Concept of Readiness: Assessing Factors in the Development, Implementation, and Sustainability of a PDS Partnership

Thierry Kolpin, California State University, Long Beach
Emily Shoemaker, Wise Education Consultants
Michael Cosenza, California Lutheran University
Jacquelyn Allen, University of La Verne
Cindy Cary, University of La Verne
Patricia Ensey, University of La Verne
Michael McCambridge, California Lutheran University
Judy Morris, University of La Verne
Janet Trotter, University of La Verne

ABSTRACT: Two universities and their prospective partnership schools collected data to help ascertain the perceived readiness of school-university Professional Development School (PDS) partnerships. The measurement tool, ''The Professional Development School Exploration and Assessment'' (PDSEA) includes a five-step process that makes use of survey and focus group data. The PDSEA incorporates the embedded concepts of organizational learning, structures and decision-making, the respective contexts of culture, partnership, and innovation, and the NAPDS Nine Essentials as a basis for the process (NAPDS, 2008). For this study, authors focused on the responses to the PDSEA in a more formative evaluative manner with an emphasis on reporting step-1 survey results between the schools and the universities. Implications for the results, including limitations, are also presented.

NAPDS Essentials Addressed: #1/A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community; #2/A school–university culture committed to the preparation of future educators that embraces their active engagement in the school community; #4/Engagement in and public sharing of the results of deliberate investigations of practice by respective participants

Historical Background

The Professional Development School (PDS) movement in the United States began shortly after the government-issued report, *A Nation at Risk*, which provided a critical overview of the status of education in the United States (U. S. Department of Education, 1983). Two primary concerns of the report focused on overall K-12 student achievement and the manner in which teachers were prepared for the profession. The concerns focused on data, which indicated American children were performing below their peers in other nations and the inconsistencies of teacher preparation programs, which were too focused on theory and not enough on practice.

The Holmes Group, which was founded in 1983 by the deans of the schools of education at the University of New York at Albany, Michigan State University, and the University of Wisconsin at Madison, laid the foundation and vision for reforming schools and the manner in which teachers are inducted into the profession (Holmes Group, 2007). Their answer was the introduction of the PDS, which used the relationship between a medical school and a teaching hospital as the foundational model. In general, there is a broad perception that patients obtain the best care at a teaching hospital. Although the fields of medicine and education have much dissimilarity, the Holmes Group (2007) and NCATE (2001) suggested that the results would be the same when K-12 school faculty and teacher education faculty interact within a PDS partnership.

Similar to the teaching hospital model, the PDS is a distinctive partnership where university faculty, teacher candidates, veteran teachers, and K–12 students are all engaged in learning, studying, and researching together as a collaborative professional learning community (Teitel, 2003). These different stakeholder groups are all participants in the PDS partnership, which becomes a whole new institution devoted to the preparation of new teachers, the reciprocal professional development of veteran teachers and professors, and improved K-12 student achievement (Goodlad, 1990; Holmes Group, 2007).

In 2001 NCATE published a set of national standards that frame the work of PDSs and provide developmental guidelines for the implementation of five PDS elements that include learning community; accountability and quality assurance; collaboration; diversity and equity; and structures, roles, and resources. In 2008 the Executive Council and Board of Directors of the NAPDS issued a statement that describes nine fundamental qualities, or essentials, that define "what it means to be a professional development school" (2008). The Nine Essentials provide the PDS community with a common understanding of the critical attributes of a PDS, among which are: a comprehensive mission, active engagement in the school community, and a shared commitment to innovative and reflective practice. In 2013, NCATE and the Teacher Education Accreditation Council (TEAC) consolidated to form the Council for the Accreditation of Educator Preparation (CAEP). In the same year, CAEP published five standards, including Standard Two for Clinical Partnerships and Practice. In 2014, the U.S. Department of Education announced proposed regulations aimed at helping to ensure teacher preparation programs prepare educators who are ready to succeed. Entitled, *Improving Teacher Preparation: Building on Innovation*, the proposed regulation aligns six priorities, including student outcomes, employment outcomes, customer satisfaction, program review and accreditation, multiple performance levels, and flexibility with CAEP Standards.

Stanford University and the American Association of Colleges for Teacher Education (AACTE) formed a partnership to develop and share edTPA, a multi-measure assessment system that is aligned to state and national standards, including the Common Core State Standards and InTASC Standards (2013). Thirty-three states now participate in this national assessment system.

In the last three decades and in particular the last 15 years, there has been an increased focus on innovative practices for improving student learning through the improvement of teacher preparation programs. PDS provides a promising model for integrating new standards for student learning, instructional practices, educator preparation and assessment, and school-university partnerships.

PDSs should be professional learning communities where the partners share a common vision that provides support and guidance for teacher candidates, veteran teachers, university faculty, and the students who attend the PDS sites (NCATE, 2001). PDSs and universities need to work collaboratively to meet the needs of all their constituents. The Maryland State Department of Education sets this standard by stating, "Professional Development School partners collaboratively create, conduct, and participate in needs-based professional development to improve instruction and positively impact student achievement." (2002, p.41) Because the PDS model is a unique partnership that requires a strong commitment from multiple stakeholder groups, the partnerships are difficult to develop and sustain. Great care needs to take place when beginning a partnership to be certain both partners are ready for the commitment they are making.

