work in a PDS as part of the field component of an onsite course. Candidates may also request to be assigned to a PDS as their final clinical placement prior to graduation. In 2018, the state of New Jersey implemented a required yearlong clinical practice placement. This two-semester experience, ideally in the same school and in the same classroom, required OESP to establish a process for any candidate interested in being placed at a PDS site. Housed in the OESP, the Office of Clinical Experiences (OCE) oversees the application process for clinical practice placements. Candidates apply online and are able to review a list of the school partners with a link that takes the candidate to a PDS commercial. The commercial provides information about what a PDS work entails at that site, highlighting the unique nature of each school in the Network. Upon reviewing each commercial, applicants can identify a PDS site(s) they are interested in as a field placement. Once the application period closes, OCE provides a preliminary list of candidates who have expressed an interest in being placed in a PDS. The PIRs then meet to determine which students they plan to invite for interviews and visits to the school. After interviews and visits take place, PIRs provide a list of selected candidates to OCE, along with the name of the cooperating teacher to whom each clinical intern will be matched.

As an additional layer of support to clinical interns, PIRs implement a “Lead Supervisor Model.” This model is a way for the PIR, who acts as lead site supervisor, to help candidates to embrace their active engagement in the school community. The PIR’s role and responsibilities as the lead supervisor include: serving as a liaison between the university and the P12 school, communicating information to and from both settings, modeling in-service and pre-service teacher lessons, reporting student achievement, supervising teacher candidates in their clinical practice placements and/or facilitating supervision experiences of students by other assigned supervisors.

Additionally, since PIRs are required to spend the equivalent of one full school day at their assigned school, serving as the lead supervisor allows them to share the leadership across the full spectrum of the PDS community. This model has proven to limit the noted inconsistencies that occur when multiple candidates and supervisors are assigned to a PDS. Lead supervisory meetings help to facilitate conversations to ensure requisite paperwork is completed appropriately. Meetings also provide a space for candidates and supervisors to meet to discuss evaluations and work together to create professional development opportunities lessening the stresses many candidates face during their clinical teaching experience. These meetings support other faculty supervisors in following the supervision requirements outlined by the university. Overall, this Lead Supervisor Model provides a platform to orient all supervisors placed in a particular PDS setting with the main focus of supporting clinical interns.

Essential 3 – Ongoing and reciprocal professional development for all participants guided by need.

The PDS School Report that the PIR and site coordinators co-create provides an assessment process to support the continued development of the partnership. This collaboratively written report, completed at the beginning and end of the year, provides a thorough plan and platform through which to analyze the efficacy of the partnership. This initial report requires a copy or description of the school’s improvement plan, an explanation of baseline data to support the work identified, and a list of PDS goals and objectives. These objectives are supported through a series of narratives describing the plan and focus of the Rowan clinical interns assigned to the site, a list of the course(s) taught at the site, and a description of the expected outcome. The report ends with a tabled timeline of the activities to be implemented throughout the year. See Appendix B for a template of the initial report.

At the end of the year, the PIR submits a final PDS School Report. Also collaborative in nature, this report provides evidence that supports the PDS work for the year. The report summarizes how the PDS goals and objectives were achieved, provides an explanation of the impact on teacher professional development, the clinical interns’ plan and focus, and the course(s) taught onsite. The report concludes with explanations of the research the PIR conducted, and student achievements as a result of professional development and research implemented throughout the academic year. See Appendix C for a template of the final report. Both reports are submitted to the Executive Director of OESP who reviews and meets with PIRs when clarification is needed before the reports are shared with the districts’ superintendents. This reciprocal process allows for all involved to be aware of the PDS work and provide opportunities for modifications if needed. Some areas of focus across the schools include: improving school wide assessments, culturally relevant pedagogy, social emotional learning, developing sustainable inclusive education supports, English language learners (ELLs) and bilingual education, and improving student literacy achievement. It is this PDS School Report process that has helped partners in the Network identify their PDS focus.

