

INDIANA STATE UNIVERSITY PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIP: *Systemic, Symbiotic, and Solution-Oriented*

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The Indiana State University Professional Development Schools (ISU PDS) Partnership sprang from the convergence of two strong needs: 1) the need for real life practice in the way of extended clinical experiences for teacher

education students in schools of practice; and 2) the need on the part of the schools in the community to have access to research on best practice, rejuvenation through contact with content area experts, and assistance with



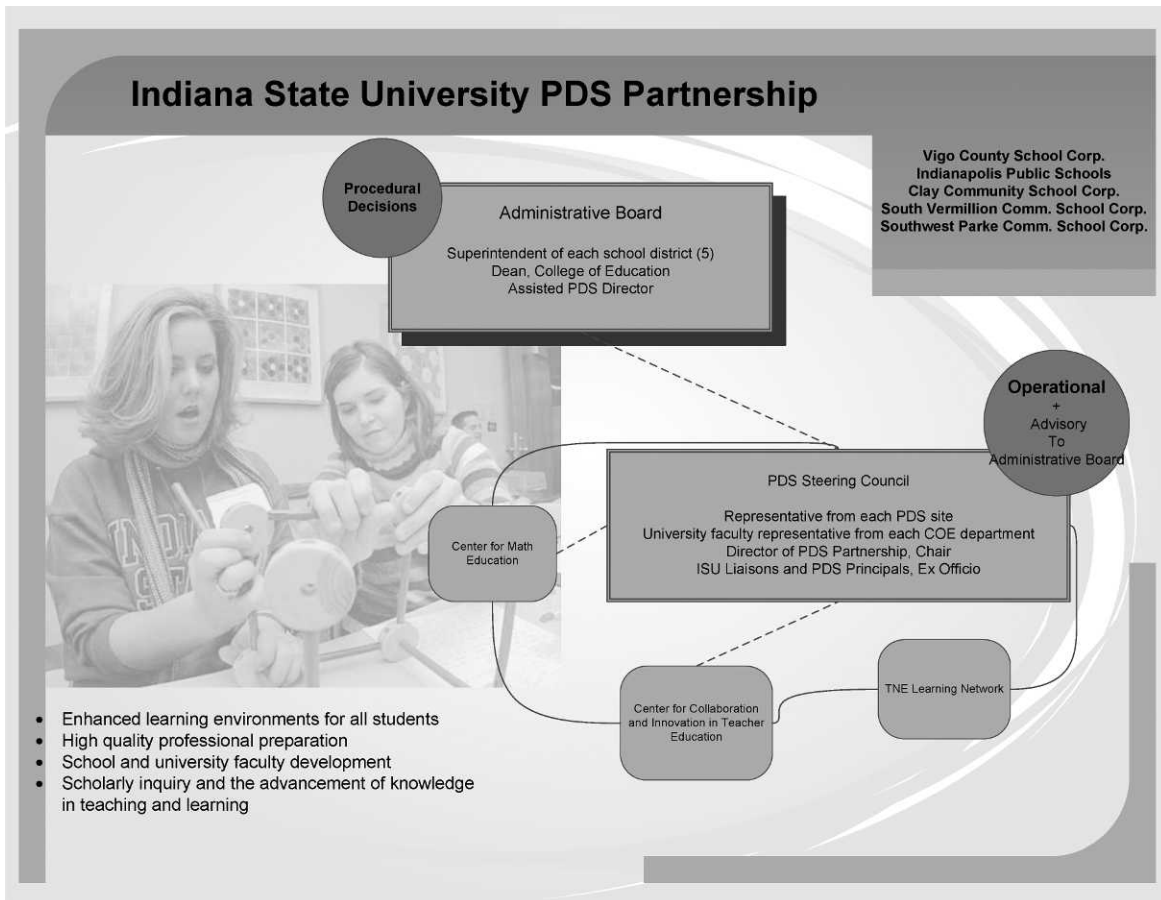


Figure 1. ISU PDS Organizational Framework

improving the learning environment for all students. This Partnership is guided by the overarching purpose of *linking renewal in schools to renewal in educator preparation*. To meet this purpose, the Partnership has four main goals: (1) increase learning for all students through creating enhanced learning environments where effective curricular, instructional, and organizational practices are used to ensure that all students reach their full potential as students and as persons; (2) provide optimal learning environments for preservice educators to learn the craft of teaching and learning to high and rigorous standards of performance in schools committed to restructuring and continuous professional development for faculty; (3) provide meaningful professional development for university and school faculty based on their needs and collaboratively developed by them; and (4) support scholarly inquiry and the

advancement of knowledge in teaching and learning, especially through collaboratively designed programs of scholarship.