Background of Study

The goal of every PDS is to create a viable and sustainable school-university partnership. It is clear that there is national attention to improve the manner in which new teachers are prepared and that high quality clinical fieldwork is an essential component to that goal. The PDS model is positioned to provide the best opportunities for quality field experience but they are difficult to develop and difficult to sustain. The authors of this study have all experienced failed partnerships that drain resources, damage relationships, and provide less than ideal experiences for those aspiring to become teachers. It is essential that the partner institutions spend a sufficient amount of time in the beginning to assess their readiness to engage in partner work and to increase their chances for success. Levine refers to this stage of developing partnerships as spending "time before the beginning" in which school and university participants build "shared interests, mutual commitment, and trust" (as cited in NCATE, 2001, p. 4). Clark (1999) describes this stage of development as the antecedents to the creation of PDSs in the context of "purpose/function, structure, and support mechanisms" (pg. 33), taking into consideration, the roles of pre-professional and professional education.

Authors in this study designed and developed the Professional Development School Exploration and Assessment (PDSEA), a five-step process, to methodically assess the readiness of schools and universities to engage in PDS work.

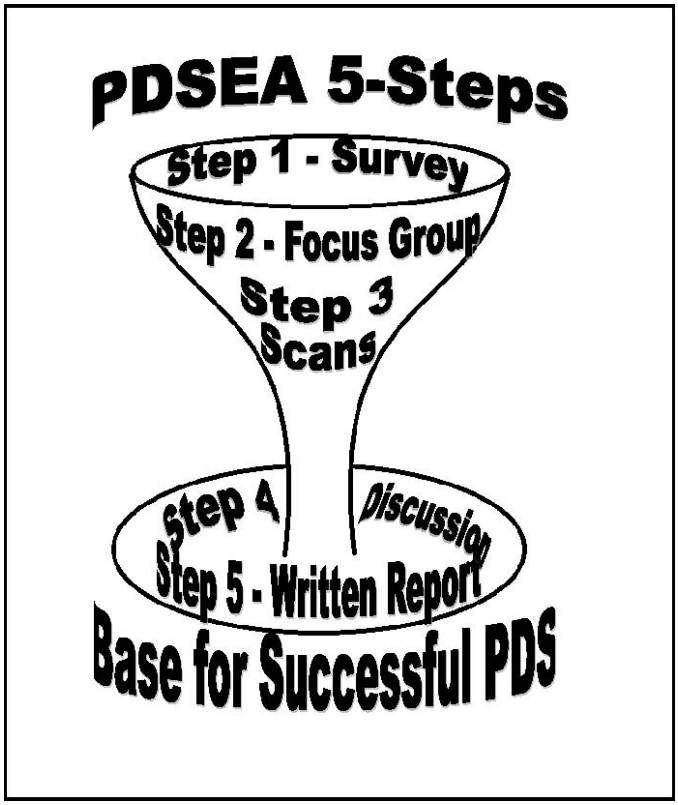

Diagram 1

In continuous development for over six years, the PDSEA is designed to provide a set of tools that will facilitate the creation of PDS partnerships and is grounded in the well-established theoretical constructs found in the NCATE (2001) PDS standards. As new standards have been published, the PDSEA has been reviewed to ensure alignment with CAEP Standard Two for Clinical Partnerships and Practice (2013) and to a larger extent to the InTASC Standards (2013) and edTPA (2013). Building on this multiple-faceted comprehensive approach to improving practice, it provides a framework for an integrated theory of PDS readiness and a foundation for the development of a reciprocal PDS partnership. For this assessment process, readiness is defined as the preparedness of potential partners to: (a) identify key qualities and characteristics of their institutions, (b) determine areas of matches and mismatches, (c) build on the strengths of their similarities, and (d) learn from their differences. The PDSEA provides quantitative and qualitative data from which standards-based instructional practices (Common Core, 2009; InTASC, 2013) can be achieved through a range of inquiry-based and ongoing reciprocal professional development activities (CAEP, 2013; NAPDS, 2008; NCATE, 2001). The authors believe that the use of this process will result in a decrease in the likelihood of failure and increase the potential for the implementation of a successful PDS. The purpose of this study is to present the initial findings of the PDSEA five-step process in practice.

The PDSEA is a set of assessment tools, used at the initial stages of exploration that focuses PDS participants on careful analysis and attention to the complexities of the institutions and the potential partner relationship. The five-step process developed over a period of years and has both empirical and theoretical underpinnings. It was developed when one university entered into a PDS partnership with a charter elementary school. After three years of best efforts, the partnership failed because of the many difficulties associated with not understanding PDS readiness factors. A group of faculty in the PDS was looking at reasons for the failure, by exploring the data from teachers, staff, faculty, and administration. A research team, consisting of university faculty and the school's principal, formed for the purpose of studying the process of developing a PDS and began by asking the following questions, with climate and culture defined as shared perceptions, norms, and organizational structures of school and university educator preparation programs.