In addition to writing these reports, PIRs are also evaluated twice a year using an evaluation form that is completed by members of the PDS Steering Committee. The evaluators are asked to use the following performance ratings: exceeding, meeting, developing, or not meeting expectations. Evaluators are also asked to provide thorough comments to support the ratings given in order to determine whether the PIR should continue working in the assigned PDS. In the event that the PIR is experiencing challenges, the Executive Director will meet with him/her to develop and institute a developmental plan. At the end of the year, the PIRs are reevaluated to ensure a good fit. For those PIRs with developmental plans, it is a time to confirm that the concerns have been adequately addressed, and if not, the PIR is released from their duties. See Appendix D for a template of the PIR evaluation form.

Essential 4 – A shared commitment to innovative and reflective practice by all participants.

The sum of the Network's activities highlights a shared commitment to innovative and reflective practice for all participants. As discussed or will be discussed in multiple sections of this article, activities like the Network meetings, PIR meetings, PIR orientations PIR/PDS retreats, participation in the NAPDS and New Jersey Professional Development School (NJPDS) conferences, published scholarship and manuscripts under review as well as internal grant funding opportunities from Rowan University demonstrates a commitment that is unique to the Network's community. It is through these practices that members of the Network are excited to share so others may use these practices as a model to replicate.

Essential 5 – Engagement in and public sharing of the results of deliberate investigations of practice by respective participants.

PDS orientation and retreat. All new and returning PIRs participate in an orientation prior to the start of each academic year. These interactive orientations allow new PIRs to work with existing PIRs to develop school agendas that align with the four cornerstones of PDS work. Information and instructions about the PDS School Report, PIR evaluations, and calendar of events are presented at this all-day meeting.

Representatives from all PDS partners formally come together four times an academic year during the Network meetings. These meetings create space for PDS partners to share the work that encompasses all four non-negotiables of PDS. The meetings offer a forum to celebrate and provide updates on the work being implemented at each PDS site. The meetings are structured to facilitate collaboration, reflection and communication. The first meeting is always held at the university as a kickoff for the new academic year and the network's P12 members host the remaining meetings at school sites on a rotating basis.

At the end of each year, PIRs and school partners come together for a year-end retreat. Similar to the beginning of the year orientation, the day-long meeting is an opportunity to provide updates about how goals and objectives were accomplished, and make plans for the following year. The retreat is also an opportunity to recognize and reward the Network members for their contributions to the work.

PDS Steering Committee. Another key component of collaboration within each PDS site is the PDS Steering Committee, which is composed of selected school members, PDS Site Coordinators and the PIR. This year long commitment requires members from varied grade levels and content areas to work together and implement the identified PDS goals and objectives. Committee members report back to grade level/content area partners so all parties in the school community are aware and informed of the PDS work. Each year new members are asked to join, and new P12 faculty and staff are encouraged

to take on leadership roles, providing opportunities for the exchange of new ideas. This encourages a free flow of new ideas and opportunities for committee members to become empowered as agents of change.

Members of the Network are encouraged to participate in an annual NJPDS conference held at a local university. Teams of university and P12 faculty and staff share their work with other PDSs in the state. This is, of course, in addition to the NAPDS conference. As it pertains to the NAPDS conference, the Network has been involved in multiple ways. The Executive Director is a current executive board member, and several of the Network's P12 teachers serve on conference committees. Members of the Network routinely present at the conference, and have done so since 2009. Collaboration is important to the Network and faculty make every effort to collaborate with clinical interns and P12 teachers to produce scholarship to be disseminated in various publication platforms, which includes attending and presenting at the annual NAPDS conference.

Essential 6 – An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved.

The Network's articulation agreement is in the form of an MOU (see Appendix A). The process for signing the MOU begins with a meeting between the Executive Director and district administrators. For current PDSs in the Network, the previous year's MOU is reviewed and, if necessary, changes are made to ensure school needs are met. The MOUs provide a description of core PDS activities, a list of activities that the school/district agrees to conduct, a list of activities that the university agrees to conduct and the expectations of participating school members. This document is signed by the district's superintendent and business administrator as well as the CED Dean.

Essential 7 – A structure that allows all participants a forum for ongoing governance, reflection, and collaboration.

The Network offers a structure that provides governance, reflection, and collaboration through a series of regular PIR meetings, dissemination opportunities, and continued expansion of this network through service on PIR search committees. The authors provide details on these structures in the subsequent sections.