Our Vision

The vision of the ISU PDS Partnership rests on three interlocking assumptions and beliefs. First, the partnership believes that reform and renewal activities must be *systemic*. The intent of the partnership is to create a seamless educational system from preschool to graduate schools and to promote the development of new roles and relationships between the members of the partnership so that all are focused on the common goal of learning. Second, the partnership believes that a *sympiotic relationship*, built on trust and parity between its members and existing institutions, is necessary to achieve

Indiana State University

Professional Development Schools Partnership

A Partnership committed to linking renewal of schools to renewal of educator preparation programs through the creation of a new institution that promotes:

- ◆ continuous self-renewal and improvement
- ◆ commitment to diversity and the belief that all students can learn
- ◆ inquiry and assessment to drive decision-making,
- ◆ high and rigorous standards for teaching and learning
- ◆ shared beliefs and commitments based on trust and equity



The ISU PDS Goals

GOAL ONE	GOAL TWO	GOAL THREE	GOAL FOUR
<p>Enhanced learning environments for all students</p> <p>The PDS uses effective curricular instructional, and organizational practices to ensure that all students reach their full potential as students and as persons</p>	<p>High quality professional preparation</p> <p>The PDS provides optimal environments for pre-service educators to learn the craft of teaching and learning to high and rigorous standards of performance</p>	<p>School and university faculty development</p> <p>The PDS provides meaningful professional development for school and university faculty based on their needs and collaboratively developed by them</p>	<p>Scholarly inquiry and the advancement of knowledge in teaching and learning</p> <p>The PDS supports inquiry, research, and exchange of knowledge regarding teaching and learning through collaboratively designed programs of scholarship</p>

Figure 2. ISU PDS Goals

systemic change. The partnership must value the contributions of each member. Thus, the partnership builds ownership and a sense of self-worth. Third, the partnership needs a **critical study** process to inform and guide its work. Problem solving and decision making require crucial and accurate data if the partnership is to continue to develop, grow, and respond to emerging challenges. The interplay of these three components forms the foundation for the vision of the partnership.

Resting on this foundation are the twin institutions of the schools and the University coupled with the communities they serve and by whom they are supported sharing the common goal of promoting learning. Each of the schools and the University, at root, is composed of students, faculty, and programs. The school communities are crafting organizational, curricular, and instructional programs guided by the concepts of equity (all students can learn) and excellence (high and rigorous standards of performance for students). The University faculty are implementing a program for professional educators which: (1) contains a broad basic core of general liberal education designed to promote critical thinking, to foster individual development and respect for cultural diversity, and to promote understandings that lead to a lifetime of learning; (2) encourages bridging of theory and practice by deepening understanding of content and the link to pedagogy; (3) contains a professional development core that emphasizes the study of child and youth development, learning theory and its application to practice, instructional environments within and beyond the school, and the effectiveness of alternative instructional approaches including technology that may be adapted to changing demographics in classrooms and to changing social realities; and (4) ensures continuous field experiences in schools organized to promote high and rigorous learning for all students. Further, each partner is committed to continuous improvement and formalized standards of performance. For the schools, state proficiency guides that have been informed by the learned societies are followed; while at the University, the standards of the

Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS) serve as the conceptual frameworks for its programs. Both the schools and the University have created their plans together, promoting multiple points for systemic renewal and reform while at the same time promoting symbiotic relationships based on trust and parity.

Who We Are

The Indiana State University Professional Development School (ISU PDS) Partnership is shaped by the diversity of the students, schools, and school districts involved. In the fall of 1992 following a year of intense discussions, the program began with 10 schools (five elementary, one middle, and four high schools) in four school districts in west central Indiana. Today, the Partnership is composed of 19 schools (11 elementary, two middle, and six high schools) in five school districts, including the Indianapolis Public Schools. These rural and urban sites cover all grade levels and include high percentages of students living in poverty. The urban sites, in particular, offer preservice professional education students many opportunities to work with children and youth of highly diverse cultural backgrounds.