1. What elements of climate and culture are in place in the partner programs that indicate a readiness or a lack of readiness for the development of a PDS?
2. How does collegial planning for the PDS develop in the context of inquiry?
3. What factors contribute to the development of a PDS?
4. What phases of development emerge?
5. What are the characteristics of a sustainable PDS?
6. What elements of climate and culture are in place in the partner programs that indicate a capacity or a lack of capacity for the development of a PDS?

A comprehensive readiness survey (Appendix A), and follow-up focus group interview were developed to help answer the questions and determine the readiness of the university and two developing partner schools. In the fourth year of the study, a second west coast university, which already had a number of successful PDSs, joined the research group in order to understand the readiness process for new potential PDS partners, including a middle school and high school.

The PDSEA process was established and the data gathered from the survey, follow-up interviews, and a set of readiness scans, California Partnership Readiness Scan Instruments (CalPRSI©) led to the initial identification of three overarching concepts that establish the context for PDS readiness. The three concepts are as follows:

1. Organizational learning in the context of culture
2. Organizational structures in the context of partnership
3. Organizational decision making in the context of innovation

Embedded in these concepts are four readiness factors that provide the basis for the assessment of the readiness of schools and universities to engage in PDS work. They are overlapping and mutually supportive, but can be examined individually to yield quantitative and qualitative data. The embedded concepts are diversity, structural capacity and availability of resources, program compatibility, and commitment to innovation. The concepts, context, and detailed descriptions are embedded in the five-step process, including the survey, focus group, readiness scans, collaborative discussion, and the written report.

Additionally, the embedded concepts and context correlate well with the NAPDS Nine Essentials (NAPDS, 2008), and in particular Essentials One, Two, and Four. For example, Essential One highlights equity as a significant aspect of PDSs, and the five-step process looks at equity in the survey instrument, in the focus groups, and in the scans. Additionally, innovative and reflective practice is highlighted in Essential Four, and in the five-step process it is explored thoroughly through the scans and to a lesser degree in the surveys.

Organizational Learning in the Context of Culture

According to Bontis (2002), organizational learning occurs at three progressive levels. It begins at the individual level, expands to the group level, and ends at the organizational level. Organizational learning is rooted in adult learning theory and the concept of self-development at the individual level (Huang & Shih, 2011). Argyris (1999) describes a learning organization as one that is characterized by:

> organizational adaptability, flexibility, avoidance of stability traps, propensity to experiment, readiness to rethink means and ends, inquiry orientation, realization of human potential for learning in the service of

Table 1. Embedded Concepts, Context, and Descriptive Factors

Embedded concept	Context	Descriptive Factors
Organizational learning	Culture	Mission & service of organizational purposes Innovative & reflective practice Rethinking of means & ends Active community engagement Adaptability & flexibility, experimentation & inquiry Creation of organizational settings for human development
Organizational structures	Partnership	NAPDS essentials: roles, responsibilities, & governance Diverse populations Facilities & shared resources Use of time & calendar Instructional practices & specialized Programs
Organizational decision making	Innovation	Equity-based mission Intentional decision-making Willing engagement in inquiry Matches & mismatches consequences Re-examination of intent

> organizational purposes, and creation of organizational settings as contexts for human development. (p. 1)

Organizational learning occurs when interpersonal inquiry is "carried out within the constraining or enabling context of an organizational learning system" (Argyris, 1999, p. 19). In citing Argyris (1986), Easterby-Smith and Araujo (1999) point out that organizational learning can be hampered when people within the organization feel the need to protect themselves from political threat. Since political behaviors within organizations are the norm, it is important that PDS leaders minimize the role politics will play on the development of the PDS culture. In this context, the organizational learning constructs of beliefs, intentions, and practices (Argyris, 1999) can be applied to the PDS model and are specifically assessed in the PDSEA process through the initial survey, focus group process, interest and willingness survey, and environmental scans for diversity practices, organizational capacity, and instructional practices, beliefs and dispositions. PDS leaders are mindful of the potential for political behaviors within the developing PDS culture, and take the necessary steps to minimize political constraints.

Equally important is the acknowledgement of the differences between school and university cultures (Selke, 1996), and the understanding that the culture of the PDS will be different from the culture of the partner organizations. In PDS work, partner organizations explore their institutional beliefs and organizational intentions and make a willing commitment to the development of a set of beliefs and intentions that characterize the PDS culture, a task the CalPRSI© was developed to accomplish. The PDS culture is characterized by innovative and reflective practice and active engagement in the school community (NAPDS, 2008). Readiness of the PDS learning organization is characterized by the partners' understanding of: (a) the qualities and characteristics of organizational learning in their institutions, (b) the qualities and characteristics of organizational learning in the partner institution, and (c) the commitment to the pursuit of the ongoing development of organizational learning in the context of the newly forming PDS.

Organizational Structure in the Context of Partnership

The organizational structures of schools and university programs are based on the efficiency of the organizations to educate students and candidates. The structures are grounded in national and state standards and provide a variety of programs that attend to the diverse needs of a wide range of students and teacher candidates. Typically, successful and sustainable PDS structures are grounded in the Nine Essentials (NAPDS, 2008) that facilitate the collaborative effort to provide high quality programs for students and candidates. In the PDSEA process, individuals from both institutions are asked to identify and agree upon the structural characteristics of their institutions. These characteristics include diverse populations, facilities and resources, use of time and calendar, specialized programs, instructional practices, and personnel. The identification of the partner institutions' structures provides a starting point for the development of PDS structures.