Regular PIR meetings and updates. The PIRs meet monthly to discuss and collaborate around PDS related initiatives, questions, challenges, and events. These meetings provide a space for PIRs to offer support, share experiences across PDSs, and work together to plan around conference presentations, research efforts, and collaborate on local and national efforts to sustain and expand the PDS network. On a rotating basis throughout the academic year, PIRs highlight progress of their PDS work, upcoming initiatives and celebrate accomplishments through a

weekly blog received by all faculty, staff, and students in Rowan's CED.

Yearly PIR Searches. Each year, a search committee convenes based on the needs of the current and future PDSs. This search committee is an exemplar of the kind of collaboration across stakeholders upon which the Network hinges. The committee is composed of two to four current PIRs, administrators and teachers from each current or future PDS in search of a new PIR for the following year, and the OESP Executive Director (Author One). The search committee works collaboratively to identify strong candidates through review of written materials, telephone and face-to-face interviews that involve case-study scenarios of professional development, data analysis, and teaching. Through this process, candidates are matched with the schools they connect with most strongly based on their background, area of expertise, and skill set. The active participation of stakeholders from PDSs reflects the strong partnerships that sustain the Network.

Essential 8 – Work by college/university faculty and P12 faculty in formal roles across institutional settings.

The faculty and staff at Rowan University as well as the members of the P12 partners all play an active role in each of the four strands that guide the PDS work. In the following sections, the authors describe the various formal roles across institutional settings.

University Roles

Executive Director of OESP. The Executive Director has historically shown a commitment to the four PDS strands, and she plays a pivotal role in the formal structure of the Rowan PDS Network. Her relationship-building skills and ongoing dynamic dialogue with partners provide new strategies designed to improve P12 student achievement that is sustainable and can be replicated throughout the partnering districts.

The Professors-in-Residence (PIRs). Rowan PIRs span a range of backgrounds and are university faculty members who serve at PDS sites in various capacities including: lead supervisor, facilitator of professional development, researcher, and liaison between the P12 school and the university. PIRs spend a minimum of one workday (i.e., one full day or two half days) in their partner school per week engaging in the collaborative work of implementing school specific PDS goals and objectives.

P12 Partnership Roles

Administrators. The PDS district administrators play a pivotal role in helping the school partners meet the PDS mission. Superintendents must recognize the importance of structures and providing funding sources to move the PDS work forward. Principals at PDSs must understand the importance of implementing the non-negotiables and essentials of PDS work. They all play an active role in the Network as they serve on

college advisory boards, present at conferences, and assist in organizing quality field placements. The principals recognize the importance of creating planning time and space to achieve PDS goals and activities. Working with the PDS site coordinators, principals coordinate teacher coverage in order for all members to participate in the planning and implementation of yearlong PDS goals. The administrators in the Network have also embraced the idea of onsite Rowan courses and have provided classrooms for the PIRs or other Rowan faculty to conduct class sessions at their respective schools. These rooms are also the site for clinical practice meetings and conferences. These are but a few of the actions that symbolize the importance of creating space and time for important PDS work.

The School Site Coordinator. School Site Coordinators are chosen from members of the steering committee. It is the role of the school site coordinator to function as a liaison between the P12 staff and the PIR. School site coordinators also form a triad between the PIR, staff, and school administration. It is primarily the role of the school site coordinator to work closely with the PIR in determining placement for and supporting the clinical interns as well as the cooperating teachers. School site coordinators also play a pivotal role in determining the professional development needs of the school that align with PDS goals. School site coordinators also collaborate on meeting agendas and assist in planning and hosting both school and Network meetings.

Cooperating Teachers. The partnership considers that cooperating teachers embrace the concept of classrooms as learning laboratories. In the yearlong placements, collaborating teachers and clinical interns work together to submit the state mandated edTPA performance assessments. Additionally, clinical interns collaborate with all members of the PDS community by participating in grade level meetings, PDS professional development, and research.

Essential 9 – Dedicated and shared resources and formal rewards and recognition structures.