Faculty Roles

There are many roles, both formal and informal that both college/university and P-12 faculty play across both institutional settings. University faculty members serve as liaisons to specific PDS sites. These boundary spanners promote collaboration by serving on school improvement teams, helping to plan and implement powerful professional development programs, offering specific workshops on topics selected by school-based faculty, coordinating early field experiences of preservice educators, and serving as a conduit to other University faculty. In turn, each PDS has a representative (teacher) who formally sits on the PDS Steering Committee and serves as a communication conduit between

the PDS Steering Committee and the school faculty and administration. In addition, the PDS representative serves as an advocate at the school site for partnership activities including early field experiences, professional development programs, and school reform initiatives; assists with the development of the school's PDS professional development proposal; and plans and/or supports collaborative inquiry projects with university faculty and other school members.

At PDS sites hosting immersion programs (candidates have an additional professional semester prior to student teaching), University faculty and P-12 teachers work together in another role as equals in the training, mentoring, supervision, and evaluation of preservice teachers. "Coaching teachers" take "interns" as their partners in the classroom for a full semester and are supported by a University faculty member who is assigned to supervise the preservice teachers in that school. Another formal role available for P-12 teachers is that of "Clinical Faculty Associate." Each year one secondary and one elementary teacher are selected for the opportunity to take an educational sabbatical from their school position to join a University education department for the academic year. In this position, they both teach and take classes, work with one or more University Faculty in supervising interns and student teachers within a specific PDS, attend faculty meetings and participate in the life of the College of Education and the University. They also assist the school district with planning and hosting one or more professional development activities and/or community outreach work of the schools. In essence, they become true boundary spanners!

Each year, a PDS teacher or administrator is asked to serve on the Teacher Education Committee (TEC), which is the University's governing body for all things (curriculum, admission requirements, assessment, etc.) related to Teacher Education on campus. Additional members of our PDS community are also asked to participate in a yearly Assessment Day, when we, as a community, review the data gathered and generated in our Unit Assessment System

and make recommendations to TEC for changes needed to the admission, curriculum, instruction, placements, and assessments of educator preparation programs at both initial and advanced levels.

Some University faculty and PDS teachers have assumed joint responsibility for preparing state-certified Mentors for new teachers in the first two years of their induction into teaching. Together, they have executed an extensive (over 40 contact hours over a semester's time) training program resulting in certification as a mentor and graduate credit applied toward license renewal. Over 200 certified mentors are now available in schools within the Partnership. In addition, each PDS site has established a site-based planning committee of teachers, parents, students, community members, and university personnel, giving many opportunities for all to assume a role in bettering the learning environment for all learners within that building. P-12 faculty also serve on numerous University and/or Partnership task forces, design teams, grant-writing teams, etc. Both university faculty and P-12 teachers act as expert consultants or facilitators of large scale and small scale projects and meetings. Whenever there is something to be done, it is done collaboratively and utilizes the talent of the PDS Partnership - even when it isn't directly related to the Partnership needs!

Organizational Structures

The ISU PDS Partnership has established effective organizational structures for enhancing dialogue and collaboration among participants, several of which are spelled out in the articulation agreement with each school district, which is revisited every five years. Each new agreement may contain modifications to the current agreement, as the needs of all parties change over time, especially with the development of new models for deeper and richer clinical experiences for candidates that bring welcome, and positive, changes in the relationships between schools and University. The current agreement sets out the responsibilities and rights of the school district, of the

university, and of a student enrolled in early field experience at the University. A portion of the agreement deals with the placement of participants and the professional standards to which all will be held. It also spells out consultation fees which shall be paid to each host teacher up to a maximum of \$200.00 per semester. The section on Professional Development School Support and Policies emphasizes the involvement of the majority of the school faculty in the decision to become and remain a PDS and to support the mission of the PDS Partnership and its goals. Each school participating as a PDS site also must be willing to allocate a substantial portion of its staff development resources to the goals of the Partnership.