Similar to the partner institutions, the organizational structures of a PDS are grounded in professional standards and are often influenced by the NAPDS (2008) Nine Essentials, specifically roles, responsibilities, and shared resources and governance. New and innovative structures such as shared resources, boundary-spanning roles, and creative uses of time characterize the organizational structure of the PDS. Partners determine the readiness of organizational structures by: (a) accurately identifying the structures of their own institutions; (b) understanding the structures of the partner institution; and (c) collaborating to develop a set of structures, including governance structures that characterize the newly formed PDS.

Organizational Decision Making in the Context of Innovation

Organizational structures provide the foundations for the daily work of individuals in schools and universities and are often experienced as hierarchies in which decision-making is stratified. Because individuals at all levels of their respective institutions are firmly grounded in their roles and responsibilities, they face the challenges of rethinking their places in the new and innovative setting of the flat and decentralized structures that characterize the PDS. Decision-making in this context requires individuals to develop a PDS mission based on equity (NAPDS, 2008) before identifying the basic organizational intentions of the innovative and developing PDS and to understand how these intentions shape their decision-making. Such decision-making requires constant attention to the newly formed intentions and the diligent examination of the results yielded by the decisions they make.

For example, when a PDS steering committee intended to develop a reciprocal professional development series of activities, teachers at a school site were expecting to provide professional development activities to university faculty. However, the university faculty attended one session, but did not reciprocate by providing professional development activities for school site faculty, leaving the school faculty feeling de-valued. When the results did not match the intended outcomes, reciprocal professional development, participants re-examined the original intention, much like the PDS steering committee did after the dismissive actions of the university faculty. Thus, the PDS is better served when keeping in mind the goal of developing an innovative and viable PDS. This structure promotes the use of critical and experimental inquiry (Argyris, 1999), which will contribute to the sustainability of the PDS. Readiness for organizational decision-making is determined by (a) the recognition of the decision-making processes used in both partner institutions, (b) the development of a mutually agreed upon set of PDS decision-making principles, and (c) the willingness of participants to commit to a decision-making process that sustains PDS innovations.

The authors were motivated to examine and document the readiness of potential PDS partnerships through quantitative and qualitative research. Specifically, the authors utilized the PDSEA process to examine the context, content, and structure of potential partner institutions, while recognizing the importance of the intentional decision-making process.

Methodology

The PDSEA five-step process utilized a mixed methods approach, including surveys, focus group feedback, and detailed scans to assess the readiness of schools and universities to participate in a PDS partnership. At each site, faculty, staff, and administrators were invited to complete a survey (Appendix A). Survey research is used in many fields (Malhotra & Grover, 1998) and particularly in educational settings (Ding & Berkowitz 2011; Gruenert, 2005; Nathanson, Kemple, Lent, McCormick, & Segeritz, 2013). A select group of survey participants from each site participated in a focus group discussion, which was used as qualitative support in this study. After the surveys and the focus group, the leaders of the PDS at each site were asked to complete a detailed set of environmental scans used to record the qualities and characteristics of their sites. After the scans were collected, members of the research team, including university school of education faculty, returned to the site to facilitate a collaborative discussion with a presentation of the data, which was followed by a written report of findings. All sites completed the first two steps in the PDSEA process, while three of the five sites completed all parts of the process.

Table 2. Demographics of Partner Schools: Student Enrollment and Full Time Faculty

School Level	Communities	Student Enrollment	Number of Fulltime Faculty
Elementary	Suburban / Urban	>200	8
Elementary	Suburban	>600	30
Middle	Suburban	>1000	45

Participants

Demographic data were collected from the surveys, scans, and school demographic reports, such as the school's California Department of Education mandated accountability report cards. The general demographics for the K-12 schools are presented in Table 2. The partnership schools were predominately in a suburban community with enrollment from 200 to 1,000 and from eight to 45 faculty members. A high percentage of disadvantaged students was found in two schools. Although one school had a significant number of English Language Learners (ELLs), all three schools reported a very small percent of special needs students. All three schools were diverse with the largest ethnic population consisting of Latino/a Americans.

The general demographics for the universities are presented in Table 3 with information on full- and part-time faculty and candidate enrollment. The participating universities were mid-sized private universities with combined student enrollment of approximately 250 full-time candidates and varying from 350 to 600 part-time candidates. Adjunct faculty and field supervisors supplement the instructional staffing in both universities.

Participants in this study consisted of faculty and staff from the institutions, described in Tables 2 and 3, who volunteered to complete the initial survey. Survey completers were identified by gender and years of experience in education. Female respondents comprised 71% of participants while male respondents were 25% of participants, 4% of participants declined to state their gender. A majority of the respondents, 60%, had more than 15 years of experience. The second largest group of respondents, 29%, had six to 15 years of experience. Only 7% of participants had five years or less of experience. Four percent of respondents did not provide data on years of experience.

