This directory includes profiles on 80 individual professional development schools (PDSs) in 19 states; the profiles outline program characteristics and provide location and contact information. The data on each school were gathered by a survey conducted by the Clinical Schools Clearinghouse beginning in the fall of 1991. Findings from the survey which included PDSs, professional practice schools, clinical schools, professional development centers, and partner schools indicate that more than 125 such schools have been established since 1986. These schools and centers were implemented by collaboratives which consisted of at least 1 college or university; at least 1 school district; and with 29 percent of the respondents affiliated with at least 1 teacher union. Many PDSs are affiliated with national, regional, or statewide consortia. Program characteristics include: collaborative research involving school and college faculty; school faculty members holding joint school/college appointments; preservice and inservice teachers involved in educational research conducted at the school site; release-time or reduced course loads for master, mentor, and/or cooperating teachers; clinical supervision of preservice teachers; and structured learning experiences, for preservice and inservice teachers, related to educating minority group students. Included in the appendices are: the data collection form used in the survey, a summary of the survey data, and a bibliography of sources related to projects included in the directory. (IAH)
PROFESSIONAL
DEVELOPMENT
Schools

A Directory of Projects in the United States

Clinical Schools Clearinghouse
American Association of Colleges for Teacher Education
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Many individuals contributed to the publication of this directory. College and school faculty representatives from professional development schools across the country supplied the information found in the individual professional development school profiles. Mary Dilworth, AACTE senior director for research, gave welcome support and guidance in collecting, analyzing, and organizing the material included in the directory. Kate Snider, project coordinator for the AACTE/Ford Foundation Clinical Schools Project, provided feedback on the survey instrument and information on several projects.

Judy Beck, associate director of the ERIC Clearinghouse on Teacher Education, devoted considerable time to editing the draft. Administrative assistant Debbie Rybicki’s advice on desktop publishing techniques was very helpful. Sharon Givens, AACTE director of publications, completed technical editing and supervised printing.

Finally, the Ford Foundation Clinical Schools Project provided financial support for establishment of the Clinical Schools Clearinghouse and the publication of this directory.
The Clinical Schools Clearinghouse (CSC) is a joint project of the American Association of Colleges for Teacher Education/Ford Foundation Clinical Schools Project and the ERIC Clearinghouse on Teacher Education. Since January 1991, CSC has been involved in collecting literature on professional development schools (PDSs), processing this information for the ERIC data base, producing information pieces on PDSs, and providing information to educators. It has become clear that there is a keen interest in the topic and equally clear that there is not yet an extensive body of easily accessed information on PDSs, particularly information related to implementation activities. This directory provides members of the education community with information on the progress being made by universities and school districts to establish PDSs and on the features that characterize these schools.

This directory includes profiles of 80 individual professional development schools in 19 states. The data presented on each school were gathered via a survey conducted by the Clinical Schools Clearinghouse beginning in the fall of 1991.

Methodology and Format

The CSC initially identified 38 colleges and universities that were believed to be engaged in operating or planning a professional development school project, and these institutions were asked to contribute to the directory. Additionally, a feature appeared in Briefs, the newsletter of the American Association of Colleges for Teacher Education (AACTE), announcing the survey and inviting institutions not initially identified to participate in the survey and to be included in the directory.

Institutions were asked to record on a data collection form information on each PDS's location, collaborative partners, funding, network or consortium affiliation, contact persons, grade level, and starting date. In addition, the survey instrument also included a 25-item checklist which focused on features and characteristics of the individual schools. Several features or concerns commonly associated with PDSs were identified from the literature and used to frame the questions. A copy of the data collection form can be found in Appendix A.

Survey respondents provided sufficient data to enable CSC to profile the 80 professional development schools which are included. These profiles are arranged alphabetically by state. In addition to the usable data collection forms that supplied information for these 80 profiles, CSC received several forms too late to prepare individual profiles. However, a listing of the institutions which have PDSs that were not profiled is included in Appendix B. Appendix B also includes information on two PDS consortiums that are affiliated with AACTE. Alphabetical lists of the profiled PDSs (Appendix D) and their college and university partners (Appendix C) are included.

A summary, in table format, of selected data provided by the survey can be found in Appendix E. The survey was intended to elicit descriptive data and not to form the basis of an evaluative study. The percentages that are given in Appendix E and in the "Survey Findings" section below reflect the number of individual PDSs characterized by a particular feature compared to the total number of PDSs
that responded to the specific item. The directory also includes a selected bibliography of resources related to some of the PDSs included in the directory (Appendix F). This information was obtained from the respondents and supplemented by ERIC resources.

Survey Findings

The term professional development school is used to identify the schools that are profiled in this directory. Even a cursory survey of the literature on this subject reveals inconsistency in the labels given to schools that are based on the concepts associated with PDSs. The PDS is often viewed as an institution that performs for the professional education of teachers the same function as teaching hospitals perform for medical professional education. The various names for these schools include professional development schools, professional practice schools, clinical schools, partnership schools, professional development centers, induction schools, and teaching schools. In designing this directory, CSC has made no attempt to dictate a definition of, or impose criteria for, professional development schools. Sixty-three of the 80 schools included in the directory responded to this item; 82% were labeled by the survey respondents as PDSs, 8% as professional practice schools, 6% as partnership schools, 2% as clinical schools, and 2% as professional development centers.

Each PDS is the result of a collaboration between one or more school districts and one or more higher education institutions. Twenty-nine percent also have a teacher's union as a collaborative partner. Many are members of one or more statewide or national consortia. The consortia with the largest representations are the National Network for Educational Renewal (58%), the Southern Maine Partnership (30%), the National Education Association Center for Innovation (30%), the Ford Foundation Clinical Schools Project (27%), and the Michigan Partnership for New Education (27%).

The PDSs receive funding from a variety of sources: universities (81%), school districts (62%), foundations/corporations (59%), and state departments of education (33%). Planning and implementation of the PDSs that are included began as early as the 1987-88 academic year. Most respondents listed their starting date as 1991 (37%). Other starting dates were given as 1990 (28%), 1989 (16%), 1988 (12%), and 1987-88 (7%). The majority of the PDSs profiled in the directory (74%) are elementary or middle schools, covering grades preK through 8. Nine percent are grades 7-9 schools, and 17% are high schools, covering grades 9-12.

Respondents were asked to indicate whether their PDSs were engaged in activities related to college/school collaboration; preservice, beginning, and inservice teachers; and multicultural issues. Survey findings confirm that PDSs provide activities and services for prospective, neophyte, and seasoned professionals. Over 90% of PDSs are tailored to preservice and beginning teachers, and approximately 75% include inservice teacher education components. With regard to multicultural issues, 97% of the PDSs' preservice teachers participate in structured learning experiences that address issues related to educating minority group students, and 75% of the respondents indicated that inservice teachers participate in such activities. While approximately 41% of PDSs have a K-12 minority student enrollment of 40% or greater, only 8% of PDSs have more than 40% minority intern participation.

At present, the number of PDSs is growing, as educators and policymakers seek ways of
renewing American schooling, improving the preparation of new teachers, and promoting the professional development of practicing teachers. Of course, the schools that are profiled in this directory and those that are listed but not profiled, do not constitute all of the existing PDSs. Nor are the features that are included in the profiles static or exhaustive. The characteristics and activities of these schools appear to be evolving. Indeed, the PDS can be regarded as an organism that evolves in response to improved pedagogical knowledge and social realities. For these reasons CSC has made preliminary plans to update this directory in the near future.
O More than 125 professional development schools (PDSs) are currently in operation.

O 43 colleges and universities are involved in the identified professional development school collaboratives.

O 29% of the profiled PDSs have at least one teacher union as a collaborative partner.

O The number of PDSs appears to be on the rise. Of the schools profiled, 37% gave a starting date of 1991, with 7% beginning as early as 1987.

O The majority (74%) of the PDSs that are profiled are elementary or middle schools. 26% are junior or senior high schools.

O 41% of the profiled PDSs are associated with national or statewide consortiums or networks.

O While the schools profiled in the directory classify themselves in different ways (i.e., clinical school, professional practice school, partner school, professional development center), 82% of the schools that indicated a classification labeled themselves professional development schools.

O 91% of the profiled PDSs feature activities and structures related to preservice and beginning teachers; 75% include features and activities related to inservice teachers.

O More than half (58%) of the profiled PDSs have minority student enrollments of less than 40%.