Policy, procedural and operational structures are articulated in the Agreement. For instance, the partnership is guided by the Administrative Board composed of the five district superintendents, the dean of the College of Education, and the partnership director who serves as an associate dean in the College of Education. The Administrative Board establishes policies for the partnership and operates under a formal contract of agreement approved by the University Board of Trustees and the school boards of the five partner districts. (See Appendix)

Operation of the partnership is coordinated by the PDS Steering Committee, which is composed of representatives from each of the PDS sites and the educator programs within the University. To close the communication loop there is also a district representative at the table. PDS liaisons and PDS Principals are invited to participate in every Steering Committee meeting. The Steering Committee as a whole meets a minimum of six times a year. Committee meetings are also forums for open discussion of issues and problems in school restructuring and reform, as well as issues and problems in field experiences and perceived gaps in teacher education programs. Subcommittees have been formed over the years to deal with just about every aspect of educator preparation, including counselor, school psychologist, and principal preparation for assuming leadership in a

professional development school. Other subcommittees have been charged with improving the clinical supervisory program and skills of university and school faculty in that area and addressing diversity issues.

The Steering Committee is the body that reviews each school's yearly professional development plan and grant proposal. Dialogue occurring over the various plans encourages true reflection about our work in schools to enhance learning and the kind of support that is needed to build the capacity for change and continuous improvement. It also takes responsibility for coordinating the collaborative inquiry thrust of the PDS Partnership by creating proposal guidelines, revising those when needed and serving as the "broker" in aiding faculty in both the schools and university find topics of mutual interest. As in the school-based professional development plan proposals, the Steering Committee has financial resources to allocate to support the collaborative inquiry proposals. The PDS Steering Committee continues to serve as a clearinghouse of ideas and programs.

In addition, each individual PDS has established a site-based planning committee of teachers, parents, students, community members, and university personnel. As a group, they ensure that the goals for professional development support the overall school improvement goals and that resources from the Partnership are focused on enhancing student learning.

The role of the PDS liaison, who is either a tenured or tenure track university faculty member, is structured to enhance regular communication among participants. Specific responsibilities of the PDS liaison include serving on the PDS site's school improvement team, assisting the team in planning professional development activities, participation in the preparation of grants and proposals, and helping develop and implement the site's restructuring and/or improvement plan. Liaisons meet with other liaisons on a regular basis to share communication and address issues of common concern. They coordinate and facilitate other ISU faculty involvement in the PDS such as collaborative inquiry projects or professional development activities, and assist with the

placement of early field experience students and immersion students. They inform ISU faculty of PDS site activities, policies, and operating procedures and serve as the conduit for information flowing from the University to the school. They meet regularly with the building principal and the PDS Steering Committee representative. There are a myriad of other activities that the liaison may engage in, given the time. Many liaisons have implemented a program called “PRE-PARE”, Partnering to Reform Education: Plan, Achieve, Reach Excellence! During the fall semester, the PDS liaison works with the school leadership (principal and/or designates) and the school’s PDS representative to ascertain the school’s priorities. These priorities would likely be derived from, and supportive of, the school’s improvement goals and objectives for this year or cycle. Together, they design a school improvement study group (a specific type of learning community) whose learning objectives are in concert with the school’s priorities. The PDS liaison then identifies readings, seminar topics, and an end-of-year deliverable in consultation with the PDS leadership (principal, designates, PDS representative). Examples of deliverables could be a professional development series to be delivered the following year, a series of coordinated co-curricular activities for students to meet key objectives, etc. In the spring semester, the PDS liaisons facilitate regularly scheduled after school sessions (1 – 1.5 hrs.) with school personnel who join the school improvement study group. They discuss the objectives and readings and together produce a deliverable. Participating K-12 faculty may enroll in an off campus credit-based learning experience to finalize the study group outcomes and promote their own professional development.

Resources

University, school district, and school resources are dedicated to the Partnership in many and varied ways.

- An annual block grant of \$1800 is provided to each PDS to support professional and

program development around the school’s goals which are aligned with the school’s improvement plan. This consists of \$900 from ISU and \$900 from the district. When external funding has been available to support the partnership, the annual block grant is supplemented with funding ranging from \$3000 to \$7000, dependent upon the level of the school.