Table 3. Demographics for Partner Institutes of Higher Education Candidate Enrollment and Faculty

		Candidate Enrollment		Number of Faculty Members	
Institutions of Higher Education	Description of Institutions	Full Time	Part Time	Full Time	Adjunct and Field Supervisors
Graduate School of Education	Mid-sized private university	>250	>350	>25	>40
College of Education	Mid-sized private university	>250	>600	>50	>120

Materials

The five-step PDSEA process was used in this study. The first step of the PDSEA involves a survey instrument (Appendix A) that consists of five statements and several factors associated with each statement. The survey assesses the perceived readiness of a proposed PDS partnership based on responses to the five statements. Participants are asked to rank order each factor under the statement and rate the perceived readiness of their own site on each factor. The end result is a detailed account of how all people involved in a potential school-university PDS partnership perceive the readiness of their respective sites to engage in the development of the PDS.

The second step of the PDSEA is a structured focus group including five questions. One researcher asks the set of five questions, while another researcher takes detailed notes on the responses to the questions. Interviewees are assured of the confidentiality of their responses.

The third step of the PDSEA process is a detailed set of assessment scans, the California Partnership Readiness Scan Instruments (CalPRSI©). The CalPRSI© is completed by the leadership at both the school and university sites. The scans look at the following areas:

1. Civic Engagement and Partnership Capacity
2. Diverse Populations and Demographic Program Compatibility
3. Program-Specific Compatibility
4. School-University Commitment

The fourth step in the PDSEA process starts with a collaborative discussion with a presentation of the data collected during the first three steps of the process. The fifth step is a formal written report responding to the discussion in step four with recommendations for continued successful partnership readiness.

Design

The PDSEA includes a five-step process with separate analysis completed for each step. In the first step, the survey instrument data were collected for each site and similarities and differences were examined between the partnership university and the partnership school responses. The survey instrument results were analyzed in two ways. In part one of the survey, participants selected factors they believed to be the most important in developing a PDS. In this analysis, authors calculated the percentages of responses to each item and compared the results from the partnership universities to the partnership schools. When there were differences between the responses, authors noted the differences of the specific educational facilities in steps four and five of the PDSEA process. In part two of the survey, participants rated how their own education site ranked in the level of capacity it had for each factor. Authors utilized a two-tailed t-test with two samples assuming equal variance. Statistical significance was noted on all items in the comparison.

The data from the semi-structured interviews were used to add a qualitative component to the overall assessment. Authors used the information as a qualitative means to provide support or question the reliability of the survey results. The data in step three, the readiness scans, were used to obtain a more in-depth assessment of the perceived readiness of each educational site. The results also added a level of qualitative information that included quantitative data that were used in steps four and five of the PDSEA process.

Procedure

The survey (Appendix A) was given to faculty and staff of all partnership schools and universities during general meetings at each of the respective sites. Participants were presented with an informed consent page approved by the University Institutional Review Board for Research prior to answering any questions. The participants were given the opportunity to volunteer for a focus group interview when filling out the consent forms. Only participants who filled out the survey were invited to participate in the focus groups. The interviews were conducted in small groups at each site during fall 2012 and early winter 2013 with participants numbering between five and nine people depending on the site. No demographic data were collected on focus group participants to ensure their anonymity because of the small n. However, only faculty from each site participated in the respective focus groups. The third step of the PDSEA process involved a detailed questionnaire that scans for perceived readiness in many different categories, CalPRSI©. The leadership at most of the sites completed a detailed set of scans in fall 2012 and early winter 2013, and the research team collaboratively interpreted the results for the sites.

Results

The first two steps of the PDSEA process are reported in this current study, with detailed data collected from the survey

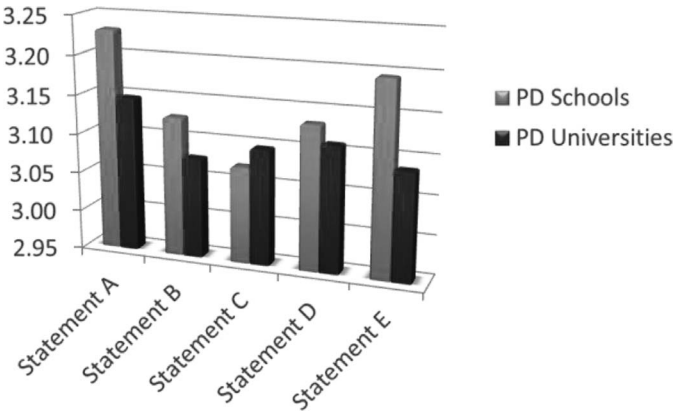

Figure 1. PDS Institutions' Rankings of Their own Capacity to Develop a Professional Development School Partnership Based on Five General Statements Combining 32 Readiness Factors
A. Factors Needed to Determine the Readiness of a PDS Partnership
B. Factors Associated with PDS Committed to a Culture of Inquiry
C. Factors Important Before Starting a PDS
D. Factors Essential for Developing a PDS Partnership
E. Factors Needed in Sustaining a PDS

shown in Figure 1. Participants were asked to rank their own institution's capacity to develop and sustain a PDS on 32 readiness factors using the following scale: 1 = Not Present, 2 = Emerging Capacity, 3 = Adequate Capacity, and 4 = Exceptional Capacity. According to the results, authors found that the universities and the partnership schools (two universities and three partnership schools were included in this current study) rated their respective institution's readiness factors as "adequate" on capacity. None of the participant groups rated their respective institution's readiness factors as "not-present" or "exceptional capacity for readiness."