O In 92% of the PDSs, less than 40% of the teacher interns (preservice teachers) are from minority groups.
Professional Development School Profiles by State
Jefferson Elementary School  
612 South College  
Fayetteville, Arkansas 72701  
(501) 444-3087

Site Coordinator: John Colbert  
Grades: K-6  
School Type: Partnership School  
Starting Date: August 1989

Collaborative Partners: Fayetteville Public Schools
College of Education  
University of Arkansas  
Fayetteville, AR 72701  
(501) 575-3208  
Contact: Roderick J. McDavis, Dean

Features

College/School Collaboration  
- collaborative research involving school & college faculty

Preservice Teachers Program  
- clinical supervision of student teachers  
- preservice teachers involved in on-site research

Inservice Teachers Program  
- cooperating teacher training provided to practicing teachers  
- practicing teachers involved in curriculum development  
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school  
- inservice teachers involved in on-site research

Multicultural Issues  
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- approximately 20-39% student enrollment from minority groups
Arkansas

Woodland Junior High School
Poplar/Woodland Streets
Fayetteville, Arkansas 72702
(501) 444-3067

Site Coordinator:
Grades: 7-9
School Type: Partnership School
Starting Date: August 1989

Collaborative Partners: Fayetteville Public Schools

College of Education
University of Arkansas
Fayetteville, AR 72701
(501) 575-3208
Contact: Roderick J. McDavis, Dean

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- clinical supervision of student teachers

Inservice Teachers Program
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Ezequiel A. Balderas Elementary School
4625 East Florence Avenue
Fresno, California 93725
(209) 456-6800

Site Coordinator: Erlinda Griffin, Principal
Grades: K-6
School Type: Professional Development Center
Starting Date: January 1991

Collaborative Partners: Fresno Unified School District
School of Education and Human Development
California State University, Fresno
Fresno, CA 93740-0002
(209) 278-5762
Contact: Jacques Benninga

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 40-59% teacher interns (preservice teachers) from minority groups
Norwood Elementary School
2020 Oak Street
Los Angeles, California 90007
(213) 748-3733

Site Coordinator: K-6
Grades: Professional Practice School
School Type: September 1990
Starting Date: Los Angeles Unified School District
Collaborative Partners: Los Angeles Unified School District
School of Education
University of Southern California
Los Angeles, CA 90089-0031
(213) 740-3292
Contact: Johanna K. Lemlech

Affiliation: American Federation of Teachers
Funding Sources: EXXON Education Foundation

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- clinical supervision of student teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Rubidoux High School
4250 Opal Street
Riverside, California 92509
(714) 360-2863

Site Coordinator: Ben Bunz, Assistant Principal
Grades: 10-12
School Type: Professional Development School
Starting Date: 1989-90

Collaborative Partners: Jurupa Unified School District

Comprehensive Teacher Education Institute
School of Education
University of California, Riverside
Riverside, CA 92521
(714) 787-5798
Contact: Judith H. Sandholtz

Funding Sources: California State Department of Education

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
Hawaii

Ala Wai Elementary School
503 Kamoku Street
Honolulu, Hawaii 96826
(808) 944-1541

Site Coordinator: Suchon Kim
Grades: K-6
School Type: Professional Development School
Starting Date: Summer 1991

Collaborative Partners: Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

Affiliation: Network for Educational Renewal

Funding Sources: Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Aliamanu Elementary School
3265 Salt Lake Boulevard
Honolulu, Hawaii 96818
(808) 422-1131

Site Coordinator: Laura Fukumoto
Grades: K-6
School Type: Professional Development School
Starting Date: Summer 1991

Collaborative Partners: Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

Affiliation: Network for Educational Renewal

Funding Sources: Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Hawaii

Kaewai Elementary School
1929 Kam IV Road
Honolulu, Hawaii 96819
(808) 845-2120

Site Coordinator: Chris Fonoti
Grades: K-6
School Type: Professional Development School
Starting Date: Summer 1991

Collaborative Partners: Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

Affiliation: Network for Educational Renewal

Funding Sources: Hawaii State Department of Education; University of Hawaii at Manoa;
Kamehameha Schools/Bishop Estate

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/
structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues
related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues
related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Kailua High School
451 Ulumana Drive
Kailua, Hawaii 96734
(808) 262-8151

Site Coordinator: Diane Cheung
Grades: 9-12
School Type: Professional Development School
Starting Date: Summer 1991

Collaborative Partners: Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

Affiliation: Network for Educational Renewal

Funding Sources: Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Deering High School
370 Stevens Avenue
Portland, Maine 04103
(207) 874-8260

Site Coordinators: Deborah Keyes; Rita Kissen; India Broyles
Grades: 9-12
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
King Middle School
92 Deering Avenue
Portland, Maine 04103
(207) 874-8140

Site Coordinators: Deborah Keyes; Rita Kissen; India Broyles
Grades: 6-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Little Falls School  
40 Oak Street  
South Windham, Maine 04082  
(207) 892-6641

Site Coordinator: Patty LaRosa; Walter H. Kimball  
Grades: Kindergarten Center  
School Type: Professional Development School  
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038  
(207) 780-5479

Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration  
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program  
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program  
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program  
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues  
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Narragansett School
284 Main Street
Gorham, Maine 04038
(207) 839-5017

Site Coordinator: Patty LaRosa; Walter H. Kimball
Grades: 1-3
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Government

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Portland High School  
284 Cumberland Avenue  
Portland, Maine 04101  
(207) 874-8250

| Site Coordinators: | Deborah Keyes; Rita Kissen; India Broyles |
| Grades: | 9-12 |
| School Type: | Professional Development School |
| Starting Date: | August 1991 |
| Collaborative Partners: | Portland, Gorham, and Wells-Ogunquit School Districts |
| | University of Southern Maine  
| | Extended Teacher Education Program  
| | College of Education  
| | 119 Bailey Hall  
| | Gorham, ME 04038  
| | (207) 780-5479  
| | Contact: Lynne Miller, Director of Teacher Education |
| Affiliation: | Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership |
| Funding Sources: | University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants |

### Features

#### College/School Collaboration
- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

#### Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

#### Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

#### Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Wells Elementary School  
P.O. Box 429 Post Road  
Wells, Maine 04090  
(207) 646-5953

Site Coordinator: Sue Walters; Cherie Major  
Grades: K-5  
School Type: Professional Development School  
Starting Date: August 1991  
Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine  
Extended Teacher Education Program  
College of Education  
119 Bailey Hall  
Gorham, ME 04038  
(207) 780-5479  
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration
- School faculty hold joint school/college teaching appointments  
- College faculty teach school students  
- School faculty assist in planning preservice curriculum  
- School faculty assist in planning inservice curriculum  
- Collaborative research involving school & college faculty

Preservice Teachers Program
- On-site (school) courses for preservice teachers  
- Mentor teachers for preservice teachers  
- Clinical supervision of student teachers  
- Each preservice teacher assigned to more than one cooperating teacher  
- Preservice teachers involved in on-site research

Beginning Teachers Program
- Beginning teacher induction program  
- Mentor teachers for beginning teachers  
- Clinical supervision of beginning teachers

Inservice Teachers Program
- On-site (school) courses for inservice teachers  
- Cooperation; teacher training provided to practicing teachers  
- Mentor, master, and/or cooperating teachers have release-time  
- Practicing teachers involved in curriculum development  
- Practicing teachers actively involved in decision making with regard to organizational/structural changes within the school  
- Inservice teachers involved in on-site research

Multicultural Issues
- Preservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- Approximately 0-19% student enrollment from minority groups  
- Approximately 0-19% teacher interns (preservice teachers) from minority groups
### Maine

#### Wells High School

**Address:**

P.O. Box 579, Sanford Road
Wells, Maine 04090
(207) 646-7011

- **Site Coordinator:** Sue Walters; Cherie Major
- **Grades:** 9-12
- **School Type:** Professional Development School
- **Starting Date:** August 1991

- **Collaborative Partners:** Portland, Gorham, and Wells-Ogunquit School Districts
- **Affiliation:**
  - University of Southern Maine
  - Extended Teacher Education Program
  - College of Education
  - 119 Bailey Hall
  - Gorham, ME 04038
  - (207) 780-5479
  - Contact: Lynne Miller, Director of Teacher Education

#### Funding Sources:

- University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

### Features

#### College/School Collaboration

- School faculty hold joint school/college teaching appointments
- College faculty teach school students
- School faculty assist in planning preservice curriculum
- School faculty assist in planning inservice curriculum
- Collaborative research involving school & college faculty

#### Preservice Teachers Program

- On-site (school) courses for preservice teachers
- Mentor teachers for preservice teachers
- Clinical supervision of student teachers
- Each preservice teacher assigned to more than one cooperating teacher
- Preservice teachers involved in on-site research

#### Beginning Teachers Program

- Beginning teacher induction program
- Mentor teachers for beginning teachers
- Clinical supervision of beginning teachers

#### Inservice Teachers Program

- On-site (school) courses for inservice teachers
- Cooperating teacher training provided to practicing teachers
- Mentor, master, and/or cooperating teachers have release-time
- Practicing teachers involved in curriculum development
- Practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- Inservice teachers involved in on-site research

#### Multicultural Issues

- Preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- Approximately 0-19% student enrollment from minority groups
- Approximately 0-19% teacher interns (preservice teachers) from minority groups
Wells Junior High School  
P.O. Box 310, Post Road  
Wells, Maine 04090  
(207) 646-5142

Site Coordinator: Sue Walters; Cherie Major  
Grades: 6-8  
School Type: Professional Development School  
Starting Date: August 1991  

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine  
Extended Teacher Education Program  
College of Education  
119 Bailey Hall  
Gorham, ME 04038  
(207) 780-5479  
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration  
- school faculty hold joint school/college teaching appointments  
- college faculty teach school students  
- school faculty assist in planning preservice curriculum  
- school faculty assist in planning inservice curriculum  
- collaborative research involving school & college faculty