As recognition and understanding the importance of continued professional development, each P12 school partner allocates funds, as outlined in the MOU, between \$1,000 and \$5,000 to support PD activities (e.g., guest speakers, African American Read-In events), materials and services (e.g., books for classroom libraries, research transcriptions), and travel (e.g., professional conferences, workshops, mileage reimbursement). Monies for the latter are specifically set aside for P12 members' registration to attend the NAPDS each year. The university also recognizes the importance of attending the same conference and funds from the OESP provide monies for the PIRs to attend the NAPDS conference as well. The state of New Jersey holds a free yearly NJPDS conference and partners are encouraged to attend, receiving PD hours for their attendance. The university also allocates seed funding grants and the Research Experience for Diversity and Inclusion (REDI) grant, each in the amount of \$10,000.

Recognizing the importance of PDS work, the university allocates three credits of release time for full-time and three-quarter-time PIR faculty to conduct PDS work. Adjunct faculty are also hired as PIRs and receive the same credit hours, which equates to one three-credit course. In addition, Rowan Ph.D. students receive stipends as PIRs and use their assigned schools to create a platform to collect data for their doctoral work. All PIRs are required to work at least one full day a week at the assigned partner school to facilitate P12 professional development opportunities that include workshops with qualified presenters, as well as provide the resources and opportunities for professional learning collaborations among participants through school-based planning teams. PIRs also coordinate field and clinical experiences with school personnel and OCE, and work with school partners to examine the effectiveness of the partnership as it relates to student achievement.

At the end of each academic year, a PDS Network Partnership Retreat is held, giving new partners an opportunity to learn about the PDS work within the network and plans for the year, while current partners share their yearlong work and exchange dialogue with members on future plans. The retreat includes breakfast and lunch, which is the university's way of showing all members appreciation for their work.

Conclusion

The Rowan PDS Network has a longstanding exceptional commitment to continuous growth by all P12 faculty and university members. The partners understand and cultivate a culture of inquiry, reflection, and growth that is grounded in collaboration and regular communication among participants. To this end, this article details a structure through four non-negotiables and guidance from the nine NAPDS essentials for launching and sustaining a PDS.

Those *launching* a PDS should begin by determining the university and P12 partners. This will require educating prospective partners at the university and public schools. Creating a website, outlining the broader mission of PDS, defining roles and responsibilities of all parties involved, and offering presentations to summarize and allow prospective partners to ask questions is crucial (Essential #1). The Network requires schools and school districts to submit their applications through a website, marking the beginning of the potential launching of a new PDS partnership. Current schools in the Network produce commercials that are hosted on the website, advertising what makes their PDS unique and provides potential partners a chance to learn about the focus of PDS work at each site.

University and school agreements, MOUs (Essential #6), outline the roles and expectations for all. This important documentation holds all parties accountable. This agreement also details the kind of membership and participation needed at both the university and P12 levels (Essential #8) to effectively sustain the PDS work. Upon the signing of the MOU, the university and school administration work together to identify a

PIR, school site coordinator and members who will join the school-based PDS Steering committee (Essential #8). Together, these members work to plan a banner unveiling ceremony to solidify the partnership; this event occurs for each new P12 school that joins the Network (Essential #9).

The nine essentials, as well as the concrete activities outlined above, should also be considered for those interested in *sustaining* a PDS partnership. In place of the banner unveiling, opportunities to celebrate and welcome new PDSs might take the form of beginning-of-the-year orientations and end-of-the-year retreats (Essential #5). Although both events are intended to welcome and orient new PIRs and PDS members, the Network has also used these events to highlight the accomplishments of each PDS, recognize individuals and/or teams for their PDS efforts, and celebrate the start or ending of the year (Essential #9). In addition, monthly PIR meetings and quarterly PDS Network meetings (Essential #7) provide opportunities to check-in throughout the year. These meetings are also a time to regularly communicate the ways in which the non-negotiables are guiding the PDS work, while also rotating the host locations between the university and the P12 schools.