The partnership schools rated only four of 32 readiness factors within the five general statements at a level close to the "emerging level of readiness" as indicated by an average score <3, with two of those listed under the statement "factors important before starting a PDS." The two factors are "financial resources" and "knowledge of PDS."

The university participants rated six of 32 readiness factors at an "emerging level" as indicated by average scores <3. However, like the schools, when all the readiness factors associated with each statement were grouped together, the institutions rated factors as "adequate" on all statements (Figure 1).

In looking at the results from the partnership schools and universities together, there were four readiness factors that were rated statistically different from each other based on a t-test comparison. These factors included "Climate/culture awareness" ($p = .022$), "Open and honest communication" ($p = .017$), "Collegiality" ($p = .031$), and "Shared goals" ($p = .005$). The latter two were represented under the statement on factors associated with a culture of inquiry. In all four factors, the partnership schools rated at a statistically higher level than partnership universities. A list of p-values on all readiness factors, based on school scores compared to university scores, are listed in Appendix B.

In the second step in the PDSEA process, survey participants were asked to volunteer for semi-structured group interviews. The interview results showed across the board that partnership school faculty were very interested in working with the partnership universities in a collaborative manner. The partnership school faculty shared that the partnership universities could assist in their educational goals and welcomed the expertise and resources that universities could provide, while acknowledging that universities would benefit from getting practical information and experience from "where the real teaching takes place." The partnership university faculty did not indicate the level of commitment expressed by the partnership school faculty. One of the university faculty member's comments included, "I have a concern about the time commitment needed from our faculty." Additionally, three school site faculty stated, "we don't know if we will have enough time because we are all swamped with implementing the common core curriculum." The interview data generally corroborated the data collected in the surveys.

Additionally, all participants in the schools and the universities were assured access to the survey results after the third step in the PDSEA process, the readiness scans. The readiness scans (CalPRSI©) were collected at four of the five educational sites used in this study. The results of the scans helped authors better understand the results of the interviews and surveys in part because the participants completing the scans also contributed to the first two steps of the PDSEA process. Authors believe the congruity between the first three steps lends support to each site's relative unity in their understanding of, and participation in, a PDS relationship.

Conclusion

It is clear from both the research literature and the personal experiences of the authors, that PDSs are challenging to create and even more challenging to sustain. The authors experience with a pilot PDS between a university and a partnership elementary school led to the creation of the PDSEA process. After a few years of navigating the PDS relationships and acquiring data from faculty, administrators, and staff at all sites, the researchers realized the importance of approaching future PDSs with an emphasis on readiness, equity, and commitment. The PDSEA process, though in its infancy, appears to have great potential as a systematic approach to determining compatibility between a university and a potential K-12 PDS partner. This study demonstrated that the PDSEA steps provide insight and opportunities for collaboration, discussion, and strength based analysis among the potential partners that might not normally surface when initial partnerships are formed. The insights and discussions that ensue can play a meaningful role in ensuring that the initial partnership has a stronger chance of success over the long-term.

The research model and assessment instruments were developed with a theoretical framework that incorporated single- and double-loop decision-making models. Therefore, in steps four and five of the PDSEA process. results were provided to participants with the decision-making model as part of the process. For example, the data suggested that partnership universities could provide workshops in areas in which partnership schools indicated that more information was needed. Hence, the sites could decide to address the need for informational workshops as a means to improve the partnership. Another recommendation that could be implemented based on the interpretation of the data includes the ability of school faculty to teach university faculty about practical experiences in the classroom, so teaching candidates receive accurate information about real-time classroom experiences. Additionally, the PDSEA process is a means to assist in the communication and overall readiness of the PDS partnership. With both educational sites participating in all five steps, the data lend support to the authors' hypothesis that a shared experience helps build the cohesion between PDS sites. Based on PDS history, including reports, standards, assessments, and policy initiatives, and based on the research into PDS development, organizational learning theories, cultural factors, and decision making models, and the experiences from this study, the authors strongly support the exploration of readiness factors prior to the full implementation of a PDS.

Initial findings of this study lead authors to conclude that perceived readiness is a key element in developing a successful PDS partnership and that the determination of partnership readiness plays a key role in the achievement of several of the NAPDS (2008) Nine Essentials. While all of the Nine Essentials are embedded in the PDSEA process, this aspect of the study places emphasis on Essentials One, Two, and Four, which correlate with the embedded concepts and context listed in Table 1.

Essential One addresses the need for a comprehensive mission and the advancement of equity within the PDS innovation. There are two overarching goals embedded in Essential One. The first goal is the "advancement of the education profession." The second goal is "the improvement of P-12 achievement and learning" (NAPDS, pp. 3-4). Implications for PDS readiness include an assessment of partners' understanding of and support for the mission statements of their individual institutions, and a thoughtful examination of their willingness to engage in a dialogue about the development of a unique PDS mission. This understanding and willingness to engage provide a foundation for the development of a viable PDS. Based on the results of the survey, it seems clear that the PDSs and partner universities value the concept of equity in and between their respective institutions.