Preservice Teachers Program  
- on-site (school) courses for preservice teachers  
- mentor teachers for preservice teachers  
- clinical supervision of student teachers  
- each preservice teacher assigned to more than one cooperating teacher  
- preservice teachers involved in on-site research

Beginning Teachers Program  
- beginning teacher induction program  
- mentor teachers for beginning teachers  
- clinical supervision of beginning teachers

Inservice Teachers Program  
- on-site (school) courses for inservice teachers  
- cooperating teacher training provided to practicing teachers  
- mentor, master, and/or cooperating teachers have release-time  
- practicing teachers involved in curriculum development  
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school  
- inservice teachers involved in on-site research

Multicultural Issues  
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- approximately 0-19% student enrollment from minority groups  
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Wells Ogunquit Village School
P.O. Box 2399
Ogunquit, Maine 03907
(207) 646-2551

Site Coordinator: Sue Walters; Cherie Major
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Maine

White Rock School
RR 2, Box 353, North Gorham Road
Gorham, Maine 04038
(207) 892-6826

Site Coordinator: Patty LaRosa; Walter H. Kimball
Grades: 1-3
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Massachusetts

East Longmeadow/University of Massachusetts Professional Development School
180 Maple Street
East Longmeadow, Massachusetts 01028
(413) 525-5450

Site Coordinator: Peter J. Cannone, Associate Superintendent of Schools
Grades: 7-9; 10-12
School Type: Professional Development School
Starting Date: April 1, 1991

Collaborative Partners:
East Longmeadow School District
Contact: Peter J. Cannone, Associate Superintendent of Schools
(413) 525-5450

School of Education
Secondary Teacher Education Program
University of Massachusetts at Amherst
Amherst, MA 01003

Funding Sources:
East Longmeadow School District; Alice and Patrick McGinty Foundation

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Wolf Swamp Road Elementary School
62 Wolf Swamp Road
Longmeadow, Massachusetts 01013
(413) 567-8628

Site Coordinator: John Ciesluk, Principal
Grades: K-6
School Type: Professional Development School
Starting Date: January 1990

Collaborative Partners: Longmeadow School District

Department of Education
Elms College
291 Springfield Street
Chicopee, MA 01013

Field Center for Teaching & Learning
University of Massachusetts at Boston
Boston, MA 02125-3393
(617) 287-7060
Contact: Karen O'Connor

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (.preservice teachers) from minority groups
Michigan

Averill Elementary School
3201 Averill Drive
Lansing, Michigan 48911
(517) 887-3224

Site Coordinator: Frances Barger
Grades: K-5
School Type: Professional Development School
Starting Date: September 1988

Collaborative Partners:
Lansing Public School District
Contact: Bruce Rochowiak; Frances Barger
Averill Elementary School
(517) 887-3224

College of Education
Erickson Hall
Michigan State University
East Lansing, MI 48823

Lansing School Education Association (local affiliate of the Michigan Education Association and the National Education Association)

Affiliation: Michigan Partnership for New Education

Funding Sources: Lansing School District; Michigan Partnership for New Education; Michigan State University, College of Education

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Elliot Elementary Professional Development School  
4200 Bond Street  
Holt, Michigan 48842  
(517) 699-2106

Site Coordinator:  
R. Berkey; P. Lanier; M. Parker; C. Templin

Grades:  
K-6

School Type:  
Professional Development School

Starting Date:  
February 1989

Collaborative Partners:  
Holt Public Schools  
Contact: Ramona Berkey, Principal  
Elliot Elementary Professional Development School  
(517) 699-2106

College of Education  
Michigan State University  
Erickson Hall  
East Lansing, MI 48824-1034  
(517) 353-9760  
Contact: Pamela Schram

Holt Education Association; National Education Association

Affiliation:  
Michigan Partnership for New Education; Michigan Department of Education

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Michigan

Holmes Middle School
6602 Oxley Drive
Flint, Michigan 48504
(313) 760-1620

Site Coordinator: Jacquelyn R. Nickerson
Grades: 7-9
School Type: Professional Development School
Starting Date: September 1989

Collaborative Partners: Flint Public Schools

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-0726
Contact: Jacquelyn R. Nickerson

United Teachers of Flint

Affiliation: Michigan Partnership for New Education

Funding Sources: College of Education, Michigan State University; Michigan State Department of Education; Michigan Partnership for New Education

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program
- beginning teacher induction program

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Holt High School
Aurelius Road
Holt, Michigan 48846
(517) 694-2085

Site Coordinator: Tom Davis
Grades: 10-12
School Type: Professional Development School
Starting Date: Fall 1988

Collaborative Partners: Holt Public School District; Battle Creek School District; Lakeview School District

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-9760
Contact: Perry Lanier

Holt Education Association; Battle Creek Education Association

Affiliation: Michigan Partnership for New Education

Funding Sources: Michigan State University; Michigan Department of Education; Kellogg Foundation; Taubman Corporation; Rockefeller Foundation

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Michigan

Kendon Elementary School
827 Kendon Drive
Lansing, Michigan 48910
(517) 887-3086

Site Coordinator: Minnie Thomas; John Zevli
Grades: K-6
School Type: Professional Development School
Starting Date: September 1989

Collaborative Partners: Lansing School District
College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-4348
Contact: John Zevli

Affiliation: Michigan Partnership for New Education

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Longfellow Elementary School  
31 North Astor Street  
Pontiac, Michigan 48342  
(313) 858-2257

Site Coordinator: Richard Pipan  
Grades: K-5  
School Type: Professional Development School  
Starting Date: Fall 1991

Collaborative Partners: City of Pontiac School District

Oakland University  
School of Education and Human Services  
Rochester, MI 48309-4401  
(313) 370-4161  
Contact: Richard Pipan, Assistant Professor of Education

Affiliation: Michigan Partnership for New Education

Funding Sources: Michigan Partnership for New Education (Pending); Pontiac Chamber of Commerce (Pending)

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues

- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Minnesota

Patrick Henry Professional Development School
2020 43rd Avenue North
Minneapolis, Minnesota 55412
(612) 627-2897

Site Coordinator: Linda Trevorrow
Grade: 9-12
School Type: Professional Practice School
Starting Date: September 1991

Collaborative Partners:
Minnesota Public Schools
College of Education
University of Minnesota
178 Pillsbury Drive SE
203 Burton Hall
Minneapolis, MN 55455-0211
(612) 626-1671
Contact: Eugene Anderson

Minneapolis Federation of Teachers
American Federation of Teachers

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- experienced teachers designated as master teachers

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- 60-79% student enrollment from minority groups
- 0-19% teacher interns (preservice teachers) from minority groups
Red Bridge Elementary School
10781 Oak
Kansas City, Missouri 64114
(816) 942-7821

Site Coordinator: Debbie Lerner
Grades: K-6
School Type: Partnership School
Starting Date: September 1991

Collaborative Partners: Center School District
University of Missouri, Kansas City
School of Education
5100 Rocklin Road
Kansas City, MO 64110
(816) 235-2460
Contact: Susan Adler

Funding Sources: Center School District; University of Missouri, Kansas City

Features

College/School Collaboration
- college faculty teach school students*
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty*

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research*

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

*Planned
Westwood Elementary School
2511 West 50th
Shawnee Mission, Kansas 66205
(816) 236-8140

Site Coordinator: Karen Schauber
Grades: K-6
School Type: Partnership School
Starting Date: September 1991

Collaborative Partners:
Shawnee Mission School District (Kansas)
University of Missouri, Kansas City
School of Education
5100 Rockhill Road
Kansas City, MO 64110
(816) 235-2460
Contact: Susan Adler

Funding Sources:
Shawnee Mission School District; University of Missouri, Kansas City

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum*
- collaborative research involving school & college faculty*

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research*

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers*
- cooperating teacher training provided to practicing teachers*
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- inservice teachers involved in on-site research*

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

* Planned
Wilkinson Early Childhood Center
7212 Arsenal
St. Louis, Missouri 63143
(314) 645-1202

Site Coordinator: Florence Flieg
Grades: PreK-2
School Type: Professional Development School
Starting Date: August 1990

Collaborative Partners: St. Louis Public School District

Maryville University, Saint Louis Education Division
13550 Conway Road
St. Louis, MO 63141
(314) 576-9487
Contact: Marty Henry, PDS Coordinator

Funding Sources: St. Louis Public School District; Monsanto Fund

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (prospective teachers) from minority groups
Montana

Broadwater Elementary School
415 Broadwater Avenue
Billings, Montana 59101
(406) 255-3831

Site Coordinator: Jim Strecker
Grades: K-6
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: School Districts #2 (Billings) and #26 (Lockwood); St. Charles Mission School (Private School)
Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

Funding Sources: Eastern Montana College

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Lockwood Primary School
1932 U.S. Highway 87 East
Billings, Montana 59101
(406) 252-2776

Site Coordinator: Mike Bowman
Grades: K-2
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: School Districts #2 (Billings) and #26 (Lockwood); St. Charles Mission School (Private School)

Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

Funding Sources: Eastern Montana College

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Montana

Riverside Middle School
3700 Madison
Billings, Montana 59101
(406) 255-3740

Site Coordinator: Harold Olson
Grades: 7-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners:
School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School
(Private School)

Funding Sources: Eastern Montana College

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Montana

St. Charles Mission School
P.O. Box 29
Pryor, Montana 59066
(406) 259-9976

Site Coordinator: Larry Cunningham
Grades: K-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)
Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

Funding Sources: Eastern Montana College

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Douglass Middle School-Discovery Magnet Cluster
940 Fernwood Park
Rochester, New York 14609
(716) 482-2000

Site Coordinator: Donna Gattalaro
Grades: 6-8
School Type: Professional Practice School
Starting Date: September 1989

Collaborative Partners:
- Rochester City School District
  131 West Broad Street
  Rochester, NY 14614
  (716) 262-8283
  Contact: Ruth Danis

- University of Rochester
- State University of New York, Brockport
- Nazareth College of Rochester
- Rochester Teachers Association

Affiliation:
- Ford Foundation Clinical Schools Project; American Federation of Teachers

Funding Sources:
- Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

Features

College/School Collaboration
- School faculty assist in planning inservice curriculum

Preservice Teachers Program
- On-site (school) courses for preservice teachers
- Clinical supervision of student teachers

Beginning Teachers Program
- Beginning teacher induction program
- Mentor teachers for beginning teachers

Inservice Teachers Program
- Experienced teachers designated as master teachers
- Mentor, master, and/or cooperating teachers have reduced course load
- Mentor, master, and/or cooperating teachers have release-time
- Practicing teachers involved in curriculum development
- Practicing teachers actively involved in decision-making with regard to organizational/structural changes within the school

Multicultural Issues
- Preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- Inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- Approximately 60-79% student enrollment from minority groups
- Approximately 20-39% teacher interns (preservice teachers) from minority groups
New York

I.S. 44
100 West 77th Street
New York, New York 10024
(212) 678-2817

Site Coordinator: Frank Schwartz
Grades: 6-8
School Type: Professional Development School
Starting Date: September 1, 1988

Collaborative Partners: New York City Community School District #3

Teachers College
Columbia University
Box 155
525 West 120th Street
New York, NY 10027
(212) 678-3166
Contact Edward Quinn

United Federation of Teachers (American Federation of Teachers)

Affiliation: Ford Foundation Clinical Schools Project

Funding Sources: Ford Foundation; Lawrence Wien Foundation; Uris Brothers Foundation; Aaron Diamond Foundation

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Inservice Teachers Program

- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 80-100% teacher interns (preservice teachers) from minority groups
New York

John Marshall High School
180 Ridgeway Avenue
Rochester, New York 14615
(716) 458-2110

Site Coordinator: Warren Loeffler
Grades: 9-12
School Type: Professional Practice School
Starting Date: September 1989

Collaborative Partners: Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis

University of Rochester
State University of New York, Brockport
Nazareth College of Rochester

Rochester Teachers Association

Affiliation: Ford Foundation Clinical Schools Project; American Federation of Teachers

Funding Sources: Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for student teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- experienced teachers designated as lead teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
John Williams Elementary School  
555 Plymouth Avenue North  
Rochester, New York 14608  
(716) 325-2255

Site Coordinator: Ron Skuse  
Grades: K-6  
School Type: Professional Practice School  
Starting Date: September 1989

Collaborative Partners: Rochester City School District  
131 West Broad Street  
Rochester, NY 14614  
(716) 262-8283  
Contact: Ruth Danis

University of Rochester  
State University of New York, Brockport  
Nazareth College of Rochester  
Rochester Teachers Association

Affiliation: Ford Foundation Clinical Schools Project; American Federation of Teachers

Funding Sources: Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

Features

College/School Collaboration  
- school faculty assist in planning inservice curriculum  
- collaborative research involving school & college faculty

Preservice Teachers Program  
- clinical supervision of student teachers  
- each preservice teacher assigned to more than one cooperating teacher

Beginning Teachers Program  
- beginning teacher induction program  
- mentor teachers for beginning teachers

Inservice Teachers Program  
- experienced teachers designated as lead teachers  
- mentor, master, and/or cooperating teachers have reduced course load  
- mentor, master, and/or cooperating teachers have release-time  
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues  
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- approximately 60-79% student enrollment from minority groups  
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Site Coordinator: Tom Andrews  
Grades: K-5  
School Type: Professional Development School  
Starting Date: September 1, 1988  
Collaborative Partners: New York City Community School District #3  

Teachers College  
Columbia University  
Box 155  
525 West 120th Street  
New York, NY 10027  
(212) 678-3166  
Contact: Edward Quinn

United Federation of Teachers (American Federation of Teachers)

Affiliation: Ford Foundation Clinical Schools Project

Funding Sources: Ford Foundation; Lawrence Wien Foundation; Uris Brothers Foundation; Aaron Diamond Foundation

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Archer Elementary School
2610 Four Seasons Boulevard
Greensboro, North Carolina 27407
(919) 294-7335

Site Coordinator: Janice Guenther
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teacher Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Guilford Middle School
401 College Road
Greensboro, North Carolina 27410
(919) 299-5211

Site Coordinators: Beverly Smithson (Grades 3-5); Helen Stone (Grades 6-8)
Grades: 3-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Guilford Primary School
411 Friendway Road
Greensboro, North Carolina 27410
(919) 294-0319

Site Coordinator: Sue Johnson Wrenn
Grades: K-2
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
North Carolina

Kernersville Elementary School
512 West Mountain Street
Kernersville, North Carolina 27284
(919) 996-1080

Site Coordinator: Deborah P. McMillan
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Kiser Middle School  
616 Benjamin Parkway  
Greensboro, North Carolina 27408  
(919) 370-8240

Site Coordinator: Rebecca A. Stevens  
Grades: 6-8  
School Type: Professional Development School  
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments  
- college faculty teach school students  
- school faculty assist in planning preservice curriculum  
- school faculty assist in planning inservice curriculum  
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers  
- mentor teachers for preservice teachers  
- clinical supervision of student teachers  
- each preservice teacher assigned to more than one cooperating teacher  
- preservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- approximately 20-39% student enrollment from minority groups  
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Oak View Elementary School
614 Oak View Road
High Point, North Carolina 26275
(919) 841-6334

Site Coordinator: Kerry Terry
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Rankin Elementary School
3301 Summit Avenue
Greensboro, North Carolina 27408
(919) 621-4747

Site Coordinator: Trilby Ball
Grades: 3-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
North Dakota

Lake Agassiz Elementary School
Stanford Road and 6th Avenue North
Grand Forks, North Dakota 58202
(701) 746-2275

Site Coordinator: Sharon Gates
Grades: K-6
School Type: Professional Development School
Starting Date: September 1, 1991

Collaborative Partners: Grand Forks Public Schools
Center for Teaching and Learning
University of North Dakota
Box 8158 University Station
Grand Forks, ND 58202
(701) 777-2674
Contact: Mary M. Harris, Dean

Funding Sources: University of North Dakota Alumni Association; Grand Forks Public Schools; Holmes Midwest

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- 0-19% student enrollment from minority groups
- 0-19% teacher interns (preservice teachers) from minority groups
Pennsylvania

Danville Elementary School
401 East Front Street
Danville, Pennsylvania 17821
(717) 275-7570

Site Coordinator: Shelly Crawford, Principal
Grades: K-6
School Type: Professional Development School
Starting Date: September 1991

Collaborative Partners: Danville Area School District

Bloomsburg University
School of Education
3102 McCormick Center for Human Services
Bloomsburg, PA 17815
(717) 389-4073
Contact: Ann L. Lee, Assistant Dean

Funding Sources: Pennsylvania Department of Education, Bureau of Special Education "Higher Education Initiatives Program"

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
South Carolina

A.C. Flora High School
One Falcon Drive
Columbia, South Carolina 29204
(803) 738-7300

Site Coordinator: Tom Hardin
Grades: 9-12
School Type: Professional Development School
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V
University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

Preservice Teachers Program
  O clinical supervision of student teachers

Beginning Teachers Program
  O beginning teacher induction program
  O mentor teachers for beginning teachers
  O clinical supervision of beginning teachers

Inservice Teachers Program
  O on-site (school) courses for inservice teachers
  O cooperating teacher training provided to practicing teachers
  O practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
  O approximately 40-59% student enrollment from minority groups
  O approximately 0-19% teacher interns (preservice teachers) from minority groups
Campus R/Irmo Middle School  
6051 Wescott Road  
Columbia, South Carolina 29212  
(803) 732-8200

Site Coordinator: Phyllis W. Pendarvis, Principal  
Grades: 7-9  
School Type: Professional Development School  
Starting Date: 1990

Collaborative Partners  
Richland District I; Richland District II; Lexington District V

University of South Carolina  
College of Education  
Columbia, SC 29208  
(803) 777-3074  
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration  
- school faculty assist in planning preservice curriculum  
- school faculty assist in planning inservice curriculum  
- collaborative research involving school & college faculty

Preservice Teachers Program  
- mentor teachers for preservice teachers  
- clinical supervision of student teachers  
- preservice teachers involved in on-site research