- Graduate fee waivers of 13 semester hours to support staff and program development are given to each school each year.
- A Collaborative Inquiry Fund of \$6000 annually is shared amongst PDS sites for grants approved by the PDS Steering Committee of \$400 per inquiry project. These projects must be conducted by a collaborative team of P-12 teacher and ISU faculty member(s). Graduate students can also participate.
- PDS “coaching teachers” who work with candidates during their immersion semester prior to student teaching each receive \$200 in recognition of their contribution to the development and evaluation of new teachers.
- PDS teachers who host candidates in earlier field experiences can receive \$25 per candidate, up to a maximum of \$200 per semester.
- University faculty who serve as PDS liaisons have been rewarded with a one course release each semester. During the life of the partnership, numerous external grants have been received that have supported the one course release. During this current academic year, we have no large grant support and so have used creative scheduling to allow faculty the time to be in schools and are providing a \$1000 stipend per semester to each faculty liaison.
- PDS representatives who serve on the PDS Steering Committee each receive \$200 per semester for their service to the Partnership. This amount is contributed by the school district.
- The University has set aside base budget dollars to support the basic functions of the Partnership and has dedicated 50% of the time of an associate dean in the College of Education to directing the Partnership.
- Within the Partnership, two of the districts work with the University to support the leadership and the development of teacher leaders by jointly supporting Leadership

Institutes and Aspiring Leaders Seminars throughout the academic year.

- The ISU Center for Math Education has been established to serve the needs of both preservice educators and P-12 teachers in the Partnership. The Center provides workshops for teachers as well as materials for check out.
- The Center for Collaboration and Innovation in Teacher Education (CCITE) was established as a result of a Teacher Quality Enhancement Partnership grant. CCITE is focused on supporting new teachers during their induction into the teaching profession and continuing professional development for PDS teachers. CCITE works in tandem with the Math Education Center, the College of Education's Office of Educational Outreach, and the Office of Sponsored Programs to match programming to PDS sites and teachers and to seek continued funding for operations. The PDS Steering Committee serves as an advisory to CCITE.

Preparing Future Educators

During the past academic year, each PDS embraced early field experience students, interns in an immersion experience, and/or student teachers. In addition, P-12 teachers, College of Education (COE) faculty and faculty from the College of Arts and Sciences (CAS) participated in "task forces" and "design team" meetings that continued the work of moving the deeper and richer clinical experiences and professional semester concepts from pilot programs into the approved curriculum for teacher education.

After an extensive clinical pilot over a two-year period, the Elementary and Special Education programs adopted an intensive clinical immersion experience: Teachers of Tomorrow Advancing Learning (TOTAL). In the semester prior to student teaching, teacher candidates were placed with a master teacher for a full semester of all day classroom immersion coupled with content methods courses in math, science, social studies, and reading. In the first eight weeks of the TOTAL semester, candidates attend content methods courses on Monday, and are placed in PDS schools with a master teacher for the remainder of the week. In the last eight

weeks of the semester, TOTAL teacher candidates are in schools every day. During this time, teacher candidates participate in the full range of building activities, including teaching, assessment, administrative activities, and professional development. In the classroom, TOTAL interns observe and assist supervising teachers before gradually moving into small-group instruction and, finally, assuming responsibility for teaching some lessons at the end of the semester in preparation for their student teaching. The TOTAL internship semester differs from student teaching in that the intern is never left alone with the students and is never responsible for a full day of instruction, effectively resulting in a co-teaching arrangement between the intern and their supervising teacher.

The purposes of the TOTAL program are many, but the basic aim is to ensure that ISU teacher candidates are better prepared for student teaching and, subsequently, for teaching professionally. The hope is that the program will eventually help retention, as better prepared teachers may be more inclined to continue as teachers. In addition to the guidance of coaching teachers, TOTAL interns are in regular contact with university faculty during required seminars and in the field. TOTAL supervisors, who are ISU faculty, are in the schools two to four times a week. TOTAL interns are also required to participate in a blog on which they share specific problems and answers with one another and with university faculty and teachers in their PDS. The blog is intended to promote reflective practice and professional collegiality.

Coaching teachers engage in 12 hours of training in coaching techniques and models. They also help to develop and/or refine evaluation and reflection tools to use with their intern.

The similar immersion experience is included in the secondary teacher preparation program. Called the "Immersion Semester," it includes modules that incorporate early field experience for pre-service teachers during the sixth or seventh semester of the undergraduate program, when CAS and COE faculty members team to create an extended block of time for candidates to be placed with a coaching teacher in their content area in a local high school.