Essential Two addresses school-university culture and active engagement of candidates in the school community. The overarching goal embedded in Essential Two is the creation of a school-wide culture that incorporates teacher candidates as full participants of the school community. Implications for PDS readiness include a thoughtful examination of partners' individual cultures, an assessment of the compatibility of programs and practices in the two partner institutions, and the determination of collaboration skill levels of participants. The assessment of these readiness factors provides the groundwork for dialogue that will strengthen efforts to implement the new PDS. The information obtained in the surveys, focus groups, and scans clearly indicates a desire by a majority of participants to foster a culture that embraces active engagement of all parties.

Essential Four addresses shared commitment to innovative and reflective practice. There are two overarching goals for partners embedded in Essential Four. The first goal is the development of collaborative practices that engage participants in meaningful and reflective dialogue. The second goal is the acquisition of knowledge about the characteristics of innovation. Implications for PDS readiness include a review of reflective practices in place at the partner institutions, and the adequate number of personnel who are willing to actively engage in inquiry that leads to best practice. The determination of these readiness factors provides an organizational condition that will enhance the sustainability of the newly formed PDS. The use of the PDSEA including the data from the CalPRSI© helped authors substantiate the need to help PDS institutions determine readiness factors pertaining to innovative and reflective practices.

The data provided in this study show promise that the concept of readiness is a viable factor in the development, implementation, and sustainability of a new Essentials-based PDS partnership. A limitation of this study is the small sample of universities and schools that does not allow for generalization. Additionally, data collected longitudinally on the PDSEA process would help determine the effectiveness of the PDSEA in developing stronger PDSs initially, as well as looking at partners that elected not to form partnerships based on the PDSEA data, and how that avenue could benefit the respective sites in their future. More research is needed on all aspects of the PDSEA process and a larger population of universities and schools need to be included. For example, researchers are continuously gathering data from new school sites on the readiness factors, and in the future will be able to provide detailed descriptive statistics on readiness factors associated with PDSEA. The result will allow researchers to add specificity to this current study, which supports direct communication on readiness factors between partner universities and schools. After the school and universities in this study were encouraged to examine their similarities and differences, they found through PDSEA step four, collaborate discussion, that it was necessary to address the availability of common meeting times. Additional continuous gathering of data will add to the current field of study in the determination of the readiness of schools and universities to form healthy PDS partnerships. SUP

Appendix A. The Survey on Perceived Readiness Factors

PDS PARTNERSHIP READINESS SURVEY

Each of the following statements includes a list of factors that are related to the statement. The factors listed are intended to be used for both the University and the School Site partnering to form a Professional Development School (PDS). Please select the top three factors in order of importance by placing a 1 (most important), 2, and 3 next to the three factors you feel are most important in relation to the statement.

We understand that for each statement participants may feel all factors are equally significant; however, for the purpose of this study we are asking for you to choose the three most important factors in each group and rank those three in the order of importance. If there are other factors which you deem important, please list them in the section for Other.

Thank you in advance for your willingness to participate.

BEFORE YOU BEGIN THE PDS PARTNERSHIP

A. The following are factors needed to determine the readiness of a PDS partnership:
- ____ Collaborative practices in place at partner institutions
- ____ Awareness of existing climate/culture in partner institutions
- ____ Commitment to diversity by partners
- ____ Strong desire to engage in development of innovative practices
- ____ Decision-making structures in place
- ____ Knowledge and expertise of participating personnel
- ____ Availability of Instructional materials and resources
- ____ Other_____

B. The following are factors associated with a PDS committed to a culture of inquiry:
- ____ Collegiality
- ____ Shared goals
- ____ Structured meetings
- ____ Acknowledgement of expertise
- ____ Research models
- ____ Reflective practice
- ____ Other_____

C. The following are important factors before starting a PDS:
- ____ Clear policies
- ____ Accountability
- ____ Classroom technologies
- ____ Respect for other's assets including knowledge and experience
- ____ Common interest
- ____ Financial resources
- ____ Knowledge of PDS standards and principals
- ____ Other_____

TO BEGIN A PDS PARTNERSHIP

D. The following are essential factors for developing PDS partnerships:
- ____ Information gathering and determination of readiness of partners
- ____ Planning
- ____ Defined roles
- ____ Time commitment
- ____ System for evaluation
- ____ Flexibility
- ____ Other_____

TO SUSTAIN A PDS PARTNERSHIP

E. The following are factors needed in sustaining a PDS:

____ Open-honest communication
____ "Buy in" from all involved participants
____ Providing resources
____ Positive leadership
____ Joint governance
____ Learning in context of practice
____ Other _____

RATE YOUR SCHOOL'S CAPACITY

In terms of capacity, please circle the score for each factor with the following rubric based on your institution's capacity to develop a Professional Development School/University Partnership

1 – Not Present 2- Emerging Capacity 3- Adequate Capacity 4- Exceptional Capacity

A. Factors needed to determine the readiness of a PDS partnership:
(1 – 2 – 3 – 4) Collaborative practices
(1 – 2 – 3 – 4) Climate/culture awareness
(1 – 2 – 3 – 4) Commitment to diversity
(1 – 2 – 3 – 4) Strong desire to engage in development of innovative practices
(1 – 2 – 3 – 4) Decision-making structure
(1 – 2 – 3 – 4) Knowledge and expertise of staff
(1 – 2 – 3 – 4) Availability of instructional material and resources
(1 – 2 – 3 – 4) Other_____