Beginning Teachers Program  
- beginning teacher induction program  
- mentor teachers for beginning teachers

Inservice Teachers Program  
- on-site (school) courses for inservice teachers  
- cooperating teacher training provided to practicing teachers  
- practicing teachers involved in curriculum development  
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school  
- inservice teachers involved in on-site research

Multicultural Issues  
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- approximately 0-19% student enrollment from minority groups  
- approximately 0-19% teacher interns (preservice teachers) from minority groups
South Carolina

Crayton Middle School
5000 Clemson Avenue
Columbia, South Carolina 29206
(803) 738-7224

Site Coordinator: Ellen H. Cooper
Grades: 6-8
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program
- mentor teachers for beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
South Carolina

Fort Jackson Elementary School
5900 Chesnut Road
Columbia, South Carolina 29206
(803) 787-6815

Site Coordinator: Rick Tanner
Grades: K-6
School Type: Professional Development School
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79% student enrollment from minority groups
- approximately 40-59% teacher interns (preservice teachers) from minority groups
South Carolina

Hood Street School
5615 Hood Street
Columbia, South Carolina 29206
(803) 787-8266

Site Coordinator: Carol George
Grades: 2-3
School Type: Professional Development School
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V
University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration
O school faculty hold joint school/college teaching appointments
O school faculty assist in planning preservice curriculum
O school faculty assist in planning inservice curriculum

Preservice Teachers Program
O mentor teachers for preservice teachers
O clinical supervision of student teachers

Beginning Teachers Program
O clinical supervision of beginning teachers

Inservice Teachers Program
O cooperating teacher training provided to practicing teachers
O mentor, master, and/or cooperating teachers have reduced course load

Multicultural Issues
O preservice teachers participate in structured learning experiences that address issues related to educating minority group students
O approximately 60-79% student enrollment from minority groups
O approximately 20-39% teacher interns (preservice teachers) from minority groups
Horrell Hill Elementary School  
517 Horrell Hill Road  
Hopkins, South Carolina  
(803) 783-5545

<table>
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<tr>
<th>Site Coordinator:</th>
<th>Parthenia Satterwhite</th>
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<td>Professional Development School Planning Site</td>
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Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina  
College of Education  
Columbia, SC 29208  
(803) 777-3074  
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

**College/School Collaboration**

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

**Preservice Teachers Program**

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

**Inservice Teachers Program**

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

**Multicultural Issues**

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
South Carolina

Hyatt Park School
4200 Main Street
Columbia, South Carolina 29203
(803) 735-3421

Site Coordinator: Eugene George, Principal
Grades: K-6
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V
University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
South Carolina

Lonnie B. Nelson Elementary School
225 North Brickyard Road
Columbia, South Carolina 29016
(803) 736-8730

Site Coordinator: Sarah Nelson
Grades: K-5
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V
University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
South Carolina

Pierce Terrace School
5715 Adams Court
Columbia, South Carolina 29206
(803) 782-1772

Site Coordinator: Philip Booth
Grades: PreK-1
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- approximately 60-79% student enrollment from minority groups
- approximately 40-59% teacher interns (preservice teachers) from minority groups
South Carolina

Pontiac Elementary School
500 Spears Creek Church Road
Elgin, South Carolina 29045
(803) 699-2700

Site Coordinator: Richard Inabinet
Grades: K-6
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Summit Parkway Middle School  
200 Summit Parkway  
Columbia, South Carolina 29223  
(803) 699-3580

Site Coordinator: Sandra Bloodworth  
Grades: 6-8  
School Type: Professional Development School Planning Site  
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina  
College of Education  
Columbia, SC 29208  
(803) 777-3074  
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration  
- College faculty teach school students  
- School faculty assist in planning preservice curriculum  
- School faculty assist in planning inservice curriculum

Preservice Teachers Program  
- On-site (school) courses for preservice teachers  
- Mentor teachers for preservice teachers  
- Clinical supervision of student teachers

Beginning Teachers Program  
- Beginning teacher induction program  
- Mentor teachers for beginning teachers  
- Clinical supervision of beginning teachers

Inservice Teachers Program  
- On-site (school) courses for inservice teachers  
- Inservice teachers involved in on-site research

Multicultural Issues  
- Preservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- Inservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- Approximately 20-39% student enrollment from minority groups  
- Approximately 0-19% teacher interns (preservice teachers) from minority groups
Texas

Houston Teaching Academy
1101 Taft
Houston, Texas 77019
(713) 529-1186

Site Coordinator: Gwen Samples
Grades: K-8
School Type: Professional Development School
Starting Date: Fall 1988
Collaborative Partners: Houston Independent School District

Learning to Teach in Inner-City Schools (LTICS)
College of Education
Texas A & M University
2121 Holcombe
Houston, TX 77030
(713) 677-7712
Contact: Nancy James

University of Houston
Gregory Lincoln Academy School

Affiliation: National Diffusion Network
Funding Sources: Houston Independent School District; University of Houston; Texas A & M University

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Jane Long Middle School
449 South FM 2818
Bryan, Texas 77802
(409) 361-9505

Site Coordinator: Ernest Johnson
Grades: 6-8
School Type:
Starting Date:

Collaborative Partners: Bryan Independent School District
College of Education
Texas A & M University
College Station, TX 77843-4222
(409) 845-9820
Contact: Donna L. Wiseman

Affiliation: National Network for Educational Renewal

Funding Sources: Bryan Independent School District; Texas A & M University

Features

College/ School Collaboration
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program
- practicing teachers actively involved in decision making with regard to
Jackson-Via Elementary School
508 Harris Road
Charlottesville, Virginia 22903
(804) 295-3161

Site Coordinator: Nancy Lambert
Grades: K-4
School Type: Professional Development School
Starting Date: September 1, 1989

Collaborative Partners: Charlottesville Public Schools
Curry School of Education
University of Virginia
405 Emmet Street
Charlottesville, VA 22901
(804) 924-0748
Contact: Jerry R. Moore

Affiliation: Xerox Foundation
Funding Sources: Xerox Foundation

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
College Place Middle School/Professional Development School
7501 208th Avenue Southwest
Lynnwood, Washington 98036
(206) 670-7451

Site Coordinator: Karen McElliott
Grades: 7-8
School Type: Professional Development School
Starting Date: 1988-89 (planning); September 1989 (activities)

Collaborative Partners: Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, WA 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

Affiliation: Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

Funding Sources: University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Einstein Middle School/Professional Development School
325 Northwest 195th Street
Seattle, Washington 98177
(206) 368-4730

Site Coordinator: Sandi Reed
Grades: 7-8
School Type: Professional Development School
Starting Date: 1988-89 (planning); September 1989 (activities)

Collaborative Partners: Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

Affiliation: Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

Funding Sources: University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
### Washington

**Lincoln Middle School**  
**Southeast 315 Crestview**  
**Pullman, Washington 99163**  
(509) 334-3411

<table>
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<th>Site Coordinator:</th>
<th>Phyllis Vettrus, Principal</th>
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<td>Starting Date:</td>
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**Collaborative Partners:**  
Vancouver School District No. 37; Educational Service District 112; Pullman School District No. 267

Washington State University  
College of Education  
Pullman, Washington 99164-2114  
(509) 335-4853  
Contact: Bernard Oliver, Dean

**Funding Sources:**  
Washington State University; Vancouver School District No. 37; Pullman School District

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**Features**

**College/School Collaboration**
- College faculty teach school students
- School faculty assist in planning preservice curriculum
- School faculty assist in planning inservice curriculum
- Collaborative research involving school & college faculty

**Preservice Teachers Program**
- On-site (school) courses for preservice teachers
- Mentor teachers for preservice teachers
- Clinical supervision of student teachers
- Each preservice teacher assigned to more than one cooperating teacher
- Preservice teachers involved in on-site research

**Beginning Teachers Program**
- Mentor teachers for beginning teachers
- Clinical supervision of beginning teachers

**Inservice Teachers Program**
- On-site (school) courses for inservice teachers
- Cooperating teacher training provided to practicing teachers
- Experienced teachers designated as master teachers
- Practicing teachers involved in curriculum development
- Practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- Inservice teachers involved in on-site research

**Multicultural Issues**
- Preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- Inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- Approximately 0-19% student enrollment from minority groups
- Approximately 0-19% teacher interns (preservice teachers) from minority groups
Meany Middle School/Professional Development School
301 21st Avenue East
Seattle, Washington 98112
(206) 281-6160

Site Coordinator: Shari James
Grades: 6-8
School Type: Professional Development School
Starting Date: 1988-89 (planning); September 1989 (activities)

Collaborative Partners: Bellevue, Edmonds, Shoreline, & Seattle School Districts
Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke
Washington Education Association

Affiliation: Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal;
Metropolitan Life Foundation

Funding Sources: University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds,
Shoreline, & Seattle School Districts; Washington Education Association;
Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

Features

College/School Collaboration
○ school faculty assist in planning preservice curriculum
○ school faculty assist in planning inservice curriculum
○ collaborative research involving school & college faculty