Candidates spend three hours a day for approximately eight weeks paired with a master teacher. The PDS Partners' goal with these clinical placements is that during the immersion semester, pre-service candidates are exposed to real experiences in a whole-school environment that previously would have been simulated. The longer, more intensive immersion helps the intern gain the trust of his/her coaching teacher and learn flexibility and adaptability in crafting lessons and responding to student needs. As is the case in the TOTAL program, university supervisors meet with teacher candidates both onsite and at the university. These supervisors include both COE faculty and faculty members from other colleges who teach content methods courses. Although, initially, COE faculty had concerns about whether candidates' content knowledge was adequate at this earlier stage in their program to play this role in the classroom, the PDS teachers who serve as coaches expressed no such concerns.

Also during this year, University faculty and P-12 teachers who had previously been trained as "coaching teachers" conducted workshops to train additional teachers for the important work of supervising interns and modeling best practice in coaching strategies.

Growth Opportunities for Everyone

There are numerous vehicles for professional development for participants in the Partnership, some of which have already been mentioned such as study groups and professional learning communities. School-based professional development aligned with school improvement goals is supported by the block grants provided to each school. For the past six years, a Summer Teacher Academy has provided professional development in workshop format. PDS representatives survey teachers in their buildings to determine the topics that will be addressed. Then teams of university faculty and P-12 faculty design the specific 15-hour workshops to be offered. Each workshop is aligned with Indiana Academic Standards, integrates technology and is highly interactive. Over 700 teachers partici-

pated in the 2008 Summer Teacher Academy, which offered workshops on differentiating instruction at the elementary and secondary level, using brain-compatible teaching strategies to teach and reteach, virtual field trips and service learning, creating maps and other resources through virtual technology, positive behavior supports, teaching social studies in the age of YouTube, and other exciting topics.

The Partnership has worked diligently to secure professional development grants to enable teachers and administrators to deepen their understanding of both content and research-based instructional practices. "Writing Through the Arts" is one such quality development experience that was identified by partners as a need. University and P-12 faculty delivered the content to secondary teachers and principals through a combination of a summer course, online discussions and meetings during the academic year. Another grant supported a similarly structured program, "Thinking Through the Text".

Professional development for PDS principals and their University liaisons takes place on a monthly basis during the academic year. This past year several books on leadership and culture representing diverse perspectives were selected for reading and discussion. The sessions also focus on exploring curriculum and instruction issues and other educational topics that impact ISU preservice students as well as K-12 administrators, teachers, and students. Following each session, participants write short reflective papers that enable them to apply what was discussed to their own practice and guide the facilitators in planning future sessions.

Other professional development on a regular basis includes Coaching Teacher workshops, the Mentor Teacher Preparation Program, Clinical Faculty training, technology workshops, and school-specific study groups.

Enhanced Student Learning

Many of the activities described so far in this article tell the story of innovative and reflective practices that are explicit, mutually determined

by PDS participants, and demonstrably enhance student learning. Additional examples now hone in on evidence of enhanced student learning. When the focus of professional development for PDS teachers is content-driven and designed to boost teachers' confidence in their ability to teach that content effectively, we can show a direct impact on student learning.

The PDS Partnership has sought quantitative measurements of ISU teacher candidates' impact on K-12 pupil learning. We have conducted pre/post tests of K-12 pupil learning during clinical field experiences, usually two weeks apart, and found significant effects. Among secondary education teacher candidates in fall 2007, the average overall effect size for 7-12 pupil learning (N = 298), across various subjects, was 1.79. Among secondary teacher candidates in the spring of 2008, the average overall effect size for 7-12 pupil learning (N = 797) was 1.78. For elementary education teacher candidates (N = 47) in the spring of 2008, the average overall effect size for K-6 pupil learning (N=992) was 1.81. Faculty have interpreted these results to mean, first, that ISU preservice teachers know how to construct an appropriate pre/post test, that they are then capable of designing lessons that increase student learning, and last, that they are having a sizeable impact on the short term learning of the pupils they teach.