B. Factors associated with a PDS committed to a culture of inquiry:
(1 – 2 – 3 – 4) Collegiality
(1 – 2 – 3 – 4) Shared goals
(1 – 2 – 3 – 4) Structured meetings
(1 – 2 – 3 – 4) Acknowledgement of expertise
(1 – 2 – 3 – 4) Research models
(1 – 2 – 3 – 4) Reflective practice
(1 – 2 – 3 – 4) Evaluation
(1 – 2 – 3 – 4) Other_____

C. Factors important before starting a PDS:
(1 – 2 – 3 – 4) Clear policies
(1 – 2 – 3 – 4) Accountability
(1 – 2 – 3 – 4) Classroom technologies
(1 – 2 – 3 – 4) Respect for other's assets (e.g. knowledge and expertise)
(1 – 2 – 3 – 4) Common interest
(1 – 2 – 3 – 4) Financial resources
(1 – 2 – 3 – 4) Knowledge of PDS standards and principals
(1 – 2 – 3 – 4) Other_____

D. Factors essential for developing a PDS partnership:
(1 – 2 – 3 – 4) Planning
(1 – 2 – 3 – 4) Defined roles
(1 – 2 – 3 – 4) Time commitment
(1 – 2 – 3 – 4) Re-evaluate
(1 – 2 – 3 – 4) Flexibility
(1 – 2 – 3 – 4) Other_____

E. Factors needed in sustaining a PDS:
(1 – 2 – 3 – 4) Open-honest communication
(1 – 2 – 3 – 4) "Buy in" from all involved participants
(1 – 2 – 3 – 4) Providing resources
(1 – 2 – 3 – 4) Positive leadership
(1 – 2 – 3 – 4) Joint governance
(1 – 2 – 3 – 4) Learning in context of practice
(1 – 2 – 3 – 4) Other_____

Identify your role in the PDS partnership by checking one of the categories below:

_____SCHOOL FACULTY AND STAFF
_____ Faculty _____ Staff _____ Other
_____UNIVERSITY FACULTY AND STAFF
_____ Faculty _____ Staff _____ Other

ADDITIONAL DEMOGRAPHICS:
_____ Female _____ Male

YEARS WORKING IN EDUCATION
_____1-5 years _____ 6-15 years _____More than 15 years

LEVEL
_____ Elementary _____Middle _____High School _____ Higher Education

THANK YOU FOR TAKING YOUR VALUABLE TIME TO COMPLETE THE SURVEY

Appendix B. Table of p values for each Readiness Factor when School scores are assessed vs. University scores

	Schools vs University
Factors needed to determine the readiness of a PDS partnership:	
Collaborative practices	0.952
Climate/culture awareness	0.021*
Commitment to diversity	0.427
Strong desire to engage in development of innovative practices	0.337
Decision-making structure	0.208
Knowledge and expertise of staff	0.453
Availability of instructional material and resources	0.360
Factors associated with a PDS committed to a culture of inquiry	
Collegiality	0.030*
Shared goals	0.005*
Structured meetings	0.628
Acknowledgement of expertise	0.095
Research models	0.143
Reflective practice	0.352
Evaluation	0.837
Factors important before starting a PDS	
Clear policies	0.849
Accountability	0.866
Classroom technologies	0.946
Respect for other's assets (e.g. knowledge and expertise)	0.057
Common interest	0.920
Financial resources	0.627
Knowledge of PDS standards and principles	0.070
Factors essential for developing a PDS partnership	
Planning	0.538
Defined roles	0.739
Time commitment	0.932
Re-evaluate	0.983
Flexibility	0.522
Factors needed in sustaining a PDS	
Open-honest communication	0.017*
"Buy in" from all involved participants	0.709
Providing resources	0.398
Positive leadership	0.368
Joint governance	0.497
Learning in context of practice	0.414

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Thierry Kolpin teaches counseling courses at California State University, Long Beach and is a Senior Manager for Wise Education Consultants, LLC.

Emily Shoemaker is a retired professor of education at the University of La Verne, La Verne, California, and a Senior Manager for Wise Education Consultants, LLC.

Michael Cosenza is an associate professor of education in the Department of Learning and Teaching of the Graduate School of Education and at California Lutheran University in Thousand Oaks, California.

Jacquelyn Allen is an associate professor at the University of La Verne, La Verne, California, and Marriage Family Therapist and National Certified Counselor.

Cindy Thomas-Cary is an associate professor of Child Development at the University of La Verne, and student teacher supervisor at the PDS at the Fairplex Child Development Center, Pomona, California.

Patricia Ensey is an assistant professor of education and the chair of the Educational Leadership Program at the University of La Verne in La Verne, California.

Michael McCambridge is an associate professor of education in the Department of Learning and Teaching at the Graduate School of Education at California Lutheran University in Thousand Oaks, California.

Judy Morris is an assistant professor of education in the Special Education Program and Professional Development School Coordinator at the University of La Verne in La Verne, California.

Janet Trotter is an assistant professor of education in the School Counseling Program and lead regional Orange County Campus faculty at the University of La Verne in La Verne, California.