Preservice Teachers Program
○ mentor teachers for preservice teachers
○ clinical supervision of student teachers
○ each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program
○ on-site (school) courses for inservice teachers
○ cooperating teacher training provided to practicing teachers
○ mentor, master, and/or cooperating teachers have reduced course load
○ mentor, master, and/or cooperating teachers have release-time
○ practicing teachers involved in curriculum development
○ practicing teachers actively involved in decision making with regard to organizational/
structural changes within the school
○ inservice teachers involved in on-site research

Multicultural Issues
○ preservice teachers participate in structured learning experiences that address issues
related to educating minority group students
○ inservice teachers participate in structured learning experiences that address issues
related to educating minority group students
○ approximately 40-59% student enrollment from minority groups
○ approximately 0-19% teacher interns (preservice teachers) from minority groups
Odle Middle School/Professional Development School
14401 Northeast 8th Street
Bellevue, Washington 98007
(206) 455-6211

Site Coordinator: Chris Vall-Spinosa
Grades: 6-8
School Type: Professional Development School
Starting Date: 1988-89 (planning); September 1989 (activities)

Collaborative Partners: Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

Affiliation: Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

Funding Sources: University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Roosevelt Elementary School
(Vancouver Collaborative Professional Development School)*
2921 Falk Road
Vancouver, Washington 98661
(206) 696-7127

Site Coordinator: Linda McGeachy, Principal; David Halstead, Human Resources and Teacher Support Services
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Vancouver School District No. 37; Educational Service District 112; Pullman School District No. 267

Washington State University
College of Education
Pullman, Washington 99164-2114
(509) 335-4853
Contact: Bernard Oliver, Dean

Funding Sources: Washington State University; Vancouver School District No. 37; Pullman School District

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Note: Roosevelt Elementary School is a newly constructed school scheduled to open fall 1992. A proposal has been submitted to the National Board for Professional Teaching Standards to establish Roosevelt Elementary School as a field test of a collaborative professional development school.
West Virginia

Central Elementary School
475 Baird Street
Morgantown, West Virginia 26505
(304) 291-9258

Site Coordinator: Ruth Oaks, Teacher; Frank Mrazek, Principal
Grades: K-6
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration
- College faculty teach school students
- School faculty assist in planning preservice curriculum
- School faculty assist in planning inservice curriculum
- Collaborative research involving school & college faculty

Preservice Teachers Program
- Clinical supervision of student teachers

Inservice Teachers Program
- On-site (school) courses for inservice teachers
- Practicing teachers involved in curriculum development
- Practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- Inservice teachers involved in on-site research

Multicultural Issues
- Preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- Inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- Approximately 20-39% student enrollment from minority groups
- Approximately 0-19% teacher interns (preservice teachers) from minority groups
East Dale Elementary School
Route 3
Fairmont, West Virginia 26554
(304) 367-2132

Site Coordinator: Janet Crescenzi, Principal; Etta Zasloff, Counselor
Grades: K-6
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
West Virginia

Grafton High School
Riverside Drive
Grafton, West Virginia 26354
(304) 265-3046

Site Coordinator: Diana Colebank, Teacher; Greg Cartwright, Principal
Grades: 9-12
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts
West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Morgantown High School
109 Wilson Avenue
Morgantown, West Virginia 26505
(304) 291-9260

Site Coordinator: Gwen Rosenbluth, Teacher; Tom Hart, Principal
Grades: 10-12
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- mentor teachers for preservice teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
West Virginia

Suncrest Primary School  
Junior Avenue  
Morgantown, West Virginia 26505  
(304) 291-9347

<table>
<thead>
<tr>
<th>Site Coordinator:</th>
<th>Joyce Lang, Teacher; Suzanne Newbrough, Principal</th>
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<tbody>
<tr>
<td>Grades:</td>
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<tr>
<td>School Type:</td>
<td>Professional Development School</td>
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<tr>
<td>Starting Date:</td>
<td>February 1990</td>
</tr>
<tr>
<td>Collaborative Partners:</td>
<td>Marion, Preston, Monongalia, &amp; Taylor County School Districts</td>
</tr>
</tbody>
</table>

West Virginia University  
The Benedum Project  
College of Human Resources and Education  
802 Allen Hall  
Morgantown, WV 26506  
(304) 293-5703  
Contact: Perry Phillips; Teresa T. Field

Affiliation:  
The Benedum Project

Funding Sources:  
The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration
- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
West Preston Junior High School
P.O. Box 70
Morgantown, West Virginia 26542
(304) 864-5221

Site Coordinator: Rhonda Jenkins, Teacher; Mike Teets, Principal
Grades: 7-9
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups
Fulton Middle School
2760 North 1st Street
Milwaukee, Wisconsin 53212-2499
(414) 264-0160

Site Coordinator: Brenda Leake
Grades: 6-9
School Type: Professional Development School*
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools
University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Beginning Teachers Program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 40-59% teacher interns (preservice teachers) from minority groups

* African American Immersion School
Holmes Elementary School  
2463 North Buffum Street  
Milwaukee, Wisconsin 53212-2999  
(414) 562-8800

Site Coordinator: Caren Wesson  
Grades: K-5  
School Type: Professional Development School  
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools

University of Wisconsin-Milwaukee  
School of Education  
Center for Teacher Education  
P.O. Box 413  
Milwaukee, WI 53201  
(414) 229-5017  
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration

- college faculty teach school students  
- school faculty assist in planning preservice curriculum  
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- on-site (school) courses for preservice teachers  
- clinical supervision of student teachers

Beginning Teachers Program

- beginning teacher induction program  
- mentor teachers for beginning teachers  
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers  
- cooperating teacher training provided to practicing teachers  
- mentor, master, and/or cooperating teachers have release-time  
- practicing teachers involved in curriculum development  
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students  
- approximately 80-100% student enrollment from minority groups  
- approximately 40-59% teacher interns (preservice teachers) from minority groups
Wisconsin

LaFollette Elementary School
3239 North 9th Street
Milwaukee, Wisconsin 53206-3251
(414) 562-5806

Site Coordinator: Marleen Pugach
Grades: K-5
School Type: Professional Development School
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 20-39% teacher interns (preservice teachers) from minority groups
Wisconsin

Riverside University High School
1615 East Locust Street
Milwaukee, Wisconsin 53211-3298
(414) 964-5900

Site Coordinator: Randy Goree
Grades: 9-12
School Type: Professional Development School
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program
- on-site (school) courses for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program
- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 20-39% teacher interns (preservice teachers) from minority groups
Wisconsin

Site 154—Ungraded Primary School
5966 North 35th Street
Milwaukee, Wisconsin 53209
(414) 536-8664

Site Coordinator: Christine Burton
Grades: K-3
School Type: Professional Development School
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools
University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program
- clinical supervision of student teachers*

Beginning Teachers Program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues
- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79% student enrollment from minority groups
- approximately 20-39% teacher interns (preservice teachers) from minority groups

*Planned
Appendices

Appendix A: Data Collection Form

Appendix B: Additional Professional Development School Projects
Ford Foundation Clinical Schools Project Sites
AT&T Teachers for Tomorrow Sites

Appendix C: Listing of Professional Development School College and University Partners

Appendix D: Listing of Professional Development School Projects

Appendix E: Selected Survey Data

Appendix F: Bibliography
Appendix A

Directory of Professional Development Schools
Data Collection Form

Section 1: Please type or print clearly, and respond to all items. Use "NA" (not applicable) where appropriate.

1. Institution (school, college, or department of education) name and address (including zip code)

2. PDS collaborative partners:
   - Institution(s)—SCDE
   - School District(s)
   - Union(s)/Others

3. Organization or foundation sponsor or affiliation (e.g., Ford Foundation Clinical Schools Project, Network for Educational Renewal):

4. Funding sources (e.g., school district, foundations, corporations):

5. Starting date:

6. Contact:
   - Name
   - Address
   - City, State, Zip Code
   - Phone

Responses to items 7 and 8 may be continued on a separate page.

7. Publications (Please list any publications related to the PDS projects affiliated with your SCDE. Please include availability information—e.g., ERIC document number, journal citation, publisher).

8. Notes/comments/additional information (e.g., future plans; clarification of information given in previous or subsequent items):

Name of person completing this form (please print)
Signature of person completing this form
Title
Phone (_____)
Section 2: Please complete a separate PDS Checklist for each PDS affiliated with your collaborative. Three checklists are provided on this form. If there are more than three PDSs in question, you may photocopy the checklist and complete a separate one for each PDS.

Professional Development School Checklist

PDS Name ____________________________
Address ______________________________
City, State, Zip _________________________
Phone ________________________________
Site Coordinator ________________________

Grade level (check one):

- K-6
- 7-9
- 10-12
- other (specify): ______________________

School type (check one):

- clinical school
- professional development school
- professional practice school
- other (specify): ______________________

Please check the response that is most applicable to the PDS indicated above.