A second example refers to teacher candidates as the "students", rather than P-12 pupils. Field experiences include teacher candidate participation in the full range of building activities, leading to student change related to professional identity development throughout the course of the semester. Evidence of professional identity development is collected through the Unit Report and through surveys and feedback from supervising teachers, as well as observations and assessments by university supervisors. ISU faculty who have worked with teacher candidates in the traditional teacher preparation program and in the newer immersion programs declare that the difference in the two groups of candidates' skills is readily apparent. Survey data and responses from supervisors are also showing that student

teachers are better prepared because of the new clinical experience model.

Sharing What We Learn

Best practice is routinely examined and shared with others, both within and outside of the PDS relationship. In the early years of professional development schools (mid 1990's), the ISU PDS Partnership hosted several conferences for both university faculty and P-12 faculty in the Midwest who were engaged in this new practice for supporting early field experiences. As PDS partnerships became more common, we looked for other ways to share our experiences and the expertise developed through those experiences. We looked for ways to test our own "best practice" against the best practice of others and so hosted a number of PDS Partnership Conferences that were attended by representatives from PDS Partnerships in Indiana and Illinois. In addition we regularly present with teams composed of ISU faculty, P-12 teachers and PDS principals at the American Association for Colleges of Teacher Education (AACTE) and the National Association for Professional Development Schools (NAPDS). PDS school teams often present their work at the annual Sycamore Educator Day which is a conference for all ISU educator alumni held each fall.

Recognizing Results

The ISU PDS Partnership has many accomplishments and achievements of which we are most proud. In 2002, the Indiana State University Professional Development Schools Partnership was honored by the American Association of State Colleges and Universities with the Christa McAuliffe Award for Exemplary Programs in Teacher Education. This prestigious award recognizes leadership and innovation in teacher education programs. The award honors programs that can document the success of their graduates and their impact on the pupils they teach. The award exemplified both the quality of teacher preparation programs and the leadership role the ISU PDS

Partnership has exhibited in reforming conditions of practice.

In 2003, the Partnership received a \$3.9 million, five year Teacher Quality Enhancement Partnership grant to support the redesign of teacher education programs and create improved learning environments for P-12 students. The grant brought the partners together in new and unique ways and expanded the Partnership to fully include faculty from the Arts & Sciences.

Being recognized by your own institution or peers is often the most difficult accomplishment to achieve. In 2007, ISU's Distinctive Program Initiative recognized Teacher Education as one of two university-wide Programs of National Distinction for achieving a national reputation for the quality of their work and reflecting the values of Indiana State while meeting state and national needs. This could not have been realized without the PDS Partnership.

In 2009, our teacher preparation programs at the elementary and secondary levels and the PDS Partnership were selected by Teachers for New Era from among 30 transformational schools/colleges as one of the top nine innovative and reformed programs in the nation. In determining the program innovators, the Academy for Educational Development (AED) sent a research team to the Indiana State University campus and several of the PDS sites to take an in-depth look at our reform efforts. The focus of the review, which later resulted in a case study included in a manuscript prepared for the Annenberg Foundation and the Carnegie Foundation, was to document the extent to which collaboration was central to the reform efforts underway in teacher education programs. A second focus was to document expanded clinical teaching experiences in PDS settings. In the case study, they delineate the extensive collaboration that permeates the entire Partnership and the more recent inclusion of collabo-

ration with the College of Arts and Sciences to deepen the content knowledge of both candidates and inservice teachers. They also document the transformation from "methods courses with short clinical teaching in groups" to full-fledged professional semesters spent immersed in the classroom on a daily basis coupled with pedagogy course for each content area. Because of this distinction, our Partnership was able to participate in a think-tank opportunity in Washington D.C., and help inform policy-makers of best-practice teacher preparation ideas that can be institutionalized.

Many of the Partnership schools are engaged in reform efforts, e.g. school wide Title I reform, small learning community grants, and service learning initiatives. Each of these important reform efforts have become a part of the activities of the larger Partnership and inform our work. The simultaneous renewal of each PDS, the redesign of educator preparation programs, and the reform of induction and continued professional development of educators is a complex set of reforms happening all together. We are most proud of the transformations that have resulted in each PDS becoming a school for the development of novice teachers and the induction of new professionals, a school for the continuing development of experienced professionals, a school for the research and development of the teaching profession, and a school committed to enhancing the learning of all students served. ^{SUP}



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