The remainder of the year should be used to implement the four non-negotiables of PDS work. Through the Initial PDS School Report (Essential #3) the PIR and PDS committee use the non-negotiables to guide the goals and objectives identified for the year. Subsequently, the End-of-the-Year PDS School Reports (Essential #3) ensure the goals and objectives are met, and if not, provide PIRs an opportunity to explain why, which can inform PDS goals and objectives for the following year. Additionally, PIRs are evaluated two times a year by P12 partners (Essential #3). Similar to course evaluations, the PIR evaluations facilitate the professional growth of PIRs throughout the year.

The NAPDS nine essentials and the Network's four non-negotiables have created a framework of consistency that provides meaningful experiences to all partners involved in launching and sustaining a PDS in the Rowan PDS Network for nearly 30 years. This information offers readers the opportunity to consider using the three decades of PDS work to either begin to take the steps needed to launch a PDS network, or refine existing structures in order to better sustain their current PDS work. The authors consider this article the beginning of an ongoing, collaborative conversation to bridge work of university and P12 partners engaging in similar efforts to launch, sustain, and expand PDS Networks across the nation. ^{SUP}

Appendix A

Template for a PDS Memorandum of Understanding

Partners: (Name of University) and (Name of School District) and (Name of Partner School(s))

Mission: Professional Development Schools (PDS) are innovative institutions formed through partnerships between professional education programs and P-12 schools. Their mission is raising student achievement, professional preparation of teacher candidates, faculty development, and inquiry directed at the improvement of practice and enhanced student learning. Like teaching hospitals, PDSs provide sites for state-of-the-art practice, organized to foster training for new professionals, extend the professional development of veteran teachers, and sponsor collaborative research and inquiry.

Description of Core PDS Activities to:

- Partner in the preparation of highly skilled culturally responsive teacher candidates
- Partner in the Professional Development of culturally responsive teachers in academic priorities as determined by the district
- Integrate initiatives within the Site Learning Community
- Collect data on the effectiveness of the collaboration including the impact of specific initiatives
- Support the (Name of School District) graduation initiatives

School/District Agrees to:

- Accept/support a minimum of (10) educator preparation candidates during the academic year based on school capacity of mentor teachers
- Coordinate an on-site course(s) before and/or after school hours
- Allow access to student achievement data
- Create a Site-Based Leadership Team to meet monthly to oversee all PDS activities
- Provide funding to support necessary resources and materials for PD initiatives. Districts will pay \$_____ per year per school site. (Name of School District) agrees to pay \$_____ per school site for the fall semester and \$_____ per school site for the spring semester. Total Due: \$_____ for the 20XX-20XX academic year. This agreed upon funding source will be paid directly to the Office of Educator Supports and Partnerships (OESP).
- Funds remaining, at the end of the academic year will either be returned to the district or carried over into the following year.
- Provide access to the district's Wi-Fi for PIRs to conduct professional development, observations, research, etc.
- Provide access to the district's Wi-Fi for clinical interns to conduct and/or prepare lesson presentations
- Contribute to the periodic self-evaluation in alignment with NAPDS Nine Essentials
- Conduct mid and end of the year Professor in Residence evaluations
- Provide a district representative(s) (school principal, PDS site coordinator and/or identified designee) to participate in 4 PDS Network meetings.

- Consider hosting 1 PDS Network quarterly meeting.

University Agrees to:

- Act as lead agency, administering and coordinating activities through the Office of Clinical Experiences (OCE)
- Fund a Professor-in-Residence who will
 - Facilitate P-12 professional development opportunities
 - Coordinate field and clinical experiences with school personnel and Rowan Office of Clinical Experiences
 - Work with school partners to examine the effectiveness of the partnership as it relates to student achievement
- Identify a Professor in Residence (PIR) who will spend at least one day per week at the school
- Plan professional development workshops with qualified presenters in vivo or in virtual field opportunities as well as provide the resources and opportunities for professional learning collaborations among participants through school-based planning teams
- The OESP will distribute the funds provided by the district to support resources and materials for PD initiatives in the district's PDS(s).
- The OESP will provide an end of the year report, detailing how funds had been distributed to the district's PDS(s).
- Provide team planning and communication meetings for collaborating teacher and teacher candidates
- Furnish a copy of the PDS initial and end of the year school report
- Plan and/or lead PDS Network Council Meetings (at least 1, but up to 4 if needed per year)

Participating PDS Members Expectations:

- Become participating members of the professional learning community.
- Participate in periodic self-evaluation.
- Participate in the professional development workshops for teachers and teacher candidates as well as share resources and opportunities for professional learning collaborations through school-based planning teams.
- Participate in the team planning and communication meetings for collaborating teacher and teacher candidates.
- The PIR will assist district in accomplishing each of the following:
 - Gather and disseminating data
 - Student achievement
 - Teacher perceptions of the partnership
 - Completing and disseminating the PDS Initial and End of the Year School Report

Appendix B

Template for a PDS Initial School Report

1. Date of Initial Report:
2. Name of School:
3. Name of Professor in Residence:
4. Members of Site-Base (PDS Steering Committee) Team:
5. Copy of OR Description of the School's Improvement Plan:
6. Explanation of Baseline Data:
7. PDS Goals and Objectives:
8. Narrative of Clinical Practice Plan/Focus:
9. Narrative of Clinical Experiences Plan/Focus:
10. Course(s) Taught on PDS Site
11. Description of Expected Outcome Data (Expected Evidence that supports the PDS Work Described)
12. Timeline of Activities Described Above:

	Professional Development	Grade Level	Rowan	Research
Month	Focus	Focus	Interns' Focus	Focus

Appendix C

Rowan's PDS End-of-the Year School Report

1. Date of Final Report:
2. Name of School:
3. Name of Professor in Residence:
4. Members of Site-Base (PDS Steering Committee) Team:
5. Evidence that Supports the PDS Work
 - a. Brief Summary of how PDS Goals and Objectives were Achieved:
 - b. Explanation of the impact on Teacher Professional Development:
 - c. Explanation of the impact of the Clinical Practice Plan/Focus:
 - d. Explanation of the impact of the Clinical Experience Plan/Focus:
 - e. Explanation of the impact of the Course(s) Taught on PDS Site:
 - f. Explanation of the Research Conducted at the PDS:
 - g. Explanation of Student Achievements as a Result of PD and Research:
6. Timeline of Activities Described Above that were Achieved:

	Professional Development	Grade Level	Rowan	Research
Month	Focus	Focus	Interns' Focus	Focus

Appendix D

Template for a Professor-in-Residence Evaluation

This form is intended to give Professional Development Schools (PDS) an opportunity to evaluate the performance of the school's assigned Professor-in-Residence (PIR). The evaluator(s) is asked to use the performance codes below as well as provide thorough comments to support the ratings given. This evaluation will be used to determine whether the PIR should continue working in the assigned PDS next year.

PIR's Name:
 PDS Name:
 School Contact:
 Email:
 Telephone #:
 Evaluator(s) (if different from above):
 Email(s):
 Telephone #(s):

Performance Area	Expectation Codes (Exceeding, Meeting, Developing, Not Meeting)	Rationale for Rating
<p>Research: PIR's ability to conduct relevant research which coincides with the goals and initiatives of the PDS.</p> <p>Leadership: PIR's ability to guide both professional colleagues and students in engaging activities relevant to successful work in professional development.</p> <p>Initiative: PIR's ability to identify areas where improvement is necessary within the working context. Additionally, PIR has the ability to offer positive feedback suggestions for improvement. Finally, PIR organizes and manages tasks or initiatives in a timely fashion.</p> <p>Professional Communication: PIR demonstrates positive communication skills with colleagues and students. PIR communicates answers to questions or inquiries promptly.</p> <p>Problem Solving: PIR is able to recognize when problems may be developing and acts proactively to resolve them.</p> <p>Teamwork: PIR works well with colleagues and expresses a team-focused mindset.</p> <p>Co-worker Relations: PIR has positive working relationships, showing and receiving respect from colleagues and peers</p> <p>Work Ethic: PIR demonstrates a positive work ethic and takes pride in developing quality work. PIR is present in the school on a consistent basis.</p> <p>Adaptability: PIR shows a willingness to adapt to change and avoids resistance. Additionally, the ability to set a positive example for colleagues when change is needed.</p> <p>Commitment to the PDS Mission: PIR consistently expresses behaviors that accurately represent the mission of professional development for the respective PDS school.</p>		

Please use the space below to provide additional comments.

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