<table>
<thead>
<tr>
<th>A. College/School Collaboration</th>
<th>yes</th>
<th>no</th>
<th>n/a</th>
<th>B. Preservice Teachers Program</th>
<th>yes</th>
<th>no</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. school faculty members hold joint school/college teaching appointments</td>
<td></td>
<td></td>
<td></td>
<td>6. on-site (school) courses for preservice teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. college faculty teach school students</td>
<td></td>
<td></td>
<td></td>
<td>7. mentor teachers for preservice teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. school faculty assist in planning preservice teacher education curriculum</td>
<td></td>
<td></td>
<td></td>
<td>8. clinical supervision of student teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. school faculty assist in planning inservice teacher education curriculum</td>
<td></td>
<td></td>
<td></td>
<td>9. each preservice teacher assigned to more than one cooperating teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. collaborative research involving school &amp; college faculty</td>
<td></td>
<td></td>
<td></td>
<td>10. preservice teachers involved in educational research conducted at the school site</td>
<td></td>
<td></td>
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</table>

<table>
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<th>n/a</th>
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<tbody>
<tr>
<td>11. beginning teacher induction program</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12. mentor teachers for beginning teachers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13. clinical supervision of beginning teachers</td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>D. Inservice Teacher Program</th>
<th>yes</th>
<th>no</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. on-site (school) courses for inservice teachers</td>
<td></td>
<td></td>
<td></td>
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</table>

15. cooperating teacher training provided to practicing teachers
16. experienced teachers designated as master teachers
17. mentor, master, and/or cooperating teachers have reduced course loads
18. mentor, master, and/or cooperating teachers have release-time
19. practicing teachers involved in curriculum development
20. practicing teachers actively involved in decision-making with regard to organizational/structural changes within the school
21. inservice teachers involved in educational research conducted at the school site

<table>
<thead>
<tr>
<th>E. Multicultural Issues</th>
<th>yes</th>
<th>no</th>
<th>n/a</th>
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<tr>
<td>22. preservice teachers participate in structured learning experiences which address issues related to educating minority group students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. inservice teachers participate in structured learning experiences which address issues related to educating minority group students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. approximate percentage of student enrollment from minority groups (check one):</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>0-19%</td>
<td>20-39%</td>
<td>40-59%</td>
</tr>
<tr>
<td>25. approximate percentage teacher interns (preservice teachers) from minority groups (check one):</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>0-19%</td>
<td>20-39%</td>
<td>40-59%</td>
</tr>
</tbody>
</table>

Please return this data collection form, with your program guide, to the Clinical Schools Clearinghouse by November 30, 1991. Clinical Schools Clearinghouse; One Dupont Circle NW, Suite 610; Washington, DC 20036-1186.
Appendix B

Additional Professional Development School Projects

Illinois

Partner Agencies:
DePaul University
School of Education
2323 N. Seminary, Fifth Floor
Chicago, IL 60614
(312) 362-6749
Contact: Nancy Williams, Site Coordinator

Glenview Consolidated School District 34

Partner Schools:
K-6 Clinical Schools
7-9 Clinical Schools

Iowa (continued)

Partner Agencies:
University of Northern Iowa
College of Education
Department of Teaching
Cedar Falls, IA 50613
(319) 273-6171
Contact: Linda Fernandez, Director
Malcolm Price Laboratory School

Partner Schools:
Malcolm Price Laboratory School (K-12)

Utah

Partner Agencies:
University of Utah
Department of Educational Studies
307 Milton Benneon Hall
Salt Lake City, UT 84112
(801) 581-7158
Contact: Nedra A. Crow, Director of Field Experiences

Salt Lake City School District
Granite School District

Partner Schools:
11 Professional Development Schools
Grades: K-6; 7-9; 10-12

The production schedule for this directory did not permit inclusion of individual profiles for these PDS projects.
### Ford Foundation Clinical Schools Project Sites

#### Florida

**Partner Agencies:**
- University of Miami
- Dade County Public Schools
- Florida International University
- United Teachers of Dade
- Bureau of Human Resource Development
- Division of Instructional Personnel Training
  - 1080 Labaron Drive
  - Miami Springs, FL 33166
  - (305) 887-2002
- Contact: Kenneth D. Walker, Executive Director

**Partner Schools:**
- Cutler Ridge Elementary School
- Olinda Elementary School
- Sunset Elementary School
- Centennial Middle School
- Southridge Senior High School

#### Kentucky

**Partner Agencies:**
- University of Louisville
- Jefferson County Public Schools
- Jefferson County Teachers Association
- Jefferson County Public Schools Gheens Academy
  - 4425 Preston Highway
  - Louisville, KY 40213
  - (502) 473-3494
- Contact: Donna C. Seaford

**Partner Schools:**
- Brown School (grades 1-12)
- Chenoweth Elementary School
- Conway Middle School
- Fairdale High School
- Lassiter Middle School
- Pleasure Ridge Park High School
- Price Elementary School
- Wheeler Elementary School

#### Maine

**Partner Agencies:**
- University of Southern Maine
  - 220 Bailey Hall
  - Gorham, ME 04038
  - (207) 780-5375
- Contact: India Broyles, Assistant Professor of Education

- Portland, Westbrook, Gorham, & Kennebunk School Systems
- Portland Teachers Association
- Westbrook Educational Association
- Gorham Teachers Association
- Kennebunk Teachers Association

**Partner Schools:**
- Deering High School
- Portland High School
- Westbrook High School
- Gorham High School
- Kennebunk High School

#### New York

**Partner Agencies:**
- Teachers College, Columbia University
  - Box 155
  - 525 West 120th Street
  - New York, NY 10027
  - (212) 678-3166 or 3347
- Contact: Edward Quinn, Professional Development School Project Director

- New York City School District #3
- The United Federation of Teachers

**Partner Schools:**
- P. S. 87
- I.S. 44
Partner Agencies:
University of Rochester
Nazareth College of Rochester
State University of New York at Brockport
Rochester City School District
Rochester Teachers Center
Rochester Teachers Association
Association of School Administrators of Rochester
Curriculum Development and Support
Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis, Project Director

Partner Schools:
John Williams School No. 5 (K-5)
Douglass Middle School
John Marshall High School

Pennsylvania (continued)

Pittsburgh School District/University Collaborative
c/o Schenley High School Teacher Center
Centre Avenue & Bigelow Boulevard
Pittsburgh, PA 15213
(412) 622-8480
Contact: Judy Johnson, Director

Partner Schools:
Carrick High School
George Westinghouse High School
Langley High School
Schenley High School Teacher Center

Pennsylvania

Partner Agencies:
Duquesne University
Indiana University of Pennsylvania
University of Pittsburgh
Pittsburgh Public Schools
Pittsburgh Federation
Pennsylvania Academy for the Profession of Teaching
Pittsburgh Administrators Association

Washington

Partner Agencies:
University of Washington
Puget Sound Professional Development Center
115 Miller Hall, DQ-12
Seattle, WA 98195
(206) 543-1847
Contact: Nathalie J. Gehrke, PSPDC Director or Janet McDaniel, Middle School Program Coordinator

Puget Sound Educational Consortium

Office of the Washington State Superintendent of Public Instruction

Washington Education Association

Partner Schools:
Albert Einstein Middle School
College Place Middle School
Meany Middle School

These sites were operated as Ford Clinical Schools sites from 1988-89 through 1990-91. Several individual schools have become part of other professional development school projects.
California

Partner Agencies:
San Francisco State University
School of Education
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-2687
Contact: Henrietta Schwartz, Dean
San Francisco Unified School District
United Educators of San Francisco

Partner Schools:
Alamo Elementary School
Alvarado Elementary School
Cabrillo Elementary School
Sir Francis Drake Elementary School
Marshall Elementary School
Jose Ortega Elementary School

Florida

Partner Agencies:
University of North Florida
College of Education and Human Services
4567 St. John’s Bluff Road South
Jacksonville, FL 32207
(904) 646-2520
Contact: Donna Evans, Dean
Florida Community College at Jacksonville
Duval & Clay County Public Schools
Duval Teachers United
Clay County Education Association

Partner Schools:
S.P. Livingston Elementary School
Andrew A. Robinson Elementary School
Grove Park Elementary School

Michigan

Partner Agencies:
Wayne State University
College of Education
5425 Gullen Mall
Detroit, MI 48202
(313) 577-8283
Contact: Paula Wood, Interim Dean
Detroit Public Schools
Detroit Federation of Teachers

Partner Schools:
Richard Elementary School
Edmonson Elementary School

New York

Partner Agencies:
City University of New York System
Contact: Madeline Grumet, Dean of Education
Brooklyn College
Brooklyn, NY 11210
(718) 780-5214
New York City Public Schools
United Federation of Teachers

Partner Schools:
information unavailable at this time

Texas

Partner Agencies:
University of Houston
College of Education
4800 Calhoun
Houston, TX 77204-5874
(713) 749-3621
Contact: W. Robert Houston, Associate Dean
Houston Independent School District

Partner Schools:
Foerster Elementary
Gregory-Lincoln Education Center (pre-K through 8)

All sites began operations during the 1991-92 academic year.
Appendix C

Listing of Professional Development School
College and University Partners

Bloomsburg University; Bloomsburg, PA
California State University; Fresno
Eastern Montana College; Billings
Elms College; Chicopee, MA
Maryville University Saint Louis; St. Louis, MO
Michigan State University; East Lansing
Nazareth College of Rochester; Rochester, NY
Oakland University; Rochester, MI
State University of New York; Brockport
Teachers College, Columbia University; New York, NY
Texas A & M University; Houston
Washington State University; Pullman
West Virginia University; Morgantown
University of Arkansas; Fayetteville
University of California; Riverside
University of Hawaii; Manoa
University of Houston; Houston, TX
University of Massachusetts; Amherst
University of Minnesota; Minneapolis
University of Missouri; Kansas City
University of North Carolina; Greensboro
University of North Dakota; Grand Forks
University of Rochester; Rochester, NY
University of South Carolina; Columbia
University of Southern California; Los Angeles
University of Southern Maine, Gorham
University of Virginia; Charlottesville
University of Washington; Seattle
Appendix D

Listing of Professional Development School Projects

A. C. Flora High School; Columbia, SC
Ala Wai Elementary School; Honolulu, HI
Aliamanu Elementary School; Honolulu, HI
Archer Elementary School; Greensboro, NC
Averill Elementary School; Lansing, MI
Broadwater Elementary School; Billings, MT
Campus R/Irno Middle School; Columbia, SC
Central Elementary School; Morgantown, WV
College Place Middle School/Professional Development School; Lynnwood, WA
Crayton Middle School; Columbia, SC
Danville Elementary School; Danville, PA
Deering High School; Portland, ME
Douglass Middle School; Rochester, NY
East Dale Elementary School; Fairmont, WV
East Longmeadow/University of Massachusetts Professional Development School; East Longmeadow, MA
Einstein Middle School/Professional Development School; Seattle, WA
Elliott Elementary Professional Development School; Holt, MI
Ezequiel A. Balderas Elementary School; Fresno, CA
Fort Jackson Elementary School; Columbia, SC
Fulton Middle School; Milwaukee, WI
Grafton High School; Grafton, WV
Guilford Middle School; Greensboro, NC
Guilford Primary School; Greensboro, NC
Holmes Elementary School; Milwaukuee, WI
Holmes Middle School; Flint, MI
Holt High School; Holt MI
Hood Street School; Columbia, SC
Horrell Hill Elementary School; Columbia, SC
Houston Teaching Academy; Houston, TX
Hyatt Park School; Columbia, SC
I.S. 44; New York, NY
Jackson-Via Elementary School; Charlottesville, VA
Jane Long Middle School; Bryan, TX
John Marshall High School; Rochester, NY
Kaewai Elementary School; Honolulu, HI
Kailu High School; Kailua, HI
Kendon Elementary School; Lansing, MI
Kernersville Elementary School; Kernersville, NC
King Middle School; Portland, ME
Kisner Middle School; Greensboro, NC
Jefferson Elementary School; Fayetteville, AR
John Williams School #5; Rochester, NY
La Follette Elementary School; Milwaukee, WI
Lake Agassiz Elementary School; Grand Forks, ND
Lincoln Middle School; Pullman, WA
Little Falls School; South Windham, ME
Lockwood Primary School; Billings, MT
Longfellow Elementary School; Pontiac, MI
Lonnie B. Nelson Elementary School; Columbia, SC
Middle Middle School/Professional Development School; Seattle, WA
Morgantown High School; Morgantown, WV
Narragansett School; Gorham, ME
Norwood Elementary School; Los Angeles, CA
Oak View Elementary School; High Point, NC
Odle Middle School/Professional Development School; Bellevue, WA
Patrick Henry Professional Development School; Minneapolis, MN
Pierce Terrace School; Columbia, SC
Pontiac Elementary School; Elgin, SC
Portland High School; Portland, ME
P.S. 87; New York, NY
Rankin Elementary School; Greensboro, NC
Red Bridge Elementary School; Kansas City, MO
Riverside Middle School; Billings, MT
Riverside University High School; Milwaukee, WI
Roosevelt Elementary School (Vancouver Collaborative Professional Development School); Pullman, WA
Rubidoux High School; Riverside, CA
St. Charles Mission School; Pryor, MT
Site 154 - Ungraded Primary School; Milwaukee, WI
Summit Parkway Middle School; Columbia, SC
Suncrest Primary School; Morgantown, WV
Wells Elementary School; Wells, ME
Wells High School; Wells, ME
Wells Junior High School; Wells, ME
Wells Ogunquit Village School; Ogunquit, ME
West Preston Junior High School; WV
Westwood Elementary School; Shawnee Mission, KS
White Rock School; Gorham, ME
Wilkinson Early Childhood Center; St. Louis, MO
Wolf Swamp Road Elementary School; Longmeadow, MA
Woodland Junior High School; Fayetteville, AR
## Selected Survey Data

<table>
<thead>
<tr>
<th>ITEM</th>
<th>% of PDSs Responding to Item*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers union as collaborative partner</td>
<td>29</td>
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<tr>
<td>2. Affiliation **</td>
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<tr>
<td>National Network for Educational Renewal</td>
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<td>National Education Association</td>
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<td>Center for Innovation</td>
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<td>Southern Maine Partnership</td>
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<td>Ford Clinical Schools Project</td>
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<td>Michigan Partnership for New Education</td>
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<td>Benedum Project</td>
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<td>American Federation of Teachers</td>
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<td>National Diffusion Network</td>
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<td>Funding Sources**</td>
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<td>college/university</td>
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<td>school district</td>
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<td>foundation/corporation/business</td>
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<td>state department of education</td>
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<td>federal government</td>
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<td>4. Starting Date</td>
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<td>5. Grade Level</td>
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<td>other #</td>
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<td>6. School Type</td>
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<td>Professional Development School</td>
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<td>Professional Practice School</td>
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<td>Professional Development Center</td>
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* Totals in some categories may not equal 100% due to rounding.
** Total percentages for these items exceed 100% because for some PDSs more than one choice within the category is applicable.
# Schools in this category are generally primary, elementary, or middle schools. The various grade configurations include: PreK-1; PreK-2; K; K-2; K-3; K-4; K-5; K-8; 1-3; 2-3; 6-8; 6-9; & 7-8.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>% of PDSs Responding to Item*</th>
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<tbody>
<tr>
<td><strong>A. College/School Collaboration</strong></td>
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</tr>
<tr>
<td>1. school faculty members hold joint school/college teaching appointments</td>
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<tr>
<td>2. college faculty teach school students</td>
<td>67</td>
</tr>
<tr>
<td>3. school faculty assist in planning preservice teacher education curriculum</td>
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<tr>
<td>4. school faculty assist in planning inservice teacher education curriculum</td>
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<tr>
<td>5. collaborative research involving school &amp; college faculty</td>
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<tr>
<td><strong>B. Preservice Teachers Program</strong></td>
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<td>6. on-site (school) courses for preservice teachers</td>
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<td>7. mentor teachers for preservice teachers</td>
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<tr>
<td>8. clinical supervision of student teachers</td>
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<td>9. each preservice teacher assigned to more than one cooperating teacher</td>
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<td>10. preservice teachers involved in educational research conducted at the school site</td>
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<td><strong>C. Beginning Teachers Program</strong></td>
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<td>11. beginning teacher induction program</td>
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<td>12. mentor teachers for beginning teachers</td>
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<td>13. clinical supervision of beginning teachers</td>
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<td><strong>D. Inservice Teachers Program</strong></td>
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<td>14. on-site (school) courses for inservice teachers</td>
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<td>15. cooperating teacher training provided to practicing teachers</td>
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<td>16. experienced teachers designated as master teachers</td>
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<td>17. mentor, master, and/or cooperating teachers have reduced course load</td>
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<tr>
<td>18. mentor, master, and/or cooperating teachers have release-time</td>
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<tr>
<td>19. practicing teachers involved in curriculum development</td>
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<tr>
<td>20. practicing teachers actively involved in decision making with regard to organizational/structural changes within the school</td>
<td>91</td>
</tr>
<tr>
<td>21. inservice teachers involved in educational research conducted at the school site</td>
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<tr>
<td><strong>E. Multicultural Issues</strong></td>
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</tr>
<tr>
<td>22. preservice teachers participate in structured learning experiences that address issues related to educating minority group students</td>
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<tr>
<td>23. inservice teachers participate in structured learning experiences that address issues related to educating minority group students</td>
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<tr>
<td>24. approximate percentage of student enrollment from minority groups:</td>
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<td>0-19 %</td>
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<td>20-39 %</td>
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<td>40-59 %</td>
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<td>80-100 %</td>
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<td>25. approximate percentage of teacher interns (preservice teachers) from minority groups:</td>
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<tr>
<td>80-100 %</td>
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Bibliography

The resources included in this bibliography relate to specific professional development school projects that have been profiled in this directory. Those references that are followed by an ED or an EJ number have been abstracted for the ERIC database. Those references followed by an SP number are currently being processed for ERIC.


Finch, M. E., Morse, S., & Rasch, K. (1990, November). Serving the urban school system: A liberal arts college develops an urban professional practice school. Paper presented at the annual meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), Milwaukee, WI. [Available from the Education Division of Maryville University Saint Louis, St. Louis, MO]

King, I. L., & Smith, J. R. (1990). The role of the partnership school in the undergraduate teacher training program at the University of Hawaii. ED 330